



VISITING TEAM REPORT

Woodland Christian Schools

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Intro to the Visiting Team Report

Accreditation is what all good educational organizations seek in order to validate their quality and to verify that they are striving for excellence. It requires a strong, pervasive, and continuous commitment as well as a demonstrated capacity to maintain quality expectations as defined by the established standards. Typically, accreditation stretches the organization and infuses change into it.

The process of accreditation involves three significant elements:

1. Intensive, program-wide, self-assessment, analysis, and improvement planning
2. External consultation, review, validation, and insights shared from a group of visiting colleagues
3. Ongoing accountability for improvement through annual reporting and reaccreditation

In order to become or continue to be accredited by ACSI, a school must meet foundational requirements. Compliance with all the standards of ACSI accreditation is required for the duration of the term of accreditation. A school is determined to be in compliance with a standard when all the critical indicators are shown to be met and the majority of other indicators are determined to be demonstrated at an acceptable level as well. Within each standard area, the school must commit to coming into compliance with all indicators and the standard as a whole, but there may be indicator areas (other than critical indicators) that are determined to be in partial compliance and therefore are areas for the school to commit to continuous improvement.

ACSI accreditation is a highly effective way for a Christian school to evaluate itself in light of its unique educational mission. An authentic Christian school excels in all areas of 1) academic thinking, 2) skills for life and living, 3) biblical worldview development, 4) personal character and spiritual formation. The self-study process guides a school to evaluate and reflect on all that it does in light of this distinctive four-pronged mission.

The Visiting Team Review provides the school with a thorough review of their own self-assessment work, concentrating on validating their identification of strengths, areas to improve, and development of appropriate goals for the continuous school improvement plan. Both the school's self-assessment and the visiting team's analysis are measured against the school's own mission, vision, and expected student outcomes as well as defined accreditation standards of the accrediting organizations by which the school has chosen to become accredited. In order to ensure consistency from one school to another, rubrics have been developed to describe what compliance looks like for each indicator of each standard. Commendations and recommendations are developed when aspects of the school are either above or below the expected level of compliance for each of the indicators. Both the school and the visiting team use the ratings on the rubrics in order to identify what commendations and recommendations are most appropriate.

Report Components

The visiting team describes the school by completing a school profile. Information is shared about the school's history, demographics, student achievement, mission, vision for the future, and other pertinent data in order to help the reader understand the context of the school during the time of the team's visit.

Also discussed are any significant changes that the school has experienced since the previous accreditation or candidacy visit. These changes may impact the school's ability to meet accreditation standards or implement the continuous school improvement plan.

If the school has been previously accredited, the visiting team assesses whether the major recommendations have been completed or should continue to be addressed in the current cycle of accreditation. If the school is in its initial accreditation, this section may be marked N/A.

In a REACH accreditation report, a number of indicators are identified as critical because they are considered of utmost importance. A visit should not occur unless all the critical indicators are met and the vast majority of other

indicators are also in compliance. If a school finds that it cannot meet one of the critical indicators, the consultant and school may work together to request an exception. Upon completion of the visit, the visiting team briefly comments on the compliance of the school to the critical indicators, specifically mentioning any that were not fully met.

After the visiting team has completed its analysis, the most significant commendations and recommendations are selected as Major Commendations and Major Recommendations. **Major Commendations** are areas in which the school excels beyond other schools of similar size, resources, or make-up. These are areas which have likely contributed to increased student achievement or other identified expected student outcomes. **Major Recommendations** are areas which need to improve for the school to fully meet compliance in some area, based on the rubrics provided. These become priorities for the school to accomplish in a timely fashion. Progress on these recommendations will need to be addressed in the annual reports sent to the regional offices of ACSI. Major recommendations are expected to be incorporated into the school's improvement plan. These major recommendations may be a combination of several indicators or certain aspects of indicators. They may also come from only one aspect of an indicator when the indicator otherwise appears to be in compliance.

Recommendations and commendations that do not rise to the level of majors are important for the school to address during the period of accreditation. However, they are not considered as pressing as the majors. The school is encouraged to evaluate them and decide within each department which ones should receive attention, and in what order. There is no requirement to report on these in the annual reports or mid-term reports.

The REACH process is thought provoking in its approach, stimulating in its methods, and efficient in its procedures, both for the school and the team. The end result produces a Visiting Team Report that will assist the school in its efforts to improve student learning and organizational effectiveness.

WASC

The Accrediting Commission for Schools, Western Association of Schools and Colleges (ACS WASC), a world-renowned accrediting association and one of the six regional accrediting agencies in the United States, works closely with the Office of Overseas Schools under the U.S. Department of State. ACS WASC provides assistance to schools worldwide, primarily in California, Hawaii, Guam, Asia, the Pacific Region, the Middle East, Africa, and Europe.

The Accrediting Commission for Schools, WASC, extends its services to over 4,600 public, independent, church-related, and proprietary pre-K–12 and adult schools, works with 18 associations in joint accreditation processes, and collaborates with other organizations such as the California Department of Education (CDE). CDE has collaborated with ACS WASC in order to align the accreditation process with the planning process for California public schools required by state and federal statutes in the Single Plan for Student Achievement (SPSA) and the Local Control Accountability Plan; the *ACS WASC/CDE Focus on Learning (FOL) Joint Process Guide* is the collaborative process that helps schools identify and implement school improvement needs and supports accountability. Another example is the partnership with the University of California regarding the a-g course requirements.

The ACS WASC Commission is composed of 32 representatives from the educational organizations that it serves; this includes representatives from the Association of California School Administrators, Association of Christian Schools International, California Department of Education, California School Boards Association, California Charter Schools, California Teachers Association, California Federation of Teachers, East Asia Regional Council of Schools, Hawaii State Department of Education, National Lutheran School Accreditation, Pacific Union Conference of Seventh-day Adventists, and the Western Catholic Educational Association.

The philosophy of the Accrediting Commission for Schools centers upon three beliefs: (1) a school's goal is successful student learning; (2) each school has a clear purpose and schoolwide student goals; and (3) a school engages in external and internal evaluations as part of continued school improvement to support student learning.

Accreditation is integral to a school's perpetual cycle of assessment, planning, implementation, monitoring, and reassessment based upon student achievement. It fosters excellence in elementary, secondary, adult, and postsecondary education by encouraging school improvement through a process of continuing evaluation and to recognize, by accreditation, schools that meet an acceptable level of quality in accordance with established criteria. In addition to its official title, WASC also means *We Are Student-Centered*.

ACSI REACH Standards

Standard 1 - PHILOSOPHY AND FOUNDATIONS The school has developed written statements of philosophy, vision, mission, core values, and schoolwide expected student outcomes, as well as a statement of faith. These statements are well defined, systematically reviewed and broadly implemented throughout the school. They outline the school's Christian distinctives and communicate a clear purpose and direction for school effectiveness and student growth and development.

Standard 2 - GOVERNANCE AND EXECUTIVE LEADERSHIP The school has Christ-centered governance and executive leadership that promotes effectiveness of the school and growth of the student through an established structure that contributes to an operationally and financially sound Christian educational institution. The executive leadership and governing body work in partnership to ensure the integrity, effectiveness, and reputation of the institution through the establishment of written policies and procedures. The head of school is responsible for the supervision of all operations of the school and implementation of board policies.

Standard 3 - HOME AND COMMUNITY RELATIONS AND STUDENT SERVICES The school exists and functions as an institution of reliability and authority by exhibiting a pattern of respect, trust, accountability, and dignity to its constituents, both internally and externally. Effective communication and relationships are fostered with constituents, as well as among constituents. A wide range of strategies are used to incorporate involvement by the parents and the community. It is expected that the school meets the educational and developmental needs of the students it enrolls. Services at the appropriate levels include guidance (both academic and personal) and student activities (curricular and cocurricular). Appropriate resources and planning occur to ensure that the mission, vision, and philosophy are being carried out to meet the expected outcomes.

Standard 4 - PERSONNEL The school hires personnel who have made a personal commitment to follow Jesus Christ and endorse the school's statement of faith. They are committed to the written philosophy, mission, vision, and core values of the school. Faculty and staff engage in ongoing professional development to improve instructional practices leading to continual growth in student learning and development of the instructional program. The executive leadership, instructional, and support staff are sufficient in number to provide for the effective delivery of quality education and are appropriately credentialed, degreed, trained, and qualified for their assigned duties.

Standard 5 - INSTRUCTIONAL PROGRAM AND RESOURCES The instructional program consists of carefully developed, thoroughly documented, and well-executed curriculum elements that include educational philosophy, schoolwide expected student outcomes, a variety of effective instructional strategies, adequate resources, and appropriate assessments that are based on current research and quality practices. The curriculum of the school is driven by well-written policies and procedures. Core instructional areas include Bible, language arts (reading, English, literature, grammar, and writing), mathematics, science, and social studies/history. It is sufficiently funded, collaboratively reviewed on a regular basis, and compiled using the school's mission, vision, core values, and schoolwide expected student outcomes to ensure a biblical foundation for instruction. A method for assessing the effectiveness of learning schoolwide expected student outcomes is in place, and the results of the assessments are communicated regularly to all stakeholders.

Informational resources exist to carry out the mission of the school by supporting the instructional program with ample and appropriate print, media, and technology resources. Qualified staff provide effective services to student, staff, and parents.

Standard 6 - STUDENT CARE Written policies and procedures are in place to ensure students' well being—emotional, physical, spiritual, and academic. The school facilities (buildings and grounds) are appropriate in size, furnishings, and space to meet the stated philosophy, mission, and vision for the number and age of students served. The entire campus is a safe, healthy, and nurturing environment for teaching and learning. Safety procedures are documented and clearly understood, and they address the prevention and identification of abuse, bullying, and the presence of unwelcome guests. A relevant and thorough crisis management plan is in place, and the faculty and staff have been trained appropriately to handle various emergency situations. Regular Crisis Planning drills and practices occur to assist in preparation for crisis events. Transportation guidelines for

staff and students are developed, and written policies and procedures are in place.

Standard 7 - CHARACTER, VALUES, AND SPIRITUAL FORMATION OF STUDENTS The school shall provide for spiritual nurture and discipleship of its students with the goal of developing a biblical worldview. Spiritual nurturing of Christlike character is planned, intentional, and systematic in implementation. Mentoring and discipleship experiences are necessary components in a spiritual formation strategy. Students are given opportunities to serve others and develop a Christlike attitude toward the poor, needy, and vulnerable. A commitment to a community of faith is modeled by the faculty and emphasized to all students. Spiritual formation assessment is integral to effective and ongoing improvement of the school program.

Standard 8 - SCHOOL IMPROVEMENT The school must, with appropriate stakeholder input, systematically develop and annually update a continuous school improvement plan (CSIP). The plan, based on the school's philosophy, mission, vision, core values, and schoolwide expected student outcomes, includes specific goals, as well as action items. The process is driven by data collection and analysis. This plan must have significant focus on how it will promote organizational growth and high achievement of schoolwide expected student outcomes. The CSIP reflects a pervasive culture of ongoing improvement and accountability. The CSIP should reflect major goals determined as priorities through the self-study process.

Introduction to the Visit

Intro to the Visit

This section is a narrative introduction to the Visiting Team Report. It contains comments and pertinent information about the visit that helps the reader understand any special considerations or conditions that may have existed.

Woodland Christian School (WCS) is an independent Christian School located in Woodland, outside of Sacramento, California. It was founded in 1974 and has an established mission to prepare students for college and the Christian life. The school now serves 883 students in Grades K-12. The school is accredited for grades K-12.

WCS was first accredited by ACSI and WASC in 2010 and hosted its last visit in 2016. The school hosted a successful mid-cycle visit in 2019 and then later was given a one-year extension due to Covid, The school has a history of strong accreditation performance and is held in high esteem within its community.

The school has been committed to a collaborative self-study process and have responded with a careful organization of the steering committee and standards committees. All stakeholders had a voice in the Self-Study Report. It has been an exciting time of growth and development for the school as it has experienced enrollment growth and the completion of a new gym, elementary Learning Center, Early Education Building, and Performing Arts Center. The large and expansive campus is just beautiful and provides for curricular, co-curricular, and extracurricular opportunities.

Significant Changes

This section describes any significant changes the school has experienced and how they have dealt with those. Of special note would be the impact of these on the accreditation standards or the school's ability to accomplish their continuous school improvement plan.

Over the past three years, there have been three significant changes or events that have impacted the school. Leadership changes since 2019 brought a new Administrator, Director of Business Operations, Elementary School Principal, and the appointment of a new Middle School Principal. These changes were planned, and the transition was smooth. Later in 2020, a High School Principal was named. This Spring, the Board made the decision to make a change in the Head of School position. Although the timing was challenging, the Board has named the Director of Academics to be the new Head of School starting in the Fall of 2023.

The second significant event was the addition of four major building projects that were completed by June 2022. The new Gymnasium, Performing Arts Center, Preschool Building, and Learning Center on the elementary campus has brought excitement and many new opportunities for teachers and students.

The third significant event was Covid, a shared challenge for all schools in California. In March 2020, the school moved quickly to distance learning. The elementary school received a waiver and was allowed to open in September 2020, followed by the Middle School and High School opening in October 2020. Toward the end of the 2021-2022 school year, the school realized that a time of reflection and review of policies was needed in the aftermath of the Pandemic. Policies were updated and improved communication channels were established with stakeholders.

Response to Major Recommendations (for reaccreditations)

This is a list of the school's major recommendations from the previous accreditation visit and the team's assessment on whether these have been completed or should continue to be addressed in the current cycle of accreditation.

The accreditation team of 2016 left WCS with four Major Recommendations. The school has taken these seriously and responded effectively.

They are listed as follows with the school's responses identified:

Major Recommendation #1

Develop and implement a clearer reporting document of test results to allow for the easier analysis of the data by the teachers and administration.

- A specific process was created to use Iowa Test of Basic Skills data more effectively.
- Teachers used this data to identify domains of strength and domains of needed improvement.
- Plans were developed to target specific academic skills in weekly lesson plans and schoolwide activities.

Major Recommendation #2

Develop and implement the ESLRs in the classroom as a driving force and communicate the outcome to all stakeholders in partnership with the home and school.

- Expected Schoolwide Learning Results (ESLRs) are the overarching goals for all students at the school.
- The elementary teachers have developed a unit planning process so that units addressing each ESLR are specifically created.
- After this plan was implemented, teachers evaluated instructional practices and student responses to measure the effectiveness of the plan.
- ESLRs have been incorporated into the curriculum and into communication with parents.
- A yearly Magazine has been created to highlight student accomplishments through the lens of ESLRs.
- This provides feedback the administration and teachers can use to measure the effectiveness of the ESLRs.
- ESLRs are now incorporated into the yearly staff evaluation forms and in the establishment of yearly goals.

Major Recommendation #3

Develop the CSIP agreed upon by the school and the 2016 visiting team utilizing a variety of organizational, achievement, and survey data along with input from stakeholders that will result in a clear plan for how to meet the future needs of students.

- After the 2016 accreditation visit, the school created an effective Continuous School Improvement Plan (CSIP) that governed school improvement efforts.
- Although interrupted by Covid and teacher turnover, the school has made some progress on each of the Major Recommendations from 2016.
- For this 2023 visit, the school did an excellent job creating an extensive CSIP with all 18 accreditation action items - far more than what is expected.

The school continues to work in these areas and have plans to make their ESLRs more measurable and clearly seen throughout the curriculum and instructional program. They also have work to do in implementing their learning data analysis across all divisions. Overall, the school has responded well to all Major Recommendations from the 2016 site visit.

Summary Assessment of Compliance to Critical Indicators

In this section the visiting team comments on the critical indicators that were not fully met. There must be corresponding recommendations for unmet critical indicators.

The Visiting Team reviewed all Critical Indicators, and three were rated as partially compliant. All others are either compliant or exceed compliance.

The three rated as partially compliant are listed as follows:

5.2 Curriculum mapping

- The school does have a plan in place but not all teachers understand and use the curriculum mapping to improve unit plans and lesson plans.
- Curriculum maps should be living documents that teachers use regularly to guide what is taught on each grade level for every subject area.

5.6 Analysis of learning data

- The school has just started a process of gathering and analyzing learning data from multiple sources.
- Results from analysis should produce conclusions that are used in making decisions about curriculum and instructional methods.

5.7 Use of conclusions drawn from data analysis

- Conclusions drawn from data analysis should produce action plans or recommendations that can improve the instructional program.
- When schools use results of data analysis to make instructional decisions, they have an effective data driven instructional program.

School Profile Review

Historical Overview

This section is a summary of the founding of the school, as well as the original mission. Also included are any significant developments, accreditation history, awards/recognition, and challenges the school has faced.

The school started in 1974 as a ministry of First Baptist Church of Woodland. There were 39 students in grades K-6 that first year. In 1998, the school began to build a new campus on a 43-acre location in an area in southeast Woodland. In 1999, the high school was founded, beginning with grades 9 and 10. The new campus opened in 2000 for the high school with grades 9-11; grade 12 was added the next year.

The church and school collaboratively decided in 2009 to divide the ministries into separate entities. A Board of Directors was formed to oversee the school as an independent 501c3 organization. In that year the school enrolled 362 students in its PK-12 program. The new Board of Directors created by-laws, policies, and procedures to guide school operations. The mission statement was updated and hiring policies were put in place. Eventually, one school administrator led a leadership team of Preschool Director, K-8 Principal, and Director of Curriculum. The PK-5 grades were on the original campus while grades 6-12 were on the new school site.

The school secured a loan in 2013 to build an elementary building on the new school site. It was completed in 2015 with 18 classrooms. With the help of four large donations, the school began four major building projects in 2019. A Gymnasium, Performing Arts Center, a preschool building and a Learning Center on the elementary campus. The Learning Center contained a library, resource room, and arts/crafts area. These projects were completed by June 2022.

Mission, Vision, and Future Goals

This portion includes the school's mission, vision, and goals for the future.

Woodland Christian believes that its mission is best represented by the greatest of Christ's commandments, "Love God and love your neighbor." This mission is reflected in the student body through character development and genuine relationships with faculty and fellow students. Acts of kindness are regular occurrences on the campus of the school.

The vision of the school was to grow and develop in maturity to offer an excellent academic and spiritual education to its students. Enrollment has grown significantly to the point of enrolling 1,000 students in PK-12. The school has built a Gymnasium, Fine Arts Theater, and elementary Learning Center to provide excellent facilities to support its academic and extra-curricular programs. In recent years the school has added a Dean of Academics to provide a strong focus on academic success for all students.

According to the School Board, the future goals of the school include a vision to consider building a separate high school facility on the 17 acres that currently are not developed. What is important to the Board is that the school maintains its mission and spiritual purpose as it continues to grow and develop its many programs.

The Board and Administration work closely together to plan for the future of the school. It is commendable that the Board has such a desire to see the school improve and grow. They have been instrumental in the building program that has created such a beautiful campus. They have future plans in mind to continue developing the school.

Demographic Portrait

This section summarizes the demographic portrait provided by the school and what implications that information might have for future growth or accomplishments of students.

The Board of Directors (BOD) serves as a policy Board with one designee, the School Administrator, who is responsible for the execution of all policies in the operation of the school. There are currently eight members of the BOD who serve two consecutive terms of three years before standing down for a one-year sabbatical. The Board members must have three years as either a WCS parent, student, or staff member to be eligible to serve.

The school employs 92 individuals with 11 administrators, 49 teachers, 24 support staff, and 8 elementary extended care staff members. The operating budget is \$5.76 million for this school year. WCS also has an endowment fund that is supported by donations.

Woodland Christian draws most students from Woodland, although there are 23 other communities that contribute to WCS enrollment. The school's 714 families represent 20 churches in the area. The ethnic make-up of the school corresponds to the community in which it is located.

Achievement of Academic Expected Student Outcomes

In this section, the team includes the accomplishments of the students in academic area of expected student outcomes. Information should present summary data, analysis, and an explanation of how they are used in setting school improvement goals. The visiting team has reviewed the Student Assessment Profile information from the self-study.

Students are provided with a full and comprehensive choice of courses within a variety of learning options. The school is clearly a college preparatory institution that seeks to prepare every graduate to have the option of pursuing any post-high school education of their choice. The school offers an extensive array of AP classes for high school students.

The teachers use research-based teaching strategies to support student learning. Technology has been integrated into several courses so that students can be prepared for excellence in their chosen career path. Additional work in adding technology to instruction is needed. Curriculum review and development supports high student learning levels. The school uses California Standards, Common Core Standards, and their own spiritual standards on which to base the instructional program.

WCS uses a variety of assessment instruments to monitor student learning success. Iowa Test of Basic Skills achievement testing, PSAT, SAT, and ACT are all used to provide the school with student learning data. The school would like to improve its processes for gathering and analyzing student learning data. This will allow them to draw conclusions that can directly impact the instructional program.

Composite averages for Iowa Test of Basic Skills achievement Testing reveal that students are learning above state and national averages. The average percentiles for grades 3-10 are in the 60th-80th range. The SAT and ACT results show a marked improvement since the 2020 Covid year. The students average score in close to 1200 in the SAT, demonstrating that the school has an effective academic program.

At this time, the school needs to do more to develop curriculum mapping across the entire program and then use the analysis of learning data to draw important conclusions that can impact the instructional program.

The school does have a process developed for analyzing learning data and they are just starting to implement it

this year.

Achievement of Non-Academic Expected Student Outcomes

In this section, the team includes the accomplishments of the students in the other areas of expected student outcomes: spiritual, physical, social, and emotional. Information should present summary data, analysis, and an explanation of how they are used in setting school improvement or program goals.

Woodland Christian has developed six Expected Student Learning Results (ESLRs) that reflect the school's mission and purpose. These are shared with students and parents, supported by teachers who have these identified in their unit and lesson plans. Teachers also have specific measurement indicators so that they can determine to what extent students are achieving these overarching goals of the school.

The six ESLRs are:

1. Shared Vision
2. Effective Student Development - Critical Thinker
3. Effective Communicator
4. Community Contributors
5. Person of Faith
6. Quality Producers

The Visiting Team found that the school has not fully developed these ESLRs so that they permeate the instructional program. Also, the school only measures the achievement of these ESLRs in anecdotal ways; it is encouraged to develop these schoolwide goals in such a way that their achievement by students before graduation can be measured effectively.

Standard 1 - Philosophy and Foundations

Indicator 1.1 (CI)

The statement of faith and the philosophy, mission, vision, core values, and schoolwide expected student outcome statements of the school are established and are reviewed regularly and systematically in a collaborative manner. (C)

Compliance (C): The school has developed a statement of faith along with philosophy, mission, vision, core values, and schoolwide expected student outcome statements. The leadership of the school has developed a systematic review process for these statements, and feedback from stakeholders is considered when evaluating the statements.

Indicator 1.2

The school communicates its philosophy, mission, vision, and core values statements and schoolwide expected student outcomes to its constituents and community. (C)

Compliance (C): The school communicates its philosophy, mission, vision, core values, and schoolwide expected student outcome statements regularly to its constituents and community for understanding and support. These foundational statements are communicated to each segment of its constituency through multiple means and methods.

Indicator 1.3 (CI)

The foundational documents are consistently applied as an integrative, coordinating, and examining device throughout all aspects of the programs, operations, and curriculum. (C)

Compliance (C): The foundational documents are consistently applied as an integrative, coordinating, and examining device throughout all aspects of the programs, operations, and curriculum.

Indicator 1.4

The executive leadership, faculty, and staff continually support the advancement of the philosophy, mission, and vision of the school. (C)

Exceeds Compliance (EC): All staff are committed to and consistently look for opportunities to advance the philosophy, mission, and vision of the school.

Indicator 1.5

From a distinctively Christian perspective, all staff demonstrate a commitment to the development of the whole child—spiritually, intellectually, physically, emotionally, and socially (Luke 2:52). (C)

Exceeds Compliance (EC): The school demonstrates a commitment to the development of the whole child—spiritually, intellectually, physically, emotionally, and socially—from a distinctly Christian perspective. The school is engaged in the following: Continually assessing effective implementation of this commitment; Making this commitment evident throughout all aspects of the programs and operations, including curricular, cocurricular, and extracurricular programs.

Standard 1 Overview

The following narrative provides an overview of "what is" in relation to this standard. The team refers to evidence or examples regarding the school's compliance to the standard in their comments.

Woodland Christian School (WCS) has clearly articