



Name of School: Lakewood Christian Schools

Date of Visit: March 13-16, 2016

Visiting Team Members Representing  
Association of Christian Schools International  
and  
Western Association of Schools and Colleges

#### Team Members

Team Chair: Olivia Pike

Title: Administrator of Instruction

Team Member: Marilyn Ayers

Title: Retired Educator

Team Member: Heather Bradford

Title: Principal

Team Member: Jon Willingham

Title: Teacher

Team Member: Lynn Saavedra

Title: Teacher

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## **ACSI Accreditation Visiting Team Final Report for:**

### **School Information**

School ID # 11815

School Name: Lakewood Christian Schools

Address: 5336 Arbor Road

City/State/Prov Country: Long Beach, CA

Head of School: Brenda Barton

Phone Fax: (562) 425-3358

E-mail: Infor@lcsbears.org

Grades Offered: Preschool- 8<sup>th</sup> Grade

Grades to be Accredited: K-8<sup>th</sup>

Year Founded: 1978

Enrollment: 350

### **Accreditation Team Information**

Chairperson: Olivia (Libby) Pike

Dates of Visit: March 13-16, 2016

Joint Accreditation: WASC

The ACSI *REACH 2.0: Standards Manual for Accreditation for EE-12 North American and International Schools* was used by the school to develop its self-study. The school and its staff made available to the visiting team all of the necessary information and documents. The following report represents the combined insights of the visiting team. The team members wish to express their gratitude for the generous reception and hospitality they received at the school. It was greatly appreciated.

## **Significant Changes Report—Chairperson**

There have been many significant changes at Lakewood Christian Schools since the 2010 accreditation visit:

In terms of Philosophy and Mission, LCS has become more deliberate in ensuring that all stakeholders are aware of the school's mission. Policy binders have been updated for the school board and are reviewed and referred to at board meetings. Teachers are now including the mission statement in their long term planning.

Changes have also been made in the areas of Governance and Executive Leadership especially in the area of finances. After a few years of financial challenges, in the last two years LCS has been able to complete the school year in the black and now has over \$300,000.00 in reserves. The school is now stable financially and has had the finances to make facility improvements.

Changes regarding Home, Community Relations, and Student Services have included improved communication with LCS parents, a new online management system, online Google calendar, increased support for students who struggle academically, and a re-created after-school day care program.

The most significant change in Personnel has come in the form of a new principal and assistant principal after the retirement of the former administrator.

In the area of Student Care, LCS has added forty security camera and a safety booth at the entrance of the school, staffed by volunteers and a part-time employee. An anti-bullying policy has been established. There have been significant changes to the facilities with remodeled or updated classrooms, halls, bathrooms, playground, computer lab, administrative offices, and the building of a new library.

Changes in the area of Character Values and Spiritual Formation at LCS now include more outreach to the needy by partnering with Operation Christmas Child and Honoring Our Fallen. Also, chapel offerings were given to build a playground at a seminary in Manila, Philippines.

## **Response to Major Recommendations**

### **Recommendation #1**

That the administration and faculty continue the ongoing formal process of articulating and evaluating Expected School-Wide Learning Results, incorporating assessment of how effective individual school programs are in meeting school objectives and helping students achieve the distinctives (ESLRs).

LCS has made great strides in developing, documenting, and articulating their Expected Student Outcomes to their school community. The Expected Student Outcomes have now become part of the fabric of their school.

### **Progress on Recommendation #1 - Above Average**

### **Recommendation #2**

That the board, administration and church leadership complete a long range strategic plan for the future growth and development of Lakewood Christian Schools to continue advancing the ministry, educational impact and quality of the school.

With the recent change in administration at LCS and changes in pastors, a formal long range strategic plan has not been developed with the exception of a 5 year financial plan that takes into account minimum wage increases. However, informally LCS has greatly improved their financial sustainability, completed multiple facilities updates, and added educational resources with board, administration, PTF, and church leadership all working together.

Reserves of \$300,000 are now in place. Some of the major campus renovations since the 2010 visit include: a new library, new roofing, bathroom remodels, new air conditioning units, new offices, remodeled daycare building, a new school office suite, updated middle school classrooms including a new science lab, hallways refurbished on both floors, updated playground with rubber underneath the play structure and artificial turf in two locations. For the past few years, each summer the school has partnered with the church to update an area of the campus. Also, the computer lab has been updated with new equipment and an iPad cart complete with iPads that now services all students.

According to the self-study Lakewood Christian Schools' long-term plans include greater and varied marketing strategies to attain a larger enrollment, more professional development for teachers, and planning for a program for children with special needs. Therefore, strategic planning and execution are taking place and a formal process will help to ensure that LCS continues to advance their ministry.

### **Progress on Recommendation #2 - Average**

### **Recommendation #3**

That the administration and faculty incorporate the updating of the newly created curriculum guides to align with a curriculum review cycle, to ensure the curriculum guides are useful and kept current with the school's education program.

Lakewood Christian has expanded and updated their curriculum guides that now reflect the school's education programs. These guides have become useful to the faculty for planning together and long range planning. The use of these guides is now driving instruction at LCS.

### **Progress on Recommendation #3 - Above Average**

**Recommendation #4**

That the board and administration make provision for an annual audit of all financial records, conducted by an independent accounting firm, thereby establishing financial accountability to the school community and ensuring financial sustainability.

The board and administration have now budgeted funds for regular audits. The most recent review was done this past year by an independent CPA. As of December 2015, the school was found to be financially sound, compliant with all laws, and no modifications were needed in their financial practices.

LCS has made great strides considering that during the 2011-2012 school year, LCS started school with a \$19,000 deficit. The two school years that followed were lean financially, and the school tightened their budget and made budget cuts. In the past two years, not only did the school end in the black, but retained reserves of over \$300,000.00. This has allowed the school to make facilities and program improvements.

LCS is in compliance with Standard 2, Indicator 2.9 and has incorporated an audit from an independent accounting firm and along with annual reviews by the school board. An annual Statement of Financial Practices is submitted with the Annual Accreditation Report to ACSI.

**Progress on Recommendation #4 - Above Average****Summary Statement of Compliance to Nonnegotiable Indicators**

Lakewood Christian Schools has completed the self-study thoroughly. As the visiting team looked closely at all the non-negotiable indicators included in Standards 1 through 8, LCS is in compliance with all of the nonnegotiable indicators.

## **School Profile Assessment**

### **Historical Overview**

Lakewood Christian Schools enjoys a beautiful thirty-seven year history. This K-8 school is now going through the joint accreditation process with ACSI and WASC for the second time.

Lakewood Christian Schools (LCS) began as a preschool in 1978. It was the vision of First Baptist Church of Lakewood, now known as Arbor Road Church, to begin a Day School in order to reach more students and families for Christ. It was the desire of the church to fill the halls with those seeking a Christ-Centered education. In 1979, the school added kindergarten through third grades. Many dedicated volunteers as well as the visionary leadership helped launch the new school. With forty-one students from kindergarten through third grade the elementary school was started.

In 1982, the first full-time administrator was hired, and school began to see significant growth. Each year a grade was added through sixth grade. Eventually, the school grew from one class of each grade level to two of each.

After twenty-five years, the school board voted to add a middle school. At that time, the position of assistant principal who was responsible for middle school was added. The middle school opened in 2003 with sixth and seventh grades. Eighth grade was added the following year. By 2006 each middle school grade had two classes.

In 2007, the school name was formally changed to Lakewood Christian Schools. At that time the school administration began to seek accreditation. In 2010, Lakewood Christian Schools received dual accreditation from ACSI and WASC. School staff personnel grew to nearly sixty, and enrollment was averaging three hundred fifty. The school has maintained a diversified and vibrant program that includes multiple performing arts opportunities including hand-bells, band, choir, video, drama, classroom music, and art classes. The LCS athletics program is known for its quality sportsmanship, and standardized test scores show that academics continue to be strong.

In 2013, Brenda Barton became the principal and an assistant principal was added. The school has experienced significant facility improvements, which included new administrative offices, remodeled classrooms, an updated playground, and a new computer lab.

From 1979 until today, Lakewood Christian School's Bible verse has been one they strive for within the entire school community: "Everything you say and everything you do should be done for Jesus your Lord."  
Colossians 3:17a

## **Vision, Mission, and Future Goals**

### **Lakewood Christian Schools' Mission Statement**

“The mission of Lakewood Christian Schools is to assist parents in the maturing of their children by providing a Christ-centered education emphasizing academic excellence that prepares students to stand firm in their faith in Jesus Christ and be productive, responsible citizens at home, at church and in our community.”

Lakewood Christian School's vision mirrors their Mission Statement which has been developed over nearly four-decades. Lakewood Christian School's goals for the next three to five years include being good stewards of what God has given them. They examine finances, instructional programs, campus, and daily details to ensure that LCS is the best place for their students to grow and learn.

One specific area they desire to improve upon is their disaster preparedness program. Their goal is to have more drills and to review teacher responsibilities more often. As they review their current plan they are investigating FEMA procedures.

In the next few years Lakewood Christian plans to address the short-term goals of increasing student enrollment, salaries, and staffing. Their long-term goals are to build a gym and multi-purpose building. LCS is able to manage their budget and accomplish their goals with the current enrollment. With class sizes averaging twenty students and having the capacity to house twenty-five per class, LCS has room to grow. If they are able to fill their classrooms to capacity and continue to receive financial support from their host church, they will be able to accomplish both their short-term and long term goals.

Educationally, Lakewood Christian plans to critically evaluate increasing special needs student enrollment and necessary programs to meet their needs. They would like to provide more professional growth in this area. Their goal is to add a full-time resource teacher to their staff to meet the needs of a growing population of students with special needs.

## Demographic Portrait

Presently Lakewood Christian Schools has 350 students in kindergarten through eighth grade. There are two classes at each grade level. The school shares facilities with Arbor Road Church and is housed in two buildings on the campus that consist of 18 classrooms along with specialty rooms for Band, Art, Drama, and Woodshop. LCS has a library, computer lab, hospitality room, and sanctuary that are also accessed by the student body. The student body is 43 % Caucasian, 17% claim two or more ethnic backgrounds, 13% Hispanic, 10% Black, and 5% Asian with the remaining coming from various ethnic groups.

