

SELF-STUDY VISITING COMMITTEE REPORT
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES
FOR
Loma Linda Academy

10656 Anderson Street
Loma Linda CA 92354

Southeastern California Conference

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Visiting Committee Members

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Chapter I: Student/Community Profile

Loma Linda Academy is located in the city of Loma Linda, California, which has a population of 23,600. Bordering Loma Linda on the east is Redlands, population 68,747; to the north is San Bernardino, population 209,924; to the west is Colton, population 52,154. In 2012, the median age of residents in the City of Loma Linda was 33.2 years. The average household income was \$56,329. In 2011, homes had an average value of \$369,332. Eighty-eight percent of Loma Linda residents have a high school diploma or higher, forty-four percent have a bachelor's degree or higher, and twenty-one percent have a graduate or professional degree. Loma Linda is a city built around the health-care industry. Within the city limits is Loma Linda University. The university and the hospitals in the city have a daytime population of 60,000.

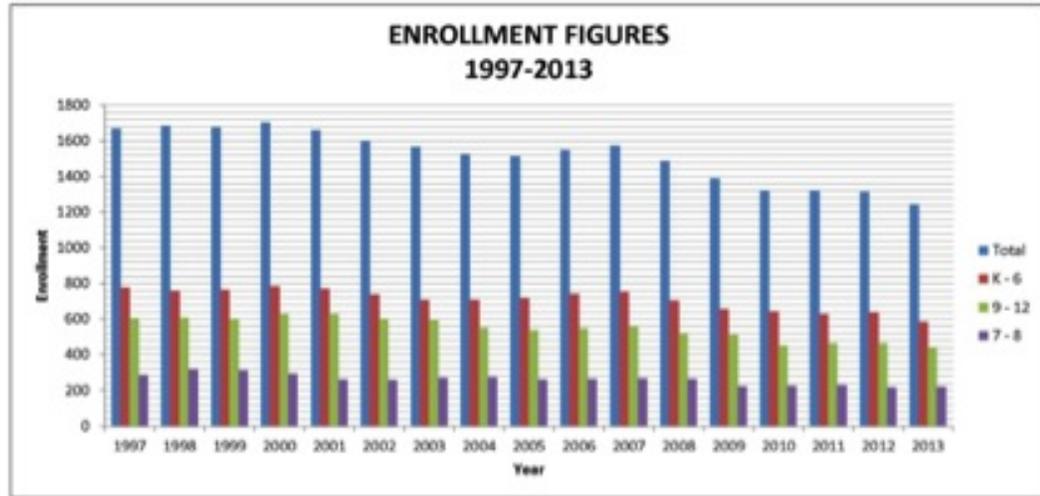
LLA is a Seventh-day Adventist-sponsored school that draws students from the entire San Bernardino-Riverside metropolitan area. The Adventist school system, the second-largest parochial school system in the United States, is a coordinated educational system with a research-based curriculum. At the present time, LLA is the largest of all K-12 Adventist schools in North America. The LLA curriculum is based on that used throughout North America, with adjustments made as necessary.

The LLA constituency has been composed of sixteen Seventh-day Adventist churches. Each church is represented on LLA's school board, totaling 62 board members. The combined membership of these churches is 15,510. Students from the constituent churches represent fifty-seven percent of its enrollment. Overall, eighty-five percent of the student population is Seventh-day Adventist. At the November, 2013 Board Meeting, the Colton Seventh-day Adventist Church became the 17th constituent church

LLA has a rich heritage. Seventh-day Adventist education began in Loma Linda in 1906 in a tiny, one-room school with six students. Since then, the campus has grown to a school of over 1,200 students. Loma Linda Academy (LLA) has consistently provided an outstanding Christian education during this time. Loma Linda Academy, its school board, and its constituency are committed to providing the best opportunities for spiritual, academic, social, and physical growth of all its students.

The change of enrollment at LLA since 2008, the time of the last full evaluation, has precipitated many changes. The student population has dropped over the last few years from 1,668 to 1,242. The sliding economy in the Inland Empire, the perceived increased number of students who are homeschooled, as well as competition from other Christian schools are suggested reasons for this decline.

The following graph illustrates the enrollment changes over the last 17 years.



The evaluation report documents and analyzes the changes that have occurred over the last term. The majority of these changes have been in course offerings and faculty adjustment.

There is evidence that student achievement has not been reduced by the changes that have been made. Exit surveys indicated that in the past five years, approximately 99% of LLA's graduates have enrolled in college/universities. For each class, approximately 75% attend four-year institutions, 24% attend two-year colleges and 1% either join the military, take a gap year, or go straight to work. In the Class of 2012, the average G.P.A. of graduates who were twelve-year students earned a 3.5 G.P.A. while those who transferred in earned a 3.235 G.P.A.

Standardized test results also indicates that the majority of LLA students take academic preparation seriously. The Iowa Test of Basic Skills (ITBS) is administered to those in grades three through eight, while the Iowa Test of Educational Development is administered to those in grades nine through eleven. The scores indicate that LLA runs well above the national norms. Starting in the 2013-2014 school year, the new Iowa Assessments (IA) were administered. These assessments include common-core questions. Because these have been re-normed, longitudinal comparison with earlier tests are invalid. It should be noted that across the Southeastern California Conference, scores for the IA varied little when compare with the same results based on the earlier norms.

SCHOLASTIC APTITUDE TEST (SAT) AVERAGES 2009-2013				
Class of	Critical Reading	Math	Writing	Total
Loma Linda Academy				
2013	538	554	527	1619
2012	534	555	536	1625
2011	543	564	534	1641
2010	515	527	515	1557
2009	545	573	538	1656
Redlands Unified School District				
2013	Not Available			
2012	Not Available			
2011	504	516	501	1521
2010	519	536	514	1569
2009	517	531	513	1561
State				
2013	498	512	495	1505
2012	495	512	496	1503
2011	499	515	499	1513
2010	501	516	500	1517
2009	500	513	498	1511
Nation				
2013	496	514	488	1498
2012	496	514	488	1498
2011	497	514	489	1500
2010	501	516	492	1509
2009	501	515	498	1514

**Perfect score is 800 on each section.

Additionally, from 1989 to the present, 191 students have achieved success in the National Merit Scholarship program. This includes 45 finalists.

Chapter II: Progress Report

LLA stakeholders have been focused on addressing the critical areas of growth and school improvement action plans since the last full visit. Significant changes since the last full visit include:

- **Enrollment-** a decline of 21% precipitated an increase in recruiting and a contract with the recruitment consultant.
- **Staffing-** a change of headmaster and key school administration and a reduction of teachers and support staff (because of declining enrollment)
- **Curriculum-** mapping in all three campuses. An ESL program has been instituted. AP classes

have been added.

- **Student information system-** a change to PowerSchool Software
- **Physical plant-** changes include a new biology classroom, high school foyer and bathrooms remodeled, new kindergarten rooms, junior high gymnasium, a new student services building, and many other improvements.
- **Campus ministries program-** an expansion in the student services building and responsibility for K-12 students in programming and support.

A WASC Follow-up Committee was formed after the 2009 interim visit. Its members adopted the iCoHere Accreditation Plus Software to assist in the work of accreditation. In Fall 2010, the school implemented a standing three-tier committee structure to replace the WASC Follow-up committee: a leadership committee, five focus group committees, and home groups.

The Leadership Committee monitored the progress of the action plans, and compiled and wrote the Annual Reports, utilizing information from the school's committees and personnel. Annual Reports were reviewed and approved by the school's board and submitted to the Southeastern California Conference Office of Education each spring. Members of the Leadership Committee and focus groups prepared the 2014 Self Study with input from stakeholders through home groups, other school committees, and surveys.

The Visiting Committee reviewed the Critical Areas for Follow-up:

1. Improve communication – Campus-wide communication has been reviewed and major changes have been made in the SIS, website, mass communication with School Reach. System changes have been made to develop a process to seek, evaluate, and act upon suggestions from parents, students, faculty and staff.
2. Capital Improvement funding- Funding has been done for two major building improvements. The comprehensive plans are being updated to generate funding for the additional needs of the campus.
3. Campus Security- permanent perimeter fencing, video monitoring, campus security, and continual safety/disaster drills have been put in place.
4. Struggling Students- each of the three schools have developed a program to meet individual students needs. A resource teacher assists students as needs are identified by the Student Study Teams.
5. Student Attendance- budgets have been increased and the SIS in connection with SchoolREach alerts parents of absences and tardy problems.
6. Technology Resources- the IT budgets have been expanded and computer labs refreshed. Campus wireless networks have not allowed for one-to-one devices.
7. Support for student personal and academic growth- School counselors and administration have met with all students to develop individual plans. Classes and College Fairs are held each year. Parents are invited to join in the process of meeting the needs of their child.

The Visiting Committee noted that LLA enrollment has declined over the term but the school has found ways to meet the needs of students as evidenced by the surveys and testing.

The Visiting Committee commends the administration and faculty/staff for due diligence in addressing critical areas of growth and school improvement action plans.

Chapter III: Self-Study Process

The Visiting Committee found evidence that the Loma Linda Self-study process began six years ago, after the last full evaluation took place. Their self-study document shows that stakeholders were included at all levels during the past six years. The current administration has devoted quantities of time and money in the process of school improvement. LLA does not see this as a completed task but only a “snapshot” in the continual process of growth.

Loma Linda Academy is a Seventh-day Adventist K-12 school with a college preparatory program. The program contains elements consistent with Adventist philosophy and goals as well as a curriculum that helps students prepare for college. The philosophy, goals, and mission are consistent with Adventist philosophy and are based on the requirements of the Pacific Union and the North American Division of Seventh-day Adventists. The program addresses the academic, physical, social, and spiritual aspects of student life. Opportunities for students to participate in a program designed to educate the whole person are accurately described in the self-study.

- Parameter 1: The Visiting Committee found evidence in the self-study and numerous interviews that stakeholders at all levels, including students, faculty from each school, administration and governing board were involved in the development, production and assessment of the self-study.
- Parameter 2: The Leadership Committee reviewed the mission statement and determined that it should be aligned with the ESLRs. After a rigorous review and modification by all levels of stakeholders, the new Mission Statement was adopted.
- Parameter 3: The school appointed a sub-committee of the WASC Leadership Team whose mandate was to address the issue of assessing student progress in the four key areas of the ESLRs. An assessment tool was produced for grades 6,8, and 12. The first year of administering the test was 2013. It will be used each spring to assess the outcome of the school’s goals for student learning.
- Parameter 4: The development of a schoolwide action plan that integrates subject area, program, and support plans to address identified growth needs.
- Parameter 5: The development and implementation of an accountability system for monitoring the accomplishment of the schoolwide action plan.

It is the opinion of the Visiting Committee that Loma Linda Academy has produced an exemplary Self-study document that has adequately addressed the five required parameters.

The Visiting Committee reviewed the self-study in detail. There was vigorous discussion about the accuracy of the program that was outlined and the evidence that was seen on campus. It was determined that the self-study is an accurate portrayal of the program that is offered to students. The Visiting Committee found that students at all levels were producing observable results that met or exceeded the WASC criteria and the LLA student learning goals.

After review of the self-study process, the Visiting Committee found that the school had used evidence from all levels of stakeholders and disaggregated data to identify the areas for LLA's future growth.

Chapter IV: Quality of the School's Program

CATEGORY A. ORGANIZATION FOR STUDENT LEARNING

A1. School Purpose Criterion

Loma Linda Academy has a clearly written mission statement that reflects the beliefs and philosophy of the school and its constituency. In order to align the mission statement with the ESLR's, LLA recently collaborated with its stakeholders to refine both the mission statement and the ESLR's. The mission statement reads as follows:

The Mission of Loma Linda Academy is to provide a Christ-centered and nurturing environment to prepare students spiritually, academically, physically, and socially for higher education, for life in a global society, and for eternity.

The ESLR's read as follows:

When I graduate from Loma Linda Academy, I will have grown:

Spiritually

Accepting Jesus Christ personally and growing through His word
Showing commitment to the Church

Academically

Demonstrating thinking skills, study skills, communication skills, and life skills necessary to succeed in college and a career
Appreciating beauty wherever it may be found

Physically

Living a healthy, balanced lifestyle
Developing a program of lifelong fitness

Socially

Maintaining healthy interpersonal relationships
Displaying responsible citizenship with a desire to serve others

The majority of LLA stakeholders are members of the SDA church, and the school is supported by 17 constituent SDA churches. The LLA mission and ESLR's are closely aligned with the mission of the SDA church. The stakeholder profile had a major influence on the development of the mission and ESLR's. Representatives from the entire school community were involved in the development and refinement of the mission statement and ESLR's. There is a high degree of consistency between the school purpose, the ESLRs and the school program. The LLA teachers are intentional about integrating the ESLR's into the curriculum.

A process has been developed to assess student progress in all four ESLR areas. A newly developed a survey is used to provide evidence progress in the three non-academic areas. Progress in the academic area is assessed in a number of ways (standardized tests, graduation rates, GPA's, student work).

The mission statement and ESLRs are communicated in a number of ways. They are posted on the school website, in each classroom, and in the administrative offices. Each teacher places the ESLR's in his or her syllabus and explains to students how the course will reflect the ESLR's. The Junior High addresses the ESLR's in a chapel assembly early in the school year. The Headmaster begins most board presentations by reminding them of the ESLR's. At the year-end board meeting, the principals give reports that show "ESLR highlights" from the year.

LLA has a process to review and revise the mission and ESLR's. They have recently added a component to this process in which certain students are surveyed to determine their progress in ESLR achievement. When analysis of the survey data indicates a need for revision, the leadership team makes a recommendation to the Headmaster. The Headmaster then guides the proposal through the approval process. This process involves collaboration with all stakeholders.

A2. Governance Criterion

LLA has clear policies and procedures in place with regard to the selection, composition, and specific duties of the governing authority. The Pacific Union Conference Education Code (PUCEC) specifies the representation necessary on local school boards, and LLA is in compliance with that code. The Governing Board is comprised of representatives from all of its constituent churches. The churches select their representatives by using their own nominating committee processes. These processes are guided by North American Division (NAD) policy. The LLA Constitution describes the specific duties of the governing authority.

Prior to joining the board, potential board members do not receive any pre-training in the principles and skills essential to the effectiveness of the school board. However, once a person becomes a board member, he or she does receive some education with regard to their duties. The leadership team plans to develop more research-based training for the school board members.

The policies of the LLA governing board are directly connected to the school mission and ESLRs. Each year the board receives reports that review ESLR achievement and progress on the action plans. The board also receives reports on student test scores and the accompanying modifications to the school program made by the curriculum committees.

The governing authority is involved in the review and refinement of the mission and ESLRs. When the ESLR committee determines that ESLR and/or mission statement revision is necessary, it gives a recommendation to the Headmaster. The Headmaster then guides the recommendation through a process which includes the involvement of the school board.

The school community has the opportunity to understand the role of the governing authority. The duties and function of the governing board are described in article VI of the Constitution. This Constitution is posted on the website.

There is an understanding of the relationship between the responsibilities of the governing authority and those of the professional staff. The Governing Board is not involved in administrative details. However, during past years it has been instrumental in developing and modifying the master plan.

The Governing Board carries out certain evaluation procedures. It reviews the professional staff for rehire once a year and votes on new hires. The administration conducts teacher evaluations using procedures established by the SECC Office of Education. The administration gives recommendations to the board based on these evaluations. The board reviews the professional staff once a year and votes on new hires as needed.

There is no formal process for evaluating the members of the school board or the effectiveness of the board as a whole. A policy specified in the LLA Constitution does ensure that board members are rotated on a regular basis.

A3. School Leadership Criterion

LLA has written policies and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff. These responsibilities, practices and relationships are in compliance with the NAD working policy, the PUC Education Code, and the policies of the SCC. These policies can be viewed online and are referenced in the faculty handbook.

There are several methods of internal communication at LLA. Faculty and staff communicate regularly via computer, telephone, and teacher mailboxes. Regularly scheduled faculty, committee, and focus group meetings provide further opportunities for internal communication, planning, and resolving differences.

The school leadership has processes and procedures for involving staff in shared responsibility, collaborative activity, and accountability to engage in professional development that supports student learning.

The school administration regularly reviews the existing processes to determine the degree to which staff actions focus on successful student learning. Every year the administration reviews the strategic plans of the teachers and the test scores of the students. At times, students and constituents are surveyed to help the administration gain further insight into the effectiveness of the existing processes.

A4. Staff Criterion

LLA follows clearly established employment policies and practices when hiring faculty and staff

members. The hiring protocol is established by and in compliance with the Education Codes of the SECC and the PUC.

The Ad Council, School Board, and SECC office of Education annually review information regarding the qualifications of the LLA staff. The PUC registrar monitors staff credentials to ensure that they are current.

LLA assigns staff members in a way that maximizes the use of personnel expertise in accomplishing quality student learning. Teachers are assigned to work in their areas of endorsement. When a teacher is needed in an area where they are not endorsed, policies and procedures are in place to enable that teacher to acquire the appropriate endorsement.

The LLA administration encourages professional development in a number of ways. During the teacher evaluation process, each teacher is asked to establish a goal for continuing education and a goal for improvement in the classroom. Funds are set aside in the school budget for the support of professional development. At times, teacher enrichment presentations are provided on campus. For additional professional development, teachers are encouraged to attend conventions, workshops, webinars, seminars and classes.

LLA has supervision and evaluation procedures that promote professional growth of staff. The administration frequently makes informal classroom observations. Information acquired during those observations is shared with the teachers to facilitate improvement. Every two years, each teacher receives a formal evaluation. The professional development of each teacher is reviewed during this formal evaluation process.

The LLA leadership and staff acknowledge the need to develop a process by which they may determine the measurable effect of professional development on student performance. The administration plans to develop a tool to evaluate the effectiveness of professional development.

A5. School Environment Criterion

Each teacher demonstrates professionalism and a caring attitude both in the classroom and during extracurricular activities. In an effort to maintain a climate that honors individual and cultural differences, many teachers have trained in Differentiated Instruction. Teachers are frequently available during the lunch period and after school to provide help for students.

LLA teachers have high expectations for their students and strive to prepare them for future success. Various methods are used to recognize and celebrate student success.

The climate at LLA is one of mutual respect and effective communication between staff, students and parents. A variety of methods is used to facilitate this communication.

At LLA there is a climate of support and encouragement for teachers to use innovative approaches

to enhance student learning. Many opportunities are provided to facilitate the development of innovative teaching strategies, and teachers are encouraged to make use of these opportunities.

LLA has policies, procedures, and facilities that ensure a safe, healthy and nurturing environment. Policies regarding appropriate student behavior are written in the student handbooks. Safety inspections of the facility are conducted on a regular basis. A physical plant master plan has been established to enhance safety and functionality. Resources are available to update the physical plant as needed. Personnel, policies, and procedures are in place to help ensure safety on campus.

A6. Reporting Student Progress Criterion

LLA has existing standards and procedures to assess student progress toward the ESLR's and the curricular objectives. A K-12 curriculum map has been created to communicate and coordinate curricular objectives and assessment plans. A variety of strategies is used to assess student progress.

LLA has procedures to communicate to the governing authority and members of the school community regarding student progress. Teachers use PowerSchool to make individual student progress reports available online to the students, parents and guardians. When students have failing grades, parents and coaches are notified. Each year the standardized test results are reviewed by teachers, administrators and the school board. Exceptional student achievement is recognized in school publications and announcements.

A7. School Improvement Process Criterion

LLA can document that the school planning process is broad-based, collaborative and has the commitment of the stakeholders. Progress reports have been created annually since the last WASC visit. Each year these reports are reviewed, approved, and managed by the school administration, WASC leadership team, school board, and the SECC. The staff members on all three campuses collaborate to implement elements of school planning such as curriculum, plant resources, student life and programming.

There is a correlation between the school plans and the analysis of student achievement of the ESLR's. LLA surveys students annually to provide data for analysis of ESLR achievement. Additional data is acquired from student achievement test scores. This data is analyzed annually, and the results are used to guide the school planning process.

There is evidence of systems alignment in areas such as professional goals, teacher evaluation, and strategic planning for ongoing school improvement. The mission statement and ESLR's are aligned and provide the basis for each class. Capital improvement projects are driven by the mission and ESLR's. Teachers develop professional goals in consultation with their principal. Teachers seek to improve their teaching based on student performance and current educational research.

At LLA there is a correlation between allocation of resources, ESLRs and improvement plans. The WASC leadership team and Ad Council monitor progress on the action plans. As a result of the WASC self-study process, the previous strategic plan is being developed into a new improvement plan.

Areas of Strength for Organization for Student Learning Category that ensure quality education for all students:

- The school fosters a safe, healthy, and nurturing environment.
- The school provides a rich program that gives students many opportunities to grow in each of the ESLR areas.
- The school has developed methods to find evidence of achievement in the non-academic ESLR areas.
- The LLA family embraces the philosophy of school improvement as an ongoing process rather than a once-in-six-year event.
- There is a strong correlation between the mission statement, the ESLR's, and school program.
- The LLA Board functions effectively and professionally.
- All of the LLA faculty are fully certificated and appropriately endorsed.

Key Issues for Organization for Student Learning that need to be addressed to ensure quality education for all students:

- Develop ways to be intentional in the training and continued professional development for board members.
- Develop a plan for professional development that meets the needs of all employees.
- Continue to find ways to enhance the interaction between the K-12 faculty to address mutual concerns that maximize student learning.

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

Stakeholder Interviews, Focus Group Meetings, Classroom Observations, Campus Observations, Teacher Curriculum Booklets, Standardized Test Results, Textbooks, Class Schedules, School Website

CATEGORY B. CURRICULUM, INSTRUCTION, AND ASSESSMENT

B1. What Students Learn Criterion

LLA provides a college-preparatory curriculum, and students earn a high school diploma upon graduation from twelfth grade. Schoolwide Learner Outcomes form the basis for curricular standards, teaching processes, instructional competencies and evaluation of learning.

Teachers design assignments to highlight four skills: study, communication, cognitive, and life. The curriculum was developed using a combination of California State Standards, NAD Curriculum Standards, and Common Core Standards. Kindergarten through sixth-grade used the NAD Curriculum Standards. In addition, they also used the California State Standards, which were compared to the NAD key learnings to rectify any possible gaps. In grades seven through twelve, California State Standards drove curriculum development. Several subject areas at both the junior high and high school level also utilized the NAD Curriculum Guides, such as religion, life science, and foods. At each grade level, teachers develop their lesson plans using the curriculum maps to fulfill the purpose of the school and to achieve the ESLRs.

Student work at all grade levels indicates that students are challenged and engaged. Standardized tests, as indicated in the school profile, confirm student achievement. These tests show that, when compared to the national standards, most Loma Linda Academy students score above the average. Teachers and administrators on each campus review the results and discuss strategy to best improve student achievement both overall and individually. Another indicator of acceptable student achievement is that 99% of LLA seniors graduate and continue on to college or university.

There are two primary curriculum review processes at LLA. A yearly curriculum audit is performed as required by the Pacific Union Education Code. This audit verifies that required courses are taught, approved textbooks are used, the proper amount of time is provided for each course in the master schedule, and that each teacher is appropriately certificated for the courses taught. The second is a five-year, curriculum-mapping project engaged in by all faculty kindergarten through twelfth-grade. The result of this has been a coherent curriculum, intentionality concerning standards, and increased cooperation and collaboration among colleagues.

B2. How Students Learn Criterion

Loma Linda Academy's curriculum incorporates research-based methods through the use of textbook selection and instructional methods garnered from professional growth activities. All textbooks at LLA use research-based methodologies and strategies recommended for elementary, junior high, and high school instruction. Many teachers gain knowledge of current research by attending seminars, workshops, and conventions to learn teaching methods and strategies designed to increase learning for all students. Additionally, all teachers hold current teaching certificates; several teachers are in the process of continuing their advanced studies in education. Through teacher and focus group interviews, the visiting committee determined that it is common practice for teachers to share, formally and informally, research findings on relevant curriculum with their colleagues. In turn, LLA teachers incorporate research-based strategies to set clear goals, teach study skills and problem solving strategies, create engaging classrooms, and establish appropriate professional relationships with students. Teachers use formative and summative assessments to gauge student learning and determine whether concepts have been mastered or if

re-teaching is needed. On a broader scale, grade-level, departmental and faculty committees at all three campuses evaluate student scores from standardized assessments and make curricular changes to better facilitate student learning.

Loma Linda Academy approaches curriculum design through a K-12 Curriculum Committee as well as the curriculum committees at each division. Faculty from grades kindergarten through twelve had a significant opportunity to collaborate as part of the curriculum-mapping and standards assessment project. Curricular committees at each school meet regularly to address issues of curricular design and content. This frequently fosters collaboration between core and rotation classes. The High School Curriculum committee reviews all applications for UC approval for LLA courses and monitors the alignment of course offerings with UC course requirement. Students have options to take college preparatory, honors, advanced placement, college level, and technology classes. Additionally, an ad hoc committee of high school faculty addresses the issue of out-of-class time due to school events such as varsity games and field trips.

To enhance the school's curriculum and improve learning and teaching, LLA staff annually participates in a wide array of professional growth activities. LLA systematically monitors the achievement of on-going professional growth; however, no set system for selecting or monitoring the impact or effectiveness of professional growth currently exists.

Teaching strategies such as direct instruction, interactive instruction, indirect instruction, independent study, and experimental strategies are used by teachers as appropriate to assure good learning and student engagement. Teachers seamlessly incorporate technology throughout the curriculum often encompassing cross-curricular assignments. Each division has at least one computer lab. Most of the elementary classrooms and some of the junior high classrooms have student computers. Wireless Internet connection is available throughout campus. In addition, both students and parents have up-to-date access to student grades, attendance, and school information through the Student Information Systems software programs PowerSchool, PowerTeacher, and PowerParent. The school website, lla.org, provides immediate access to most school information such as student handbook, registration information forms, field trip permission slips, class schedules, and special class schedules. The school also utilizes SchoolReach as an extension of PowerSchool to send instant communication through emails, texts, or phone messages.

Teachers learn about student interests and needs through observation, interviews, surveys, and writing assignments. These needs are met through lessons designed to include lectures, lab experience, reading guides, cooperative groups, manipulatives, and projects. LLA teachers use both direct and indirect instruction in their lesson designs, allowing students to internalize concepts, collaborate, create, think critically, and solve problems. At the junior high and high school levels, a counselor and resource teachers aid struggling students. In addition, the LLA curriculum provides numerous opportunities for students to be both creative and analytical as they apply what they have studied. Outside the classroom, field trips and extracurricular activities provide opportunities for academic enrichment and social skill development through experiential learning.

Student committee representatives shared that teachers clearly explained the school's mission, ESLRs, and academic goals. They also provided meaningful reasons for assignments and projects, which instilled a sense of preparedness as they matriculated to new grade levels. The students indicated to the Visiting Committee that the spiritual perspective on academics makes a positive impact in their daily lives. Students indicate access to a wide set of resources besides textbooks and libraries. Students attend field trips, and the elementary also provides a variety of rotation classes such as computers, library, art, band, consort strings, choir, and music lessons throughout

the school day. Classrooms have necessary materials for student use. Most teachers, especially in the elementary grades, have supplemental materials available in the classrooms for students who are either struggling with the curriculum content or need advanced materials. All of the classrooms in the elementary grades and many of the classrooms in the junior high and high school have computers for student use.

B3. How Assessment Is Used Criterion

Teacher use of assessment is frequent and integrated into the teaching/learning process. On the elementary campus web-based assessments are regularly used. Students take formative quizzes for math and reading. The STAR reading comprehension tests evaluate growth in reading comprehension at the various levels of the Accelerated Reader reading program. In addition, teachers incorporate various means of student assessment (cooperative learning, creative projects, writing responses, and more traditional assessments) to measure student growth and subject mastery.

The four areas of Loma Linda Academy's Expected Schoolwide Learning Results (spiritual, academic, physical, and social) reflect the Seventh-day Adventist educational philosophy of holistic education. The school's curriculum and extracurricular programs are selected to achieve these broad goals. LLA's curricular standards reflect both the North American Division of Seventh-day Adventist Education Department and California State and professional standards. Teachers assess their students' progress using both teacher-generated and commercial assessment tools.

Curricular mapping has matched curriculum with specific standards (NAD Key Learnings, and in some cases, the California State Standards and Common Core Standards for grades kindergarten through six and California State Standards for grades seven through twelve). In addition, review of the standardized assessment results has driven curriculum changes and adjustments. Many graduates have indicated long term acceptance of ESLRs. LLA's faculty and administration have re-evaluated the current ESLRs and created a new assessment survey to monitor the students' progress toward meeting the ESLRs.

Standardized test results are disaggregated and analyzed at each division in faculty meetings, curriculum committees, and in grade-level or departmental meetings. Both the Ad Council and the school board receive annual reports on all of the standardized tests. In the fall of 2013, changing to the new Iowa Assessments created a break in LLA's testing data, breaking the line of longitudinal data. The current year's test results begin a new data trend.

LLA teachers seek feedback frequently. Assessment of the students' progress in class is conducted through journals, one-on-one interaction, class discussions, exit cards, student polling, rubrics, and student work. Student performance is correlated with achievement of the ESLRs. Results indicate level of course objective mastery.

Areas of Strength for Curriculum, Instruction, and Assessment Category that ensure quality education for all students:

- The school provides a curriculum that is relevant and challenging, yet diverse enough to meet the needs of students with varying learning abilities and goals.

- The school 's curriculum-mapping project demonstrates a commitment to insure a strong and coordinated curriculum.
- The school is privileged to have resources to maintain current technology and curriculum.
- New Junior High and High School library provides a centralized location and increased computer access.
- The school students have access to a schoolwide robotics program
- The school teachers vary instructional approaches based on student assessment.
- The school student SAT and ACT scores are higher than national averages and higher than the scores of local public schools who have a lower percentage of students taking these tests.

Key Issues for Curriculum, Instruction, and Assessment that need to be addressed to ensure quality education for all students:

- Develop detailed individual and school-wide professional development plans that are aligned to ESLRs and designed to benefit student learning.
- Identify essential questions and big ideas within the context of the Adventist worldview in the further development of the LLA Curriculum Development as the revised NAD standards become available.
- Create standards based assessments by grade level (elementary) or subject (junior high and high school) to consistently assess student achievement.
- A committee of stakeholders should review current advanced course offerings (honors, AP, and college courses) to determine if additional courses need to be offered to meet students' educational needs.
- Improve the process of disaggregating all standardized test results for the purpose of improving curriculum, instruction, and student learning.
- Track graduates through their college experience to better assess the success of the college preparatory program.
- Set aside dedicated time each school year for curriculum review and development.
- Offer parents clear and easy access to information concerning testing and accommodation for struggling students.
- Consider the feasibility of replacing textbooks with eBooks.

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

Teacher interviews, student interviews, parent interviews, administrator interviews, focus group

meetings, classroom observations, student work, campus observations, teacher curriculum booklets, standardized test results, textbooks, class schedules, school website, school handbooks/policies

C. SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH

C1. Student Connectedness Criterion

For all students, the teachers are available to work with students on an individual basis. For those who need additional help there is a resource teacher and/or a counselor in each division. At each level Student Study Teams (SST) are scheduled to provide a chance for the parents, and often the student, to meet with teachers and counselor. At the Elementary, students who qualify through testing can receive support based on their individual needs through our Learning Advancement Program (LAP) directed by a part-time, certified teacher. The JH provides the Homework Assistance Program (HAP) which is available to all students. It is an opportunity to work on class assignments after school in a supervised setting with a teacher to provide support and tutoring. A Resource Teacher, serving both the Junior High and the High School, is available to work with students needing help in academics. Another illustration of personalized student support comes through the athletic program which includes the incentive of appropriate grades in order to both make a team roster and remain on a team and be eligible to play. Coaches are in a unique position to provide help and encouragement to succeed not only physically but academically.

Students learning English as a second language are generally accepted only at the High School level. A specialized resource teacher is on staff to help English language learners as they negotiate all of their classes as well as learn, in many cases, the new culture.

Personalized student support is provided in the other ESLR areas through the many professional services that are available at the school and in the community. Spiritually individual students are provided support through their administrators, Chaplain, classroom teachers, student Ministry Directors, and local pastors. Socially, individual students are provided support by administrators, Chaplain, classroom teachers, counselors, and professional community resources. Physically, individual students are provided support through PE faculty, other faculty, nurses, screening programs, and community resources.

LLA has a variety of support resources available for students who struggle academically. Part-time and fulltime resource teachers provide tutorial periods for students with academic accommodations, they evaluate students IEP's and coordinate accommodations with teachers. In addition they track the student's progress. The counseling department provides for testing and graduation requirements.

Along with the strong academic programs, LLA's music and athletic programs provide further opportunities for whole-person development. As part of LLA's missions and expected school-wide learning results (ESLR), the opportunity for mission is a crucial component to a student's learning process. LLA has taken student groups to Kenya, Louisiana, Mexico, Thailand, Peru, Portugal and Jamaica during that last six years.

All three campuses hold a yearly Red Ribbon Week program to promote healthy choices and teach students about the dangers of at-risk behaviors. Activities include speakers and a food collection drive to support a local drug-rehabilitation program.

LLA places a strong emphasis on learning good citizenship and service while attending school. The Elementary uses the "Peace Builders" curriculum in all grades to help all students learn to make good choices and to manage conflict. They also refer students to "Kelso's Wheel" to learn how to make good choices. The Junior High uses the "Character Counts" character-education program. The Junior High and High School promote an "Honor Code." These are all co-curricular programs designed to help students develop good citizenship.

LLA has a variety of support resources available for students. The elementary has a school psychologist who provides academic testing and support and leads Student Study Teams (SST). The elementary also has a resource teacher who runs the learning Advancement Program (LAP). The junior high recently hired a resource teacher to help support learning for students who struggle academically. The high school has a school counselor who provides career, academic, and personal counseling. In addition, the counselor coordinates testing and graduation requirements. The high school has a part-time resource teacher who evaluates students with IEP's and coordinates accommodations with teachers as well as tracks student progress. The resource teacher offers two tutorial periods each school day for students with academic accommodations.

LLA provides many activities and opportunities to achieve the school-wide learner outcomes. Students in all schools attend both off-campus and in-house field trips to enrich the academic material they learn in the classroom. Professional speakers are brought on campus. The elementary offers after-school programs through Kids U such as Spanish, cooking, and Kids Watch Safety Program. The Elementary school offers a school newspaper in which kids in grades four through six can participate and learn how to write for a newspaper. All campuses offer Lego Robotics.

The Junior High offers an organizational workshop at the beginning of the school year to help students learn to get and stay organized with all their classes. A yearbook class is available for seventh and eighth grade students who want to be involved in producing the yearbook. The after school Homework Assistant Program (HAP) give students an opportunity to work on their homework in an organized and consistent way with the help of a teacher. The Junior High take two educational field trips to the LifeHouse Theatre in Redlands. These field trips are often in conjunction with something the students are studying or have studied in one of their classes. The High School offers tutoring services through the counselor's office with off-site and on-campus tutors. All students receive an academic planner and are instructed in how to organize their schedules in homeroom classes at the beginning of the year.

LLA provides many co-curricular activities and opportunities to achieve the school-wide learner outcomes. All students attend both off-campus and in-house field trips to enrich the academic material taught in class. Many faculty members sponsor a variety of clubs on campus. Some of the clubs include the Art Club, Book Club, Creative Writing Club, fitness Club, Paintball Club, Photo Club, Tea Club, Youth-to-Youth, MAD Club, Friends Next Door Bible club, CERT, Badminton Club, National Honor Society, and the Fashion Club.

LLA has a variety of available support resources available for students who struggle academically. Part-time and fulltime resource teachers provide tutorial periods for students with academic accommodations, they evaluate students IEP's and coordinate accommodations with teachers. In addition they track the student's progress. The counseling department provides for testing and graduation requirements.

Student involvement in curricular/co-curricular activities is extensive. Students not only partake at the school, but globally as well. Students learn global responsibility and service through annual international mission trips and many local service projects initiated by students to fulfill an annual requirement of twenty-five hours of community service.

Student perceptions is important to LLA. The student feedback was begun in the spring of 2013 with administration of the ESLR survey to students in grades six, eight, and twelve. Representatives on the student committee were given an opportunity to address the area of their understanding of purpose for assignments and expected level of performance. They replied that teachers clearly explained reasons for assignments and projects. They felt that they were being well prepared for the next academic levels, as well as being helped to develop life skills, relationship skills, and job skills. The students indicated that the spiritual perspective on academics makes a difference in their view of "many things." Because of the many extracurricular options and the expectations for strong academics, they are being taught the skill of prioritizing. Students noted that they felt new students tended to remain at LLA because of the positive differences at the school.

C2. Parent/Community Involvement Criterion

Loma Linda Academy seeks to involve parents, church members, and members of the wider community in many ways. Parents serve as drivers and chaperones, coaches, referees, advertising, and the booster club. Loma Linda Community Fair is held on the LLA campus. Outside vendors and local churches participate in this community event.

LLA frequently solicits community resources to support students. Use of local Fire and Police departments provide on-site presentations. The school has a strong relationship with Loma Linda University and Medical Center that provide both professional on-site and off-site presentations.

C3 Witnessing and Community Service Activities Criterion

The school board, administration, and faculty make concerted efforts to ensure that all witnessing and community service activities are consistent with the school's stated philosophy and goals. The principal on each campus approves his staff's witnessing and outreach activities. All mission trips within the Pacific Union Conference are also approved by Southeastern California Conference (SECC) office. Activities outside the Pacific Union Conference are approved by the North American division (NAD)

Tandem Calendar, the school's website, teachers' websites, Campus Ministries website, division announcement sheets (*Wednesday Word*, *Junior High Lights*, and *LLA High School News*), school newspapers (*Roadrunner News*, *The Voice*, *The Mirror*), posters and video spots are used to communicate and advertise activities. Students are developing a clear sense of mission as demonstrated by the rich variety of outreach activities offered on each campus. Students have a

myriad of ways to develop sensitivity to the needs of others by meeting those needs on and off-campus through service and witnessing activities.

Students at Loma Linda Academy have access to many avenues to engage in meaningful community service and outreach activities that are consistent with the school's philosophy, goals, mission, and ESLRs.

The Elementary School organizes many student witnessing/outreach opportunities such as holiday cards, letters and treats to veterans, and military personnel, collecting canned food for a local food pantry, collecting items to make senior citizen care bags, recycling program for student aid, knitting scarves for a homeless center.

The Junior High student participate in witnessing/service activities such as collecting funds for Adventist Development and Relief Agency, collecting food for Drug Alternative Program, and attend Bible retreats.

The High School offers many student-led witnessing and community service activities such as working with community gardens for the Helping Hands Pantry,

going on national and international mission trips, participating in the 30-Hour Famine activity, volunteering for the Helping Hands food Pantry, participates in nursing home visits, and raises money. Global Heart international project.

All high school students are required to do 25 hours a year of community service as a graduation requirement. Mission trips are offered once or twice a year. The High School offers a semester lab course in Christian Missions. LLA music programs and sports tournaments offer outreach and witnessing opportunities locally and internationally.

Loma Linda Academy's ESLR's state that a child of LLA will be Spiritually, Academically, Physically, and Socially sound upon graduation. Through witnessing and servicing, LLA students have integrated the spiritual and social aspects.

LLA ensures that the parents and school community understand student achievement of the ESLRs and curricular goals. Parents are given access to student academic progress online via Power School for grades seven through twelve. Standardized test results are presented to members of the general constituency at constituency meetings and board meetings. Individual student standardized test results for students are communicated directly to the parents at the fall parent/teacher conferences.

A weekly newsletter is sent home K-6th grade called Wednesday Word. At the Junior High they communicate through SchoolReach and a monthly publication called "Junior High Lights". The High school posts daily announcements on their Web page. SchoolReach is used as a schoolwide message system to communicate important messages home.

ESLR binders are being kept starting 2013-14 year. These binders are examples of students work submitted to illustrate student learning and demonstrate the four indicated skills that are being taught.

Areas of Strength for Support for Student Personal and Academic Growth Category that ensure quality education for all students:

- The school offers a wide variety of co-curricular activities, particularly in the areas of music,

sports, and student leadership.

- A campus-wide support system includes a school counselor, a school psychologist, resource teachers, a Learning Advancement Program, and Student Study Team meetings.
- Campus Ministries provides spiritual activities for all grades.
- The school has a full-time K-12 campus chaplain who energizes our campuses with the love of the Lord and ways to share that love.
- Students have a multitude of opportunities to engage in meaningful community service, outreach activities, and service learning. that are student led.
- Both the Community Fair and Family Volunteer Night annually connect the school to the community.
- School Reach has increased the level of communication with families.
- The school website is regularly updated and improved.
- Regularly meeting Home and School groups provide support and invaluable feedback and moral support on all three campuses.
- Parent volunteers contribute their time and resources regularly to classroom and co-curricular activities.
- Local churches not only provide financial support, but ministry opportunities for students.
- Loma Linda University and Medical Center provide significant financial, instructional, and professional support.
- The school communicates regularly with parents and the community through its division announcement sheets, newspapers, websites, and Tandem calendar.
- The school website is a valuable vehicle for delivering information and soliciting community involvement.
- Local pastors are regularly involved in Junior High and High School programming.

Key Issues for Support for Student Personal and Academic Growth Category that need to be addressed to ensure quality education for all students:

- Provide more opportunities for community service in the middle grades.
- Seek to strengthen ties between school, church, families, and students.
- Review and develop the plans for students' real and perceived ability to be heard and empowered to positively impact their school.
- Review the student "four year plan" with all junior and high school students on a regular basis.
- Formalize the process of transferring and updating accommodation information for students with IEPs and 504 plans across all three divisions.
- Increase the clarity of marketing printed material for students and families preparing to enter

or transition into any of the individual schools.

- Develop ways to expand the college guidance program.

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

Interviews with , Teachers, Parents, Students, and Administrators, Focus Group Meetings, Classroom Observations, Student work, Campus Observations, Teacher Curriculum Booklets, School Website

D. RESOURCE MANAGEMENT AND DEVELOPMENT

D1. Resources Criterion

The LLA department managers and the school administrative team meet to analyze faculty material requests, in order to provide for student learning needs. Faculty request for classroom resources are approved by the school's school administration. Faculty representatives express that the amounts provided for classroom supplies are "reasonably sufficient", as teachers rely on fundraising to meet additional needs of their programs. Other support aligned with curricular needs, schoolwide learner outcomes and mission include the provision for teacher aides, technology resources, the Learning Assistance Program (LAP) and the Homework Assistance Program (HAP).

The process of developing LLA's annual budget is cyclical and annual. Annual audits of the schools financial statements, internal control and policies adherence is conducted by the General Conference Auditing Service as required by the board of trustees and the North American Division of Seventh-day Adventists. Appropriate procedures are in place for protection against mishandling of institutional funds.

Since 2008, the educational experience of LLA students has been enhanced due to the completion of projects such as the Student Services Building, the Junior High Gymnasium and a new biology classroom and lab.

The facilities at LLA are attractive, well maintained and meet the needs of students and faculty at all three campuses. The physical plant department works with faculty and administration to keep the facilities, grounds and transportation resources attractive, safe and maintained. Future facility plans include improvements focused on the needs of learners. Administration, faculty and staff analyze learner needs and input from stakeholders when considering future plans.

LLA budgets to provide resources to recruit excellent teachers. Recruitment funding is provided for Administrators to screen and observe teacher candidates. Teachers and administrators considered as candidates must be certified. Once hired, certification is regularly reviewed and kept current.

LLA supports teacher professional growth and development by providing funds for classes and seminars to ensure that teachers keep current in new methods and approaches.

A school psychologist and a part time special education teacher are provided to elementary students. Junior High students are provided a special education teacher. High school students with documented learning disabilities are provided support. Additionally, the school provides students resources for student participation in music, art, physical education, spiritual guidance other student support programs, to assist students in learner outcomes.

D2. Resource Planning Criterion

LLA Information Technology and Physical Plant departments have plans for scheduled upgrades and maintenance for technology, major mechanical equipment, carpet and roofs. In addition, LLA has invested reserve funds in excess of \$2.5 million to assist the budget in low enrollment years. As part of a previous expansion plan, LLA obtained low cost financing to add 2 new buildings without relying on additional support from constituent churches.

LLA does not have a formal Master Resource plan. Input received from constituent churches and professionals is used in capital improvement decisions.

LLA stakeholders are involved in the future planning of the school through Constituency Sessions and the local school board. Parents have additional opportunities for involvement in future planning through the Home and School Association, participating in school events and planning school fundraising.

LLA partnered with a consultants during the 2012-2013 school year to develop marketing strategies. The Advancement Department has implemented a marketing strategy to assist in enrollment and development. Parents, board members, faculty, staff, students and community members have been given the opportunity to be involved in future planning.

LLA administration communicates with the governing school board, the operating school board and the constituency to relay resource needs and to inform regarding allocations and progress.

Areas of Strength for Resource Management and Development Category that ensure quality education for all students:

- Providing resources to recruit well-qualified staff is a priority and is funded to the extent needed to identify and recruit the best people in their fields.
- A large and sufficient physical plant is provided and continually upgraded through capital campaigns to meet the needs of providing an excellent learning environment to 1,300 students.
- Financial resources are used wisely and appropriately and evidenced through annual audits and internal operational controls.

- Sufficient financial reserves allow continued operations separate from temporary changes in enrollment.

Key Issues for Resource Management and Development Category that need to be addressed to ensure quality education for all students:

- Develop a formal and comprehensive master resource plan to prescribe a system for both the acquisition and replacement of school resources to support the ESLRs.
- Review and document the process of financial allocations to ensure continuity and sustainability.
- Provide a plan so faculty has opportunities to be informed and assist in the decision-making process regarding resources in the process of ensuring ESLRs are achieved.
- Provide a plan for parental input into future resources and development initiatives.
- Provide timely information to parents and faculty about budget decisions affecting areas of concern such as tuition rates, staffing levels and other important areas.
- Develop a marketing plan to complement LLA's fundraising efforts.

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

Teacher, student, parent, administrator, and focus group interviews, focus group minutes, classroom and campus observations, student work, teacher curriculum folders, standardized test results, textbooks, class schedules, school website, handbooks and policies.

Part B:

General Comments:

It should be noted that the LLA self-study was unique in its level of transparency and desire for growth. The number and depth of the areas of growth are also unusual for such a high achieving school. The Visiting Committee explored the reasoning behind listing growth areas that have evidence of current success. After exploring the desire of the school to develop a culture of excellence and to go beyond success to the higher levels of achievement for all students, it was clear that the Visiting Committee would support the school in their accomplishments while encouraging them in the chosen items for growth. This is the reason that the school has the recommended status while still having many areas of growth.

School-wide Areas of Strength

Loma Linda Adventist Academy:

1. has a strong academic program that provides many opportunities for student growth.
2. has a rich community environment that fosters spiritual growth and a spirit of service.
3. provides a wide variety of activities and support to enrich the lives of its students.
4. has a dedicated constituency that provides resources for long range development to meet the mission of the school.

Schoolwide critical areas for follow-up that will do the following:

1. Assessment Action plan: Address the primarily academic and all ESLRs
2. Professional Development: Address all the ESLRs
3. Strengthen the school and church connection: Address Spiritual ESLRs
4. Overarching plan that includes all long-range plans: Address all ESLRs

Schoolwide Critical Areas for Follow-Up

1. The place and function of assessment needs to be strengthened
Who: administration, curriculum committee, faculty
What: Disaggregate and expand the school assessment
Why: Use the data to improve student learning
Impact: Increase the use of data to improve school practices
2. Professional development must be expanded in all levels of function and leadership from the governing board to the support staff and church representatives.
Who: administration, professional development committee, faculty, staff, board
What: develop a 4 part-cycle
Why: Provide each stakeholder with the tools to improve
Impact: develop a culture of improvement and excellence
3. The strengthening of the ties between the school and supporting churches in communication, service, and support will further meet the student needs.
Who: Administration, faculty, chaplain, pastors,
What: Strengthen the connection churches sponsors of the school
Why: The churches are a critical stakeholder group
Impact: Connect with churches to improve Spiritual ESLRs

In addition, the Visiting Committee has identified an area that will strengthen the school:

4. The development of an additional overarching plan that includes several long range plans that currently exist such as: resources, technology, marketing, and religious activities.
Who: administration, school and departmental leaders, board
What: Develop a comprehensive long-range plan to combine the individual plans to allow for a convergence of goals and resources
Why: The separate plans need to be developed and combined to support long-range

student learning

Impact: strengthening and combining resources to increase excellence

CHAPTER V: ONGOING SCHOOL IMPROVEMENT

Summary of Schoolwide Improvement Action Plan

The LLA WASC Leadership Team identified three specific areas of school improvement and developed these into school-wide action plans. The Visiting Committee discussed the details of the development of these action plans with focus groups and board members and validates these areas as appropriate for action plans. The existing assessment instrument which has been developed, pre-tested, adopted and approved gives evidence that there is a foundation for further success.

Action Plan 1: Assessment to provide regular feedback to improve instruction and student learning. This will include:

- A. Development of systematic procedures for analysis and use of standardized test results at all levels
- B. Increased knowledge and use of current research and best practices for both formative and summative evaluation
- C. Creation of common assessments at all grade levels where appropriate

Action Plan 2: Develop a comprehensive professional development program for all employees.

Action Plan 3: Strengthen the relationship between the school, churches, and constituent families.

All Action Plans have implementation steps and timelines, reporting mechanisms and means to gauge progress. The self-study provides a brief narrative for each component of each Action Plan to further clarify how the Action Plans will be realized. There are details in the Action Plans regarding the resources available for success.

The Visiting Committee agrees with the school that the schoolwide Action Plans address critical areas for follow-up. The Action Plans are an outgrowth of the self-study and relate to ESLRs. The Action Plans were presented to the faculty and School Board and have been adopted.

Additional Action Plan:

The Visiting Committee believes, while concurring with the focus of Action Plans 1-3, that an additional overarching plan is needed to bring together the long-range plans of various parts of the LLA program. It is suggested that this plan would be developed both from stakeholders up and

administration down. The school will develop the process and timelines for the plan. The Visiting Committee found reference to several individual existing plans both in the self-study and through interviews. Some of the plans that were found are:

- physical plant,
- resources,
- marketing
- technology
- curriculum,
- religious activities.

This plan would have a positive impact on student learning and connecting the ESLRs to the wide range of school activities in LLA's desire to meet the need of each student.