Lakewood Christian School is in southern Los Angeles county about 23 miles southeast of Los Angeles. The Lakewood Area is about 9.5 square miles and has a population of around 81,000. The area's economic base is primarily commercial/retail. In the Lakewood area housing units are 85% single-family detached structures. 75% of Lakewood Christian Schools' students live in the Lakewood area.

All academics are studies through the use of Scripture as a base for knowledge. LCS' curriculum places God not man at the center of education and accentuates a Christian worldview. It is designed to help students succeed in academic excellence, spiritual development, and responsible citizenship. Students participate in speech, math, spelling, and art competitions. Technology includes a new computer lab and iPad cart. The Fine Arts Department includes 5 bands, 4 vocal choirs, a hand-bell choir and Middle School drama and video. Athletics include: football, basketball and volleyball.

Lakewood Christian Schools have updated their previous Expect School-wide Learning Results and have renamed them Expected Student Outcomes. The heart of the previous ESLRs has not changed, however LCS has not strived to make the ESOs more measurable.

### Achievement of Expected Student Outcomes

Expected Student Outcomes Lakewood Christian Schools

*LCS provides an academic, spiritual, and social foundation for students so that upon 8<sup>th</sup> grade graduation, they will be well prepared for high school. Balance is sought by providing a loving, caring, and developmental atmosphere.*

Lakewood Christian Schools will commit to produce students who have:

#### I. Academic Excellence

1. Students will learn to read, write, think, and compute as measured by the standards for each grade and subject.
2. Students will understand a biblical worldview and how it fits into each subject area.
3. Students will use technology, as appropriate, to enhance and facilitate learning.
4. Students will participate in music, art, and other performing arts to enrich learning and creativity.
5. Students will steadily progress towards each grade level, and ultimately 8th grade graduation, to excel in the high school program of their choosing.

#### II. Spiritual Development

1. Students will regularly hear the Gospel and be given the choice to accept Jesus Christ as their personal Savior.
2. Students will commit to learning the Word of God by studying the Bible and memorizing scripture at their level.

3. Students will be given opportunities to demonstrate their love for God through service projects, missions, and worship.
4. Students will write a personal belief statement by the end of 8th grade, demonstrating what they believe about their Christian faith and why.

### **III. Responsible Citizenship**

1. Students will learn preparedness and organizational skills.
2. Students will be encouraged to show leadership in the classroom, as well as school-wide, in order to practice honesty and integrity.
3. Students will have the opportunity to develop their character and discipline through participation in various community events.

### **Assessment of Expected Student Outcomes**

**Academic Excellence** is assessed formatively in classrooms daily and weekly by teachers and summatively at the end of units, quarters and/or semesters by teachers. Teachers use these assessments to formulate a grade for each student to help monitor progress throughout each school year. Prior to the 2013-2014 school year, the elementary school (K-5) was on a trimester system. It was decided in 2013 to put all classes, kindergarten through eighth grade, on the quarter/semester system. In elementary school, teachers send home progress reports in the middle of each quarter. All teachers send home report cards at the end of each quarter. Middle School parents always have access to grades using the online grading system, and therefore have continual access to students' progress reports. These reports allow teachers and parents to view the student's measure of success in both academics and citizenship.

LCS uses Terra Nova testing each spring as a standardized test to assess and compare how and what students are learning on a national level. Students consistently show to be above average both on standardized tests and with GPAs. LCS teachers use both formative and summative information to strengthen their instructional programs, mostly to challenge their students and provide opportunities to go beyond standards. Some teachers will use these assessments to change pacing or reorganize units to best meet the needs of their students. In cases where students show to be below average, there are procedures in place to further assess the reasons and help them to improve. This includes accommodations and modifications to current classwork and homework, meeting with parents, after school tutoring, and meeting with local public school district representatives who can help with special services if the child qualifies for special needs programs. (\*See GPA and Terra Nova charts)

2014-2015 GPA Averages	8th	7th	6th
Overall Average	3.71	3.71	3.53
Boys	3.68	3.64	3.55
Girls	3.74	3.82	3.51
White	3.69	3.77	3.61
Asian	4.00	3.91	n/a
African American	3.24	3.12	3.45
Hispanic/Latino	3.70	3.7	3.25
Pacific Islander	n/a	3.7	n/a

2013-2014 GPA Averages	8th	7th	6th
Overall Average	3.42	3.58	3.71
Boys	3.45	3.72	3.63
Girls	3.38	3.48	3.84
White	3.55	3.57	3.85
Asian	3.67	4.13	3.88
African American	2.96	3.34	3.29
Hispanic/Latino	3.22	3.53	3.51
Pacific Islander	n/a	n/a	3.92

2012-2013 GPA Averages	8th	7th	6th
Overall Average	3.55	3.39	3.71
Boys	3.45	3.34	3.8
Girls	3.66	3.46	3.61
White	3.49	3.48	3.85
Asian	4.08	3.76	4.14
African American	3.68	3.11	3.13
Hispanic/Latino	3.47	3.31	3.56
Pacific Islander	3.83	2.55	n/a
Native American	2.34	n/a	n/a

### Standardized Testing Results (Terra Nova)

Scores Reported: National Percentile of Mean Normal Curve Equivalent

	Year	Reading			Math		
		Girls	Boys	ALL	Girls	Boys	ALL
First Grade	2013	86	69	77	57	52	54
	2014	81	86	84	55	60	58
	2015	88	85	<b>86</b>	65	73	<b>70</b>
Second Grade	2013	77	80	78	65	81	72
	2014	90	73	82	80	73	76
	2015	82	81	<b>82</b>	76	75	<b>75</b>
Third Grade	2013	76	71	73	66	81	75
	2014	81	85	83	80	86	82
	2015	82	62	<b>73</b>	82	70	<b>76</b>
Fourth Grade	2013	76	65	66	49	51	50
	2014	73	68	71	60	76	68
	2015	74	75	<b>74</b>	60	71	<b>64</b>
Fifth Grade	2013	79	60	68	52	48	50
	2014	76	73	75	63	79	71
	2015	87	82	<b>85</b>	68	73	<b>71</b>
Sixth Grade	2013	73	77	75	68	77	73
	2014	83	68	75	72	68	70
	2015	62	65	<b>63</b>	61	75	<b>68</b>
Seventh Grade	2013	64	72	69	73	82	78
	2014	68	89	80	87	90	89
	2015	80	77	<b>78</b>	91	84	<b>87</b>
Eighth Grade	2013	63	62	62	75	70	73
	2014	73	81	77	65	86	77
	2015	82	88	<b>85</b>	84	87	<b>85</b>

**Spiritual Development** – According to the self-study, Lakewood found assessing Spiritual Development the most difficult ESO to assess. Time was given to faculty each year to meet and discuss the spiritual development of our students during weekly staff meetings, staff devotion time, and planning time. During these times, the staff prayed for their students, shares stories of those who were seeking or found the Lord, and celebrated moments when students demonstrate great faith.

The LCS faculty used the Bible Grades to assess spiritual development. The LCS faculty charted the results of the students' Bible grades. The Bible grades include tests but 50% of the grade is based on Bible Memorization at all levels. The average percentile grade was 86% and above for over four consecutive years.

The Word of God is very present on the campus of Lakewood Christian Schools. It can be seen on the walls, heard recited in classrooms, sung during chapels, and spoken as encouragement. The eighth grade class writes a belief statement as their final project in Bible class. The scoring rubric is based on their ability to articulate what they believe and why they believe it with a small portion based on English mechanics. These statements have also been charted to assess spiritual development.

The 8th grade mission trip is also used to assess spiritual development. During this trip the students demonstrate self-sacrifice and dependence on God as they serve others, who are less-fortunate than themselves. During this time they are involved in intense Bible instruction and prayer times. Hearing their stories in a school wide chapel after they return is a highlight for the whole school each year, and their spiritual growth is evident to their teachers and parents.

**Responsible Citizenship** is measured at LCS in several ways. Students are expected to be prepared daily for their classes, and teachers monitor this by making sure students arrive on time, have all necessary materials with them, and complete their work in a timely manner. If a student is unprepared, teachers have systems in place to teach, remind and help the student be more prepared for the next time. Examples are verbal reminders, tally systems, gentle reminders/consequences, and lunch detentions. Citizenship is marked on quarterly progress reports and report cards for elementary schools. A 'conduct' grade is added for every class in middle school on report cards.

Honesty and integrity are highly valued at LCS. Teachers verbally communicated this expectation with students and parents. Students who demonstrate this trait are praised and rewarded for their good behavior in the classes and acknowledged at the end of the year with a "Zero Infraction" award from the administration. Students who are dishonest or show lack of integrity earn infractions and other consequences, and their parents are notified so that the school and home can work together on improving the character. LCS has charted the students' progress in this area to ensure that students are learning to be responsible. The charts reflect that 20-25% of the student have some form of misconduct throughout the year. However, the school has had a very minimum number of suspensions and no expulsions in the past six years leading them to believe that they are helping to guide students in the right direction in the area of responsibility.

## Standard One: Philosophy and Foundations

### Standard Overview

Lakewood Christian Schools and Arbor Road Church developed the philosophy, mission statement, vision, and core values of the school based on the ministry goals set forth by the church and school. Spiritual and academic growth is emphasized. Annual review of the philosophy, mission, and vision are discussed and evaluated at the board level, faculty/staff orientation, and in the handbooks. Based on the school's self-study, the philosophy, mission statement, vision, and core values of the school are integrated into the school's programs, operations, and curriculum.

Lakewood Christian Schools actively guides planning through the lens of its philosophy and mission. Faculty training, curriculum development, and ministry opportunities are all planned and developed in conjunction with its philosophy and mission.

Lakewood Christian Schools demonstrates itself to be distinctively Christian by its broad and deep commitment to the development of each student as a whole child. The school offers numerous opportunities for students to practice living out their Christian worldview. The faculty and staff consistently show a deep commitment to the spiritual growth of their students and of themselves.

### Commendations

The school is commended for:

1. Demonstrating a commitment to providing a Christ-centered education that is based on academic excellence, spiritual development, and a Christian worldview.  
*(ACSI Indicators 1.5, 4.3, 7.7; WASC Criteria A.1)*

The Bible is the primary source of Lakewood Christian Schools' Philosophy and Foundations. Great care is taken to align the ministry of Lakewood Christian Schools with Arbor Road Church in both philosophy and mission. Students are encouraged through a wide variety of activities in and out of the classroom to integrate their biblical worldview in their daily lives.

*(Interviews with board, administration, and faculty; Observation of LCS Self-Study pp. 18-21; Observations of Teacher Handbook and Personnel Policies & Procedures Manual)*

2. Lakewood Christian Schools has a high commitment and understanding of their mission and their continued effort to communicate and incorporate that mission in all facets of the school, thereby unifying all stakeholders in a healthy learning environment.  
*(ACSI Indicators 1.1, 1.2, 1.3, 1.4; WASC Criteria A.1)*

The school's philosophy, vision, and mission are published in print and on the school website. These provided direction for the development and continued use of Expected Student Outcomes (ESO) and are interwoven through all academic and co-curricular programs of the school including curriculum, various school documents, school website, discipline, field trips, and programs.

*(Interviews with board, administration, and faculty; Observation of LCS Self-Study, pp. 18-21, Teacher Handbook and Personnel Policies & Procedures Manual, various school documents, and school website)*

### Adherence to the Standard

The school is:  compliant  partially compliant  noncompliant  **exceeding compliance**

If in partial compliance or noncompliance, add an additional statement of the team's view as to how the school will be able to achieve compliance.

## **Standard Two: Governance and Executive Leadership**

### **Standard Overview**

#### **School Board**

The Lakewood Christian Schools' board establishes the policies of the school, hires administrators and teachers, sets salary schedules, reviews and approves the annual budget, monitors income and expenses, and exercises vision for the future of the school. The board chair and all board members are part of the school leadership and see their role as collaborative with the day-to-day leadership of the principal. The board sets the overarching direction through the development of policies, and the principal implements the day-to-day management of these policies, and directs the staff. LCS has used Carver & Carver 1997, 92-94 as a guide for their administration and board foundation.

The LCS school board is made up of seven to nine members, a majority of whom are active Arbor Road Church members. They serve three year terms, with no more than two consecutive terms. One member is a church elder board representative. New members are nominated by the school board chairman, the principal, and any church elders that sit on the board. Every school board member must know Jesus Christ as his/her personal Savior and be in agreement with the Arbor Road Church statement of faith. Currently the school principal is evaluated annually by the lead pastor of the church.

Board meetings are held monthly to review finances review policy, discuss and possibly vote on school business, and hear a report from the principal about the current state of the school. Prayer for the school is a part of the meetings. Minutes are recorded by the board secretary and kept in a file on school premises. Currently, there is no formal practice for board self-evaluation; however, the board is ultimately under the authority of the church elder board and members are held accountable through them.

#### **Finance**

Financial policies are annually reviewed by the school board. The school business office manager oversees the daily management of the school's finances and works closely with the church bookkeeper to maintain accurate records. Because the school is a ministry of the church, the school and church share one bank account. This account is subject to regular review by the church financial committee and annual to biennial audits by an outside party. The school operates on a fiscal year. Each January administration and the business office manager prepare the school budget for the upcoming school year, and it is presented to the school board for approval.

Tuition provides 85% of budgeted income. Other sources of income come from the after school care and hot lunch programs. Budgeted income does not rely on any fundraisers. The Parent Teacher Fellowship holds one fundraiser each year for a special project, but all finances are kept separate from the school budget. Of budgeted expenses, 75% funds personnel salaries, insurance, and benefits. The remaining 25% goes towards facilities, textbooks, curriculum and classroom supplies, technology, and various other operating expenses.

There is tuition assistance for families who qualify based on need. Funds for this assistance come from an endowment fund which provides interest annually on a one million dollar principal. Parents requesting assistance submit an application to an independent agency. The guidelines of the endowment do not permit for an award greater than 50%.

Employees are compensated within both state and federal minimum wage requirements. Full-time staff are offered retirement benefits after three years of full time work. Additionally, the school complies with all insurance, workmans compensation, disability, and Medicare laws.

## **Admissions**

The admissions policies and procedures are reviewed annually by the principal, assistant principal, and administrative assistant. Any changes are taken to the school board for approval. This annual revisit of admission policies ensures that LCS accepts appropriate students that benefit from their school program and parents who support the mission and goals of the school and the development of their children. Admission policies are printed in admission packets and all handbooks as well as published on the school website.

LCS recognizes the importance of meeting the needs of all students and accepts those whom they feel will thrive in their school setting. While they do not have special services, they offer modifications and accommodations for students who are accelerated or moderately remedial.

## **Commendations**

**The school is commended for:**

1. Enlisting board members and administration that are recognized by the school and community as mature Christian leaders that provides, not only policy direction for the school but spiritual leadership and therefore, help to fulfill the mission of Lakewood Christian Schools.  
*(ACSI Indicator 2.2; WASC Criteria A.3)*

It is apparent that the board and administration of LCS work closely together to ensure that the mission of LCS is the driving force of the school. With members of the board being members of the sponsoring church, there is a vested interest in ensuring that LCS holds true to its purpose of providing a Christ-centered education that trains students to stand firm in their faith. Honoring Christ is at the heart of decision making.

*(Interviews with the board and administration; Observation of policies and board minutes)*

2. Providing compensation packages for professional staff that include retirement benefits to full time employees after three years of full-time work.  
*(ACSI Indicator 2.10; WASC Criteria D.1)*

LCS has the desire to retain their teachers. Levels of compensation do not play a factor in teacher retention and teachers are given retirement benefits after a three year period of full-time teaching. The salary schedule reflects a desire to retain teachers long-term. Though LCS desires to increase compensation packages for their staff, they have shown that they value their staff with the inclusion of retirement benefits.

*(Interviews with the board, administration, and faculty; Observation of policies)*

3. Establishing an endowment fund where the interest from a one-million dollar principal continually provides income to fund tuition assistance for families with financial needs, providing the ability for more students to attend LCS.  
*(ACSI Indicator 2.7; WACS Criteria D.1)*

LCS has an endowment fund that helps meet the needs of parents who would like to have their children attend LCS but need tuition assistance. This fund generates income allowing LCS the ability to fund financial needs without having to raise money. These funds enable LCS to expand their enrollment, which in turn helps them expand programs at the school. This endowment is a blessing to the school and families that benefit from it.

*(Interviews with the board and administration; Observation of tuition assistance budget)*

*Standard Two  
Governance and Executive Leadership  
Continued*

- 4. Being good stewards of the resources that God has provided to make major campus improvements and build strong financial reserves which enable the school to continue to offer a variety of programs that help them to fulfill their mission.**  
*(ACSI Indicator 2.7; WASC Criteria D.1)*

In a three year period Lakewood Christian Schools has turned a \$19,000.00 deficit into \$300,000.00 of reserves. Strategic budgeting had enabled LCS to remodel many of its classrooms, build a new school office, remodel their playground, and build a new library. Lakewood Christian Schools has done major improvements in a short period of time.

*(Interviews with board, administration, faculty, and parent, Observation of facilities and budget)*

**Recommendations**

**It is recommended that the school:**

1. Establish an annual evaluation of the principal by the board that is based on the fulfillment of the principal's job description that reflects not only written objectives and goals but the value that the principal brings to the school organization, allowing for the principal's input, making the evaluation process a positive experience that promotes professional growth.  
*(ACSI Indicator 2.3; WASC Criteria A.4)*

LCS has an established annual review of the principal with the lead pastor of the sponsoring church, Arbor Road Church. The Lead Pastor is the head of the entire organization. This process has been positive and has encouraged the principal to continue doing quality work. However, this process could be improved upon by looking at the ACSI Indicator 2.3 for guidance to help establish an evaluation process that reflects the principal's job description with the purpose of promoting professional growth.

*(Interview with board and administration, Observation of LCS Self-Study p. 23)*

**Adherence to the Standard**

The school is:  compliant     partially compliant     noncompliant     **exceeding compliance**

If in partial compliance or noncompliance, add an additional statement of the team's view as to how the school will be able to achieve compliance.

## **Standard Three: Home and Community Relations and Student Services**

### **Standard Overview**

Lakewood Christian Schools has formed a bond with its families to raise up the next generation in the ways of the Lord. LCS has a strong commitment to their mission to the school and community. As a Bible-based, Christ-centered school, LCS developed its policies and teachings on the Word of God. Lakewood Christian Schools provides regular and timely communication between the school and its families through a variety of methods which includes newsletters, e-mail, handbooks, parent reports, as well as its website. Parents have indicated open access to administration and faculty and are able to interact in a timely manner.

LCS conducts an annual demographic survey through their online school management system to collect information from stakeholders. After graduation LCS conducts a survey midway through the freshman year. Developing written parent surveys would provide additional insight into the needs of students as they transition into high school.

Student progress is monitored through various assessment strategies. Those students who are identified as needing remediation receive informal accommodations or modifications. LCS works with local educational professionals to assist those students who have been identified with special needs.

### **Commendations**

The school is commended for:

- 1. Providing a cohesive, supportive, and uplifting environment enabling them to use their godly talents to create a familial community to further God's Kingdom at LCS.**

*(ACSI Indicator 3.12; WASC Criteria C.1, C.2)*

Through interaction with faculty, staff, and students the warmth on campus permeated throughout the environment. The visiting committee observed authentic, nurturing interaction between staff and students at all ages. An example of this was clear upon the return of eighth grade students from a mission trip. Students were encouraged to share their experiences with staff and younger students. The school community views this unique ministry opportunity as the culmination of students' spiritual and academic journey through LCS. *(Interviews with board, administration, faculty, staff, parents, and students; Observations of student gatherings, classroom instruction, ESOs, and mission statement)*

- 2. Open collaboration within the school community that deepens a family environment.**

*(ACSI Indicator 3.4; WASC Criteria C.2)*

Students and faculty participate in warm, open discussions. Faculty and administration work collaboratively to establish an effective learning environment. Spiritual and community outreach form a symbiotic bond involving stakeholders.

*(Interviews with church members, administration, faculty, parents, and students; Observation of LCS Self-Study)*

### **Recommendations**

It is recommended that the school:

- 1. Develop a formal system to identify students with special needs and provide additional support in order to promote students' achievement.**

*(ACSI Indicator 3.9; WASC Criteria A.5)*

While some students have received accommodations, there is no consistent process in place to determine which students need additional professional support.

*(Interviews with administration, faculty, and parents; Observation of LCS Self-Study and classroom instruction)*

*Standard Three  
Home and Community Relations and Student Services  
Continued*

2. Systematically seek input/output from parents in order to adjust its instructional and operational practices.  
(ACSI Indicator 3.6; WASC Criteria C.2)

Formalized feedback from parents as to the strengths or perceived weaknesses of the school would enhance instructional and operational practices. Continuing to gather data from word of mouth, eighth grade exit interviews, and alumni surveys can validate that LCS is meeting the educational and spiritual needs of students. (Interview with administration, faculty, and parents, Observation of LSC Self-Study and various school documents,)

**Adherence to the Standard**

The school is:  **compliant**     partially compliant     noncompliant     exceeding compliance

If in partial compliance or noncompliance, add an additional statement of the team's view as to how the school will be able to achieve compliance.

## **Standard Four: Personnel**

### **Standard Overview**

Lakewood Christian Schools' staff has made a personal commitment to follow Jesus Christ and endorse the school's statement of faith, written philosophy, mission, and core values. The board has final authority over selecting school personnel. LCS utilizes a personnel policies and procedures handbook, teacher handbook, employee statement of acknowledgement form, and the LCS and Arbor Road Church statement of faith outlining behavioral expectations to be demonstrated on and off campus all year which ensures employees and volunteers know and understand the ethical considerations of their respective positions.

Lakewood Christian incorporates professional development for all faculty throughout the year. Staff evaluations are completed by the administrators and reviewed with employee individually in preparation for staffing the next school year. Volunteers are required to undergo appropriate screening and chaperones/drivers are required to submit a background check, proof of insurance, and a signed chaperone agreement.

### **Commendations**

The school is commended for:

- 1. Facilitating an environment that is supportive of students, families, faculty, and staff which indicates a commitment to the mission and philosophy of the school and biblically based relationships therein.**

*(ACSI Indicator 4.3; WASC Criteria C.1)*

Families, students, staff and faculty have spoken positively regarding the staff, faculty, church staff and administration and their commitment to one another at LCS. There are open lines of communication being utilized throughout the campus which has led to an environment that promotes a loving, professional, family environment.

*(Interviews with faculty and parents; Observations of multiple classrooms)*

2. The LCS staff demonstrating a clear testimony of faith in Christ especially noticeable in the administration and their availability to faculty and staff.

*(ACSI indicators 4.1, 4.3; WASC Criteria A.3)*

The LCS staff and parents made many commented positively regarding the administration's availability. They noted the response to needs that have been expressed and the outcomes of those conversations.

*(Interviews with faculty, staff, and parents)*

3. LCS demonstrates a commitment to achieving desired student outcomes at the administrative level which disseminates to all staff enhancing learning for all students.

*(ACSI Indicator 4.9; WASC Criteria A.3, A.4)*

The LCS administration, faculty, and staff all work toward student success academically and spiritually. Students are leaving LCS with a strong spiritual formation and are well prepared to move forward in their education.

*(Interviews with parents, staff, and PTF)*

**Recommendations**

It is recommended that the school:

- 1. Create and implement a plan to ensure that professional development is translated into effective instructional practices and classroom management that is consistent schoolwide in order to maximize student engagement and achievement.**

*(ACSI Indicator 4.7; WASC Criteria A.4)*

Although LCS has provided professional development opportunities for the faculty, a variety instructional strategies and classroom management techniques are not consistent from classroom to classroom and grade level to grade level. Devising a plan to measure best practices in both instructional strategies and classroom management techniques, that is used schoolwide, will help to bring cohesiveness to these important elements in each classroom.

*(Interview with board, administration, and faculty)*

**Adherence to the Standard**

The school is:  compliant     partially compliant     noncompliant     exceeding compliance

If in partial compliance or noncompliance, add an additional statement of the team's view as to how the school will be able to achieve compliance.

## **Standard Five: Instructional Program and Resources**

### **Standard Overview Part A:**

#### **Curriculum Guide & Plan (5.1, 5.2)**

The curriculum guide was developed to align with Lakewood Christian Schools' mission statement as well as its expected student outcomes. Both of these documents focus on academic excellence, spiritual development, and responsible citizenship for each child, allowing teachers to design lessons that guide students to achieve their grade-levels' expected student outcomes. As teachers plan their year, they focus on incorporating a biblical perspective in all subject areas.

#### **Instructional Strategies (5.3, 5.4)**

Student instruction is designed to engage students in a variety of ways. As a cohesive unit, teachers collaborate to develop and maintain a scope and sequence for each subject, ensuring systematic and sequential instruction. Teachers use technology such as iPads, document cameras, and ActivBoards to enhance lessons. Additional learning activities include utilization of manipulatives and peer teaching. When students' needs exceed the above instructional strategies, accommodations are sought to ensure success.

The school's instructional program reflects the school's philosophy as students become not only academically sound but also more Christ-like due to biblical integration. Alumni and parent feedback indicate the school's mission is effectively reflected in the instructional program. Matriculating students and alumni success indicate the school is meeting their instructional needs.

#### **Assessment (5.5, 5.6, 5.7)**

Lakewood Christian Schools measures student achievement through monitoring the standards for each grade and subject, and formally evaluating the extent to which students are meeting them using Terra Nova testing at the end of each school year. Teachers and administration gather and use data and research in making educationally sound decisions regarding students, instructional strategies, and the allocation of resources in order to achieve the highest scholastic education available. Beginning this year, subject-area committees are implementing a six-year cycle of review for curriculum and textbooks for each of the five core subject areas, and one year for elective courses. The administration has created a clear plan that will engage the entire faculty each year in the process of review. Student performance data is used to identify trends and guide instruction.

#### **Resources (5.8, 5.9, 5.10, 5.11, 5.12)**

Instructional resources are periodically and systematically evaluated and selected by the staff to develop traits of lifelong learners. All students have access to the school library, classroom libraries, computer lab, iPads, and classroom computers as resources for learning and research. The curriculum provides a strong educational base through all grade levels. As needed, the administration and staff evaluate the need for new curriculum. Classroom teachers are the drivers of instruction. The teachers integrate biblical lessons into each activity. Administrators and teaching staff together evaluate areas of weakness in the curriculum and provide supplemental curriculum materials as needed. Informational resources are readily available to students, staff, and faculty online in the Parent and Student Policy Handbook. Parents also have access to their child's student file by request. Additionally, a teacher handbook is available to all faculty in two formats: digital and hard copy. The curriculum adequately addresses the needs of the various cultural, ethnic, and racial groups of the school community specifically in reading, social studies, and Bible.

### **Learning Environment (5.13)**

The school administrator conducts personal interviews to follow up with alumni and parents. Additional communication with local high schools is used to determine the extent that students are prepared in all curriculum areas. This information helps LCS identify academic areas that need to be strengthened to better prepare students for rigorous college preparatory high school programs. LCS graduates have successfully transitioned from LCS to both local public and private high schools, and many have been accepted into honors and advanced placement programs at various schools. Alumni, parents, as well as teachers and administrators from various high schools have commended LCS for successfully preparing students academically, spiritually socially, and athletically for high school as is demonstrated through awards and community involvement.

### **Classroom Management and Instructional Time (5.14, 5.15)**

The heart of LCS' discipline policy is found in Proverbs 22:6: "Train up a child in the way he should go: and when he is old, he will not depart from it." The school has a central set of classroom expectations and discipline procedures outlined in the handbook. Teachers use these expectations and procedures to make the learning environment developmentally appropriate. For example, lower elementary grades use stickers, clip charts and card systems to reinforce good behavior and as warnings for poor behavior. Upper grades use verbal praise and assign lunch detentions, if necessary. Students are prepared to stand firm in their faith in Jesus Christ, to be academically sound, and to be productive, responsible citizens at home, church, and in the community.

In the Teacher Handbook, LCS outlines a guideline for instructional time including a minimum number of minutes to spend on each core and elective subject each week, including an expectation for homework time. All teachers use this guideline to build their weekly lesson plans.

### **Curriculum Support and Enrichment Resources (5.16, 5.17)**

Teachers and students consistently evaluate the use of source materials in the areas of validity, truth, ethics, and morals. Students are instructed on the proper use of references and the importance of verifying that references are accurate and come from a valid source.

LCS has acquired new technology for classrooms and the computer lab. The computer lab includes new iMac computers and software. Additionally, an iPad cart and iPads are available for use throughout the school. Many teachers utilize document cameras as visual aids in the classroom. Fourth-eighth grade classrooms have Promethean ActivBoards, and lower grades utilize Apple TV and iPads to present lessons in the classroom. Teachers and students have been instructed in technology policies for use.

### **Communication (5.18)**

LCS uses a variety of assessments to ensure that all students are given the opportunity to succeed. Progress is communicated through formal written assessments, tests, quizzes, oral presentations, class participation, group work, projects, and report grades by rubrics. This variety allows students to demonstrate knowledge and critical thinking skills. Students take work home on a daily and weekly basis. Middle school parents have daily access to students' grades on Gradelink. Progress reports go home mid-quarter, and report cards are given quarterly. Assignments and assessments are graded and communicated without delay. Teachers notify students of grades in a private manner and communicate student progress to parents if a student is working below his/her ability.

### **Commendations**

The school is commended for:

- 1. Providing elective classes that focus on active student engagement, the achievement of essential knowledge and skills, biblical wisdom and understanding, and higher-order thinking skills.**  
*(ACSI Indicator 5.4; WASC Criteria B.1, B.2, B.3)*

Students learn to use their God-given talents in a variety of ways. Creativity is encouraged through active participation in curricular activities. Many students flourish through elective and non-core classes. Art, band, choir, computer, woodshop, library, and physical education allow students to develop extracurricular skills. In addition, middle school students have the opportunity to learn Spanish, interior design, video production, drama, leadership, and a deeper understanding of biblical stories through balloon art.

*(Interviews with administration, faculty, parents, and students; Observation of classroom instruction, curriculum guides, course descriptions, and performances)*

2. Developing curriculum guides that are based on biblical truth, sound educational practice, and appropriate school-selected standards that aid in the development of the whole child spiritually, intellectually, physically, emotionally, and socially.  
*(ACSI Indicator 5.1; WASC Criteria B.1, B.2, B.3)*
3. The curriculum guides include: schoolwide expected student outcomes, an educational philosophy statement that encompasses a biblical basis for each subject area, and scope and sequence of instruction for each subject area.  
*(ACSI Indicator 5.2; WASC Criteria B.1, B.2, B.3)*

A biblical worldview is present in every aspect of school life. The expected student outcomes, philosophy, and curriculum guides reflect biblical teachings. The curriculum actively incorporates biblical connections into lessons, social and professional interactions, and daily educational activities. Students share their faith through outreach and missionary opportunities.

*(Interviews with faculty and students; Observations of instruction, student interactions, curriculum guides, scope and sequence, ESOs, LCS Philosophy Statement)*

### Recommendations

It is recommended that the school:

- 1. Adjust the current curriculum review cycle to be not only comprehensive but also manageable.**  
*(ACSI Indicator 5.11, 5.12; WASC Criteria B.1)*

The current curricular review cycle is comprehensive in its infancy stage. It may require an extensive use of administrative and faculty time and resources by addressing multiple curricular areas simultaneously.

*(Interviews with administration and faculty; Observation of Curriculum Review Cycle)*

*Standard Five – Part A*

*Instructional Program and Resources*

*Continued*

2. Establish a systematic process for analyzing the assessment of student learning in order to drive instructional improvements.

*(ACSI Indicator 5.5; WASC Criteria B.3)*

Develop systematic in-depth analysis of student performance data and trends from the Terra Nova testing for the purpose of improving the curricular program and student learning.

*(Interviews with faculty; Observations LCS Self-Study and Terra Nova results)*

## **Standard Overview Part B:**

### **Instructional Program – Bible**

Lakewood Christian Schools is committed to foundational Bible instruction and biblical integration in order to develop an authentic Christian worldview in the hearts and minds of students.

Bible as a subject is taught daily in all grades as a separate subject. All classes are taught through a Christian worldview, recognizing the truth found in Jesus Christ. In addition, the school's expected student outcomes are integrated into the Bible class.

The school defines a purposeful focus on a Christian worldview with the Bible as a core component of the instructional program, clearly integrating the mission and philosophy of the school into the regular and daily instructional program. The Bible curriculum is structured purposefully to integrate the levels of Bloom's Taxonomy to create meaningful learning. Assessments vary by grade level including class discussions, quizzes, Bible memory, and Terra Nova testing.

Opportunities are added to the curriculum to provide ministry opportunities for students to serve others and apply what they have learned. Ministries include eighth grade mission trip, student led chapels in kindergarten – eighth grade, nursing home ministries, and fundraisers for others in need in the community.

### **Commendations**

**The school is commended for:**

1. Their commitment to teach the Bible in a manner that maintains the absolute integrity of the Scriptures, the centrality of the good news of Jesus Christ, and the foundational beliefs of the Christian faith.  
*(ACSI Indicators 5.4, 5.8, 5.9; WASC Criteria B.1, B.2, B. 3)*

The Bible is taught as God's Truth and not merely as literature. The school uses one Bible curriculum, Positive Action, in all grades. Lakewood Christian Schools strives to equip students with adequate Bible instruction to give them tools to know God personally, make good biblical choices, and enhance belief and values.

*(Interviews with faculty and administration; Observations of LCS Self-Study pp. 40-41, Bible curriculum, and instruction)*

2. Encouraging the application of biblical principles in students' lives through mission related activities and projects thereby providing opportunities for students to demonstrate lifelong student learning and commitment and put actions to their faith.  
*(ACSI Indicator 5.4; WASC Criteria B.1, B.2, B.3)*

Bible nurtures and develops a strong Christian worldview and affords students the opportunity to participate in the great commission in accordance with Matthew 28 at school and in their community. The school fosters an environment for learning and growth opportunities, providing deeper meaning and understanding as the students gain knowledge and understanding of God and life.

*(Interviews with administration, faculty, staff, parents, and students; Observation of LCS Self-Study pp. 40-41, various school documents, and school website)*

### **Recommendations**

**It is recommended that the school:**

1. Evaluate opportunity for summative assessment in the realm of spiritual development to demonstrate student learning and growth.  
*(ACSI Indicator 5.5; WASC Criteria B.1, B.2, B.3)*

Although ongoing Bible assessments are in place, the school desires to evaluate and develop review of school-wide student progress to assess and demonstrate student learning and growth in the realm of spiritual development.

*(Interviews with administration and faculty; Observation of LCLS Self-Study p. 41)*

## **Instructional Program - English/Language Arts**

As a part of their language arts studies, students are challenged to engage in evaluation, synthesis, and subject integration—especially biblical integration. Students engage in a variety of high level learning experiences, and the majority of students are living out the biblical standards of integrity and strong moral character that are emphasized in the teaching of language arts.

Lakewood Christian Schools' philosophy reflects the A Beka Book curriculum: The language arts curriculum was written on the premise that all truth comes from God and that any teaching of man that is contrary to or in direct opposition to God's Truth and the clear teaching of the Word of God must be rejected. Reading instruction prepares students to read and understand the Bible. In addition to regular Bible study, the reading texts have been carefully selected to lift up the principles of God's Word and teach a Christian worldview. Through reading, oral, and written communication, students are encouraged to apply biblical principles to everyday experiences.

### **Commendations:**

**The school is commended for:**

1. Providing middle school writing instruction that focuses on active student engagement, the achievement of essential knowledge and skills, biblical wisdom and understanding, and higher-order thinking skills.  
*(ACSI Indicator 5.4; WASC Criteria B.1, B.2)*

Students are actively engaged in the learning process. Explicit, thorough, and detailed writing instruction enables students to convey their knowledge in written form that is both interesting and informative.  
*(Interviews with faculty, parents, and students; Observations of classroom instruction, curriculum guides, and student work)*

### **Recommendations:**

**It is recommended that the school:**

1. Develop a systematic process for collecting evidence of student writing and language arts/reading development in order to assess progress over time allowing faculty to analyze and improve the language arts curriculum.  
*(ACSI Indicator 5.5; WASC Criteria B.3)*

Faculty members have indicated that longitudinal samples of student writing would enable teachers, students, and parents to assess writing progress throughout student academic life. When instructional gaps are indicated, faculty could consider adding supplemental language development curriculum (grammar, parts of speech, creative writing, etc.). Additionally, monitoring reading skills to ensure appropriate developmental growth will identify any need to research options for needed supplementation.  
*(Interviews with faculty, parents, and students; Observation of classroom instruction, curriculum guides, scope and sequence, standardized test results, student work samples, and textbooks)*

## **Instructional Program – History**

History across all grade levels at LCS is taught from a Christian perspective; it is His story. Even though teachers use secular texts, biblical integration is embodied in the classrooms. Teachers strive to foster spiritual growth as students reflect on struggles and successes faced by historical figures over time and the impact felt today. Information is scaffolded across grade levels building in complexity.

### **Commendations**

**The school is commended for:**

1. Utilizing individual teaching strengths by alternating instruction, therefore, using faculty resources wisely.  
*(ACSI Indicator 5.4; WASC B.1, B.2)*

Fourth and fifth grade teachers share the responsibility of classroom instruction based on pedagogical strengths in history and science, thus improving the quality of instruction.

*(Interviews with administration and faculty, Observation of classroom instruction, course descriptions, and lesson plans)*

### **Recommendations**

**It is recommended that the school:**

1. Continue to expand history resources to help students visualize historical concepts and locations.  
*(ACSI Indicator 5.8; WASC B.2, D.2)*

Teachers have indicated a need for additional history resources such as current maps, globes, and supplemental materials.

*(Interviews with faculty; Observation of LCS Self-Study and curriculum guides)*

## **Instructional Program - Science**

Science at Lakewood Christian School is taught from a distinctly Christian perspective. Students are taught that God is the creator of the universe and everything in it. Students perform experiments and follow the steps of the scientific method to evaluate their hypothesis, predictions, experiments, and results. Students use their critical thinking skills to form conclusions. Students at all levels are engaged in the learning process. They are encouraged to share their observations and conclusions as they work through the scientific method either during classroom activities or at the annual Middle School Science Fair.

The middle school program is more scientifically complex and incorporates higher-level thinking and problem solving. Students are evaluated through discussion, observation, worksheets, daily hands-on experiments, quizzes, and tests. The students are required to demonstrate their acquired knowledge through the use of practical exams, laboratory evaluations, and activity assessments.

LCS integrates an iMac computer lab and iPad cart to help students research pertinent information on the internet and complete science related activities. Teachers use projectors to display scientific presentations, DVDs, and online or in-class demonstrations.

Teachers at LCS attend workshops and classes, to continually assess and update curriculum and are aware of the current discoveries in the news. The teachers share new scientific information at staff meetings or in-services. The standardized achievement tests indicate that LCS students are expanding their knowledge of scientific concepts.

## **Commendations**

**The school is commended for:**

1. A middle school science program that facilitates instructional strategies that reflect best teaching practices by providing a multitude of hands-on activities including varied technology resources to enhance the teaching of science.

*(ACSI Indicator 5.4; WASC Criteria B.2)*

Science at the middle school level is a time to research, explore, experiment, and engage in the learning process. Students are encouraged to share their observations. Best teaching practices show that students learn by being actively involved with the scientific method.

*(Interviews with faculty and administration; Observation of classroom instruction, classroom equipment, and LCS Self-Study p. 45)*

## **Instructional Program - Mathematics**

LCS uses Saxon math for grades kindergarten through eighth. The curriculum is repetitive, cyclical, and similar in format to ensure students master concepts to prepare them for future grades. Eighth graders enrolled in algebra use Prentice Hall curriculum which aligns with the high school math programs in the surrounding area. Written and verbal assessments are given throughout the year assuring student success. Math and technology are integrated in the fourth through eighth grades using projectors, Promethean ActivBoards which are connected to the internet. Teachers utilize the internet to enhance student learning through math videos, tutorials, and other various apps.

## **Commendations**

**The school is commended for:**

1. Providing classrooms with Promethean ActivBoards enabling the utilization of technology via the internet to show math videos which provide the visualization of concepts being taught.

*(ACSI Indicators 5.1, 5.4; WASC Criteria B.5)*

Teachers utilized YouTube videos to display mathematical concepts. The use of this technology kept students fully engaged. Teachers also use the technology to demonstrate practice problems to the class.

*(Interviews with faculty; Observation of math instruction)*

## **Instructional Program - Elementary Art**

In art class, students are provided opportunities to work with different media so they can practice using a wide variety of materials and methods. The students learn basic skills using the elements of art, line, shape, color, value, texture, space, and pattern. Students use these basic skills in the areas of drawing, composition, design, painting, and mixed media. The students also study the work of the Masters and current artists and experiment by producing artwork in those styles. Students are evaluated based on participation and involvement within the classroom setting. They are not evaluated on the quality of their artwork.

### **Commendations**

**The school is commended for:**

1. Utilizing a progression of skills with small groups allowing for individualized attention which enables students to be actively engaged and enthusiastic during art instruction.

*(ACSI Indicator 5.4; WASC Criteria B.5)*

Lakewood Christian Schools uses a unique schedule that divides students in each elementary classroom into two groups that attend art class one group at a time. This schedule allows for more individualized instruction enabling students to progress quickly with their artistic skills. Observing small groups utilizing these skills effectively evidences an exemplary art program.

*(Interviews with faculty and students; Observation of art instruction)*

## **Instructional Program – Physical Education**

### **Elementary Physical Education**

Elementary Physical Education is designed to develop effective motor skills, learn to cooperate with others, work together as a team, and demonstrate good sportsmanship having an understanding that Christ-like qualities need to be present at all times.

Students demonstrate knowledge of skills through informal assessments including motor development, spatial awareness, health related issues, and cooperative learning through team and group games and exercises.

### **Middle School Physical Education**

Students participate daily in a variety of indoor and outdoor physical education activities. They develop skills for sports including tactics for team sports, team play, sportsmanship and competitive spirit, flexibility, cardio, and muscular endurance training. Spiritual growth is fostered by encouraging godly character in a competitive environment.

Students practice and are tested following Presidential Fitness Program guidelines. The effectiveness of the physical education scope & sequence is assessed by student progress in skills, physical development, risk taking, self-motivation, teamwork, and sportsmanship. Physical education results are indicative of growth and improvement in grade progression.

As a unique use of the facilities, LCS developed a futsal court for school and community use.

### **Commendation**

**The school is commended for:**

1. Utilizing their facilities in a unique and effective manner for physical education.  
*(ACSI Indicator 5.4, 5.8, 5.9; WASC Criteria B.1, B.2, B.3)*

Constructing a futsal court allows students to best utilize a small space for competitive and active learning. Replacing bark with a rubberized compound reduced the potential for injury and encourages constructive play. LCS has maximized the effective use of facilities, through detailed scheduling for all students and an attitude of flexibility.

*(Interviews with administration, faculty, parents, and students; Observation of LCS Self-Study, classroom instruction, curriculum guides, lesson plans, LCS school grounds, and sports schedules)*

## **Instructional Program - Music and Drama**

Lakewood Christian Schools have developed a strong and purposeful fine arts program that begins building in kindergarten and progresses through eighth grade. In primary grades, students are introduced to basic music concepts during classroom music through singing and learning rhythms. In third grade students are given the opportunity to join choir and in fourth grade students can join the band or handbell choir. Choir students first learn to sing in unison, then in two-part harmony, and finally three-parts. The school offers a progressive music program enriched with a wide variety of activities (elementary band, handbell choir, concert band, jazz band, vocal ensembles, and choir). Each year LCS students audition and are chosen to participate with elementary and junior high honor bands.

Lakewood Christian Schools drama club and its video program are made available to middle school students. These include field trips as well as community and school performance opportunities. LCS Middle school fine arts electives (songwriting, video production, drama and choir) and clubs work cooperatively together to create a film project. Students perform in chapels, concerts, festivals, and community events where they are given the opportunity to improve upon their skills, showcase their talent, and to share their faith. Each spring a music awards banquet is held in order to celebrate and honor music students participating in music programs

### **Commendation**

**The school is commended for:**

- 1. Showcasing each student's God-given talents through creative expression musically, artistically and dramatically.**

*(ACSI Indicators 5.1, 5.4, 5.18; WASC Criteria B.1, B.2, B.3)*

Each year Lakewood Christian Schools' choirs, concert bands and jazz band participate in ACSI festivals earning commendations. Additionally, the Middle School Band participates in public school jazz and concert festivals and has performance opportunities in highly competitive programs including those at Knott's Berry Farm and Disneyland.

*(Interviews with administration, faculty, parents ,and students; Observation of LCS Self-Study, pp 47-48, various documents, and school website)*

- 2. Providing a variety of fine art electives and clubs in middle school therefore enhancing the instruction and effectiveness of the fine arts program in order for students to learn and grow in areas of interest.**

*(ACSI Indicators 5.4, 5.11; WASC Criteria B.1, B.2, B.3)*

Lakewood Christian Schools' drama club and its video program are made available for middle school students. These activities include field trips as well as community and school performance opportunities.

*(Interviews with administration, faculty, and students; Observations of LCS Self-Study, pp 47-4, various school documents, and school website)*

- 3. A commitment to developing life-long learners of music as a way of experiencing the wonderful gift of music that God gives.**

*(ACSI Indicators 5.4; WASC Criteria B.1, B.2, B.3)*

Students who graduate from the LCS music program go on to competitive high school programs and continue to excel in their music. Many students return to share their accomplishments, partake in the Arbor Road Orchestra and Choir, and even help with classes.

*(Interviews with administration and faculty; Observations of LCS Self-Study, pp 47-48, music instruction, and school website)*

*Instructional Program*  
*Music and Drama*  
*Continued*

**Recommendation**

**It is recommended that the school:**

1. Develop a music technology strategy for all music classrooms to increase effectiveness of the music program for all students.

*(ACSI Indicators 5.4, 5.1; WASC Criteria B)*

The school desires to develop a technology strategy for all music classrooms so that teachers know what programs would best assist student learning.

*(Interviews with administration and faculty; Observation of LCS Self-Study p. 48)*

## **Instructional Program – Technology**

Technology at LCS is used to support Bible instruction. Students type Bible verses as keyboarding practice while being instructed to apply God’s teaching on protecting their hearts and minds and that of others, while also protecting their eyes and ears from harmful content. Student are taught the functions of the computer as well as hand positioning and proper posture while typing.

All grades use typingclub.com for keyboarding skill building. It is a free online program, which is self-correcting and allows students to progress at their own pace. Cyber Safety units are taught instructing students in appropriate media discretion, ethics, and habits related to Internet and social media.

Various technology projects have been developed at different grade levels to support classroom instruction. The computer teacher assigns most of the computer activities; however, some projects are done in collaboration with classroom teachers. Upper grade students are taught how to use Apple programs: Pages, Numbers, and Keynote. The middle school Science and Physical Education Departments make use of the computer lab for various course related research projects, and MLA and Google Drive and Docs projects.

The computer lab is equipped with 24 iMac student computers and an iPad cart available for use by classroom teachers according to the schedule/calendar. Apple TV and Lanschool technology is available in the lab that facilitate real time demonstrations for the students. The technology staff attends yearly conferences, read periodicals and views tutorials related to computer usage, updates and technology news. Students are graded and evaluated through discussion, observation and timely completion of projects.

In middle school, computer is offered as an elective, which meets daily for one quarter. There is a beginning and advanced computer course offered, with the advanced course requiring beginning computer as a pre-requisite. Keyboarding skills are reinforced to improve and increase speed and accuracy. Students are instructed further in the use of the Apple programs, with projects assigned that are grade level appropriate. Additionally, students learn to use Google Drive, and how to create documents in Google Docs. MLA essay formatting is reviewed and mastered in these courses. Middle school students are evaluated and graded through timely project completion, while following written and verbal directions, speed and informational testing, discussion, and observation.

### **Commendations**

**The school is commended for:**

1. Updating the computer lab with 24 iMac student computers and providing an iPad cart for classroom use thereby providing instructional technology and resources that are appropriate for enhancing instruction and student learning.

*(ACSI Indicators 5.3, 5.8; WASC Criteria D.1)*

The addition of the new computers in the LCS computer lab and the iPad cart is a step forward in providing students with the resources they need to be effective in the 21<sup>st</sup> century. These resources are and will continue to be used to enhance classroom instruction and increase student learning.

*(Interviews with administration and faculty, Observation of computer lab and iPad cart)*

*Instructional Program*

*Technology*

*Continued*

**Recommendations**

**It is recommended that the school:**

1. Create a technology committee that would devise a plan to assess both student and faculty understanding of technology in order to better plan for future instruction and professional development. *(ACSI Indicators 5.3, 5.3, 5.5, and 5.17; WASC Criteria A.4 and B.1, B.2, B. 3)*

Now that LCS has acquired new technology equipment, the school needs to move forward in assessing the students and faculty competency in the use of technology. This will enable the school to be good stewards and use the new equipment to its full potential to inspire students and teachers in the use of technology. They have taught the students to use technology responsibly. However, there is not technology curriculum in place that works toward skills-based mastery of technology concepts with the exception of keyboarding and word processing.

*(Interview with administration and faculty; Observation of classroom instruction and curriculum guides)*

**Adherence to the Standard**

The school is:  **compliant**    partially compliant    noncompliant    exceeding compliance

If in partial compliance or noncompliance, add an additional statement of the team's view as to how the school will be able to achieve compliance.

## Standard Six: Student Care

### Standard Overview

Lakewood Christian School utilizes policies and procedures to ensure students are cared for emotionally, spiritually, physically, and academically. The LCS facilities are appropriate in size, space, and furnishings for the students it serves. The campus promotes a healthy, safe, and nurturing environment for the students to learn and grow. Safety procedures are in place and fully documented to include a crisis management plan. Lakewood Christian participates in monthly drills helping students and staff to become confident in these procedures. There are biblically based plans and procedures utilized to educate the school community regarding harassment, bullying, and intimidation.

### Commendations

The school is commended for:

1. Improving security by increased surveillance and campus safety personnel.

*(ACSI Indicator 6.12; WASC Criteria D.1)*

LCS has a new manned security room which houses monitors displaying footage from all the surveillance cameras.

*(Interview with security officer and administration; Observations of the security room)*

2. Improving the outdoor area, adding a futsal field, laying turf, and removing the woodchips and replacing it with a rubber compound.

*(ACSI Indicator 6.14; WASC Criteria D.6)*

LCS has replaced the woodchips under the playground apparatus with a rubber compound which has reduced clean up and helped alleviate potential injury.

*(Interview with staff; Observation of playground)*

### Recommendations

It is recommended that the school:

1. Develop a systematic process to monitor the entering and exiting of visitors on campus to ensure student safety.

*(ACSI Indicator 6.13; WASC Criteria D.1)*

LCS has made great strides to increase security adding a security room and surveillance system; however, there are still some areas of campus that are more vulnerable than others to the view of oncoming guests. It would be advantageous to look at those areas and create a plan that reduces vulnerability.

*(Interview with administration and staff, Observations of people entering and leaving campus during school hours)*

2. **Further develop and enhance the crisis management plan to include professional development to ensure administration, faculty, staff, and students are kept safe at all times.**

*(ACSI Indicator 6.1; WASC Criteria A.5)*

LCS has a crisis management plan in place; however, increased training of personnel and students will help ensure the safety of the students.

*(Interviews with administration, faculty, and staff)*

### Adherence to the Standard

The school is:  **compliant**    partially compliant    noncompliant    exceeding compliance

If in partial compliance or noncompliance, add an additional statement of the team's view as to how the school will be able to achieve compliance.

## **Standard Seven: Character, Values, and Spiritual Formation of Students**

### **Standard Overview**

Spiritual formation occurs both in curricular and extra-curricular activities. Various activities, including chapel and community ministry, occur outside normal classroom time. The curriculum and activities demonstrate a clear commitment to developing an appropriate Christian worldview. Lakewood Christian Schools' philosophy and core values are truly integrated into every part of the school's programs and operations.

Students at LCS are given a variety of opportunities for outreach. Elementary students have a service project to complete each year, third grade students visit the local Alzheimer's Center, and the school participates in and invites the community to the annual Veteran's Day program in honor of local veterans and to share the gospel message with others. Music students participate in school and community events and concerts. Middle school students complete the Serving and Loving Time program (SALT) as part of their Bible class, and eighth grade students participate in a week-long mission trip to El Paso, Texas, serving the people of that community and learning about various aspects of missions and evangelism.

The school desires to expand its community outreach programs in the local community encouraging and providing additional opportunities for applying the school's basic philosophy and mission and developing Christian worldview.

Each student's unique character and spiritual compass is respected at LCS. The resulting character development is evident in the student body.

### **Commendations**

**The school is commended for:**

1. Providing a warm and caring campus environment where students feel safe and cared for, where educational needs can be met, and where spiritual and personal growth is encouraged.

*(ACSI Indicator 7.2, 7.3, 7.4; WASC Criteria A.5)*

Lakewood Christian Schools is committed to providing all students with a spiritual foundation. Daily prayer in each classroom and through the study of scripture during Bible class and weekly chapels encourages spiritual development and building student faith and their Christian worldview. Teachers see and listen to student's life stories and life journeys. Students often seek out teachers and administrators to share concerns or for support. Teachers and administrators offer prayer, encouragement, and support. They use these times to challenge students to grow in their faith.

*(Interviews with administration and faculty; Observation of LSC Self-Study, pp 58-6, various documents, campus, and school website)*

2. Developing expected student outcomes which support spiritual formation and development, a growing understanding of scripture, and encourage strong character development, acquisition of Christian values, and spiritual formation.

*(ACSI Indicator 7.1; WASC Criteria A.5)*

LCS is committed to support spiritual formation and development. The school's expected student outcomes for spiritual development are observable and measurable. In order to encourage spiritual formation and a growing understanding of scripture, students study the Bible and memorize scripture.

*(Interviews with administration, faculty, and students; Observation of Self-Study, pp 58-61 and ESOs)*

*Standard Seven*

*Character, Values, and Spiritual Formation of Students*

*Continued*

**Recommendations**

**It is recommended that the school:**

1. Develop more formal assessments in the realm of spiritual development and formally measure these through its expected student outcomes to demonstrate learning and growth.  
*(ACSI Indicator 7.8; WASC Criteria A.5)*

Although assessments are in place, the school desires to develop a more formal system to measure students' spiritual growth.

*(Interviews with administration and faculty; Observation of LCS Self-Study, pp 58-61, and Expected Student Outcomes)*

2. Expand the school's community outreach programs in the local community, thereby providing and encouraging additional opportunities for applying the school's basic philosophy to support Expected Student Outcomes.  
*(ACSI Indicator 7.6; WASC Criteria A.5)*

Students are given the opportunity to demonstrate their love for God through service projects, missions, and worship. The school desires to expand opportunities for students to serve the local community.

*(Interviews with administration and faculty; Observation of Self-Study, pp 59-61, and ESOs)*

**Adherence to the Standard**

The school is:  compliant     partially compliant     noncompliant     **exceeding compliance**

If in partial compliance or noncompliance, add an additional statement of the team's view as to how the school will be able to achieve compliance.

## **Standard Eight: Continuous School Improvement Plan**

### **Commence and improve the 6-year Curriculum Review Cycle to include better implementation of data taken from the Terra Nova and other school assessments. (Standard #5)**

- While a curriculum review cycle has been developed, it is newly implemented. This area of improvement is vital to the continued strength of the academic program. By intentionally looking at the cycle of review and incorporating the ESOs and data taken from testing, LCS will be able to defend the validity and effectiveness of its curriculum.
- The cycle of review includes and is based upon LCS' Expected Student Outcomes. Each year will focus on one ESO therefore giving two full years of focus during each six-year cycle. While this process will help to improve the ESO's, academic excellence will be the anticipated end result.
- Progress in this area will be assessed annually by administration. As each of the subject area committees completes a phase within the cycle, the administration will review the process and make adjustments as necessary to the phase for the following year.
- Specific Steps & Timeline
  - Create a Curriculum Cycle of Review (completed Fall 2015)
  - Introduce and instruct faculty on the review process (Winter 2016)
  - Subject Area Committees will complete the appropriate phase of the review cycle (Spring 2016)
  - Administration will review the work and process the committees completed and make adjustments and improvements to the review cycle as necessary, specifically looking at how to best incorporate student data and current research. (Summer 2016)
  - Repeat the process annually
- Both the principal and assistant principal will be responsible for instructing the faculty on the curriculum review process. Subject Area Committee leads will have the responsibility to provide feedback to the administration.
- Resources
  - Curriculum Review Calendar
  - Expected Student Outcomes
  - Terra Nova Test Results
  - ACSI
- Progress Reporting
  - Each year during the spring teacher in-service meeting, the administration will provide a brief update to the staff regarding the progress of curriculum review based on the work of each subject area committee.

### **Improve the Disaster Preparedness Program by focusing on the details; including supplies, comprehensive drills and teacher responsibilities, by using the FEMA guidelines. (Standard #6)**

- Student safety is very important at LCS. The administration takes great care in making sure the campus is safe and that the staff and students receive training on how to respond in an emergency. With growing concerns in society for both natural disasters and terror threats, LCS strives to spend intentional time evaluating and improving its Disaster Preparedness Program.
- Improving the safety programs at the school will allow students to participate in Responsible Citizenship.
- A committee of staff and faculty that oversee this area will assess progress annually. This will be an on-going process of development as new information becomes available, government agencies develop new laws and safety programs, and funding becomes available for campus safety programs.
- A committee of both school and church staff will be established to review current protocols, procedures, and readiness for multiple types of emergencies and disasters. They will determine any changes, updates and/or additions that need to be made during summer so that before the start of a new school year staff can be instructed and trained on updated procedures. Students will be trained through the use of multiple types of drills throughout the year.

- Timeline
  - 2016-2017
    - The disaster preparedness committee will be formed with both church and school staff
    - Current protocols and procedures will be reviewed as well as the FEMA Guidelines
    - New ideas will be evaluated and implemented
  - 2017 and beyond
    - Bi-annual review of Disaster Preparedness Plan by committee
    - New ideas will be evaluated and implemented
- Administration and committee members will be responsible.
- Resources
  - FEMA Guidelines
  - LCS Disaster Preparedness Handbook
  - Long Beach Fire and Police
  - Long Unified School District
- Staff will be informed and trained before the start of each new school year.

**Implement a more defined cycle of Professional Development. (Standard #4)**

- While professional development is already a priority, the administration will develop a clear plan of events each year that align with overall school goals. This will include but is not limited to: special needs, technology, and LCS instructional program. Additionally, a budget of Title IIa funds will be created and assessed each year to maximize this resource.
- This cycle of Professional Development would allow LCS to focus on all three ESOs, in the year they are reviewed, which also aligns with the new curriculum review cycle.
- Progress will be determined by the implementation of new policies, technology and classroom procedures.
- Specific steps
  - Create a budget for Title IIa funds
  - Plan Professional Development activities one year at a time with an ESO as the interwoven theme. This will be done during the summer before each school year begins.
  - Include at least one all-staff in-service day mid-year
  - Schedule speakers and events on campus during Teacher In-service days
  - Encourage teachers to attend more conferences and workshops off-campus
  - Continue to have intentional staff Bible studies that fulfill Bible CEU requirements, and therefore ACSI certification requirements
- Timeline
  - 2015 - ESO Focus: Spiritual Development
    - Finalize plans for '15-'16 in-service days
    - January 2016: All Staff In-Service day
    - Create a budget for Title IIa funds
  - 2016 – ESO Focus: Responsible Citizenship
    - Finalize plans for '16-'17 in-service days
    - Review and revise budget
  - 2017 – ESO Focus: Academic Excellence
    - Finalize plans for '17-'18 in-service days
    - Review and revise budget
  - 2018 – ESO Focus: Spiritual Development
    - Finalize plans for '18-'19 in-service days
    - Review and revise budget
  - 2019 – ESO Focus: Responsible Citizenship
    - Finalize plans for '19-'20 in-service days
    - Review and revise budget

- 2020 – ESO Focus: Academic Excellence
  - Finalize plans for ‘20-‘21 in-service days
  - Review and revise budget
- The principal and assistant principal will be responsible for setting the budget and creating/monitoring the calendar of events.
- Resources
  - Title IIa funds
  - Long Beach Unified School District
  - ACSI
- Progress Reporting
  - Time will be allotted for staff to share and communicate progress during the all staff, all day teacher in-service each winter. Faculty will be encouraged to report and note the progress made due to more intentional professional development time. This includes time for sharing from any conferences attended as well as reflection on activities completed on campus.

**Adherence to the Standard**

The school is: **X compliant**    partially compliant    noncompliant    exceeding compliance

If in partial compliance or noncompliance, add an additional statement of the team’s view as to how the school will be able to achieve compliance.

## **Team Summary and Conclusions**

### **Self-Study Preparation**

Lakewood Christian Schools began the self-study process in the summer of 2014. The administration mapped out a timeline working backward from March 2016 to the beginning of the 2014-2015 school year. The announcement of the revisit and proposal of the timeline was presented to the teachers at the staff retreat in August 2014. At this time, committees were selected. Teachers were asked for their preference for Standard committees, and many chose to stay with the same (or similar) committee from the previous self-study in 2010. Subject area committees were also selected, with few changes from the 2010 committees. With the middle school teachers being single-subject teachers, they were required to be on the subject-area committee for the subject they teach. Elementary school teachers initially chose the committee they wanted to join, and newly hired teachers chose to fill gaps left by teachers who were no longer part of the faculty.

Meetings were held every few months during teacher in-service days to stay within the timeline created. At each meeting the administration instructed and guided the staff as they met and worked on various aspects of the self-study. Teams were also encouraged to meet on their own, between in-service days, as well as to use Google Drive for written collaboration. Teachers worked on their writing, followed the timeline, and met deadlines for submission.

The Assistant Principal attended the Course 1 Accreditation Training to learn how to use the for the new REACH 2.0 accreditation and self-study process in the fall/winter of 2014/2015. They stayed in close contact with ACSI as there were still a few changes being made to the REACH 2.0 document at the time.

School board members were informed of the upcoming accreditation renewal and asked to join a committee in November 2014. As well as reviewing and updating school policies as part of a regular cycle, each had input with the ACSI Indicator Checklists and narratives for their committees. Board members were kept apprised of the self-study process during monthly board meetings throughout the entire process.

All of the committees had their work completed on Google Drive by October 2015. At that time, the Steering Committee, proofread, formatted over the next two months. The visiting committee chairman visited the campus in October and met with the administration to check on the progress and clarify questions about the self-study and the visit.

In December, the Executive Board of the LCS Parent Teacher Fellowship read through for final collaboration before the self-study was printed.

## Major Commendations

The school is commended for:

- 1. Being good stewards of the resources that God has provided to make major campus improvements and build strong financial reserves which enable the school to continue to offer a variety of programs that help them to fulfill their mission.**

*(ACSI Indicator 2.7; WASC Criteria D.1)*

In a three year period Lakewood Christian Schools has turned a \$19,000.00 deficit into \$300,000.00 of reserves. Strategic budgeting has enabled LCS to remodel many of their classrooms, build a new school office, remodel their playground, and build a new library. Lakewood Christian Schools has done major improvements in a short period of time.

*(Interviews with board, administration, faculty, and parents; Observation of facilities and budget)*

- 2. Facilitating an environment that is supportive of students, families, faculty, and staff which indicates a commitment to the mission and philosophy of the school and biblically based relationships therein.**

*(ACSI Indicator 4.3; WASC Criteria C.1)*

Families, students, staff and faculty have nothing but great things to say regarding the staff, faculty, church staff and administration and their commitment to one another at LCS. There are open lines of communication being utilized throughout the campus which has led to an environment that promotes a loving, professional, family environment.

*(Interviews with faculty and parents; Observations of multiple classrooms)*

- 3. Providing elective classes that focus on active student engagement, the achievement of essential knowledge and skills, biblical wisdom and understanding, and higher-order thinking skills.**

*(ACSI Indicator 5.4 WASC; Criteria B.1, B.2, B.3)*

Students learn to use their God-given talents in a variety of ways. Creativity is encouraged through active participation in curricular activities. Many students flourish through elective and non-core classes. Art, band, choir, computer, woodshop, library, and physical education allow students to develop extracurricular skills. In addition, middle school students have the opportunity to learn Spanish, interior design, video production, drama, leadership, and a deeper understanding of biblical stories through balloon art.

*(Interviews with administration, faculty, parents, and students, Observation of classroom instruction, curriculum guides, course descriptions, and performances)*

- 4. Showcasing each student's God-given talents through creative expression musically, artistically and dramatically.**

*(ACSI Indicators 5.1, 5.4, 5.18; WASC Criteria B.1, B.2, B.3)*

Each year Lakewood Christian Schools' choirs, concert bands and jazz band participate in ACSI festivals earning commendations. Additionally, the Middle School Band participates in public school jazz and concert festivals and has performance opportunities in highly competitive programs including those at Knott's Berry Farm and Disneyland.

*(Interviews with administration, faculty, parents, and students; Observation of LCS Self-Study, pp 47-48, various documents, and school website)*

**5. Providing a cohesive, supportive, and uplifting environment enabling them to use their godly talents to create a familial community to further God’s Kingdom at LCS.**

*(ACSI Indicator 3.12.; WASC Criteria C.1)*

Through interaction with faculty, staff and students the warmth on campus permeated throughout the environment. The visiting committee observed authentic, nurturing interaction between staff and students at all ages. An example of this was clear upon the return of eighth grade students from a mission trip. Students were encouraged to share their experiences with staff and younger students. The school community views this unique ministry opportunity as the culmination of students’ spiritual and academic journey through LCS.

*(Interviews with board, administration, faculty, staff, parents, and students; Observations of student gatherings, classroom instruction, ESOs, and mission statement)*

## Major Recommendations

It is recommended that the school:

- 1. Develop a formal system to identify students with special needs and provide additional support in order to promote students' achievement.**

*(ACSI Indicator 3.9; WASC Criteria A.5)*

While some students have received accommodations, there is no consistent process in place to determine which students need additional professional support.

*(Interviews with administration, faculty, and parents; Observation of LCS Self-Study and classroom instruction)*

- 2. Create and implement a plan to ensure that professional development is translated into effective instructional practices and classroom management that is consistent schoolwide in order to maximize student engagement and achievement.**

*(ACSI Standard 4.7; WASC Criteria A.4)*

Although LCS has provided professional development opportunities for the faculty, a variety of instructional strategies and classroom management techniques are not consistent from classroom to classroom and grade level to grade level. Devising a plan to measure best practices in both instructional strategies and classroom management techniques, that is used schoolwide, will help to bring cohesiveness to these important elements in each classroom.

*(Interview with board, administration, and faculty)*

- 3. Adjust the current curriculum review cycle to be not only comprehensive but also manageable.**

*(ACSI Indicator 5.11, 5.12; WASC Criteria B.1)*

The current curricular review cycle is comprehensive in its infancy stage. It may require an extensive use of administrative and faculty time and resources by addressing multiple curricular areas simultaneously.

*(Interviews with administration and faculty; Observation of Curriculum Review Cycle)*

- 4. Further develop and enhance the crisis management plan to include professional development to ensure administration, faculty, staff, and students are kept safe at all times.**

*(ACSI Indicator 6.1; WASC Criteria A.5)*

LCS has a crisis management plan in place however increased training of personnel and students will help ensure the safety of the students.

*(Interviews with administration, faculty, and staff)*

## **Statement of Appreciation to the School**

The visiting team would like to express their appreciation:

- To the administration for their hospitality and welcoming spirit. During our time at Lakewood Christian Schools administration treated us with kindness and worked with us in a collaborative spirit.
- To the school board and the hospitality committee for a wonderful dinner and their transparency during our meeting. We are confident that you are committed to school improvement.
- To the faculty for opening their classrooms to us allowing us to gain an understanding of what instruction looks like at LCS. You are wonderful group of Christian educators that have a heart for the Lord Jesus Christ and your students.
- To the PTF for sharing your love for LCS with us.
- To the students for their warm and welcoming spirit.

God bless you as you continue to educate God's children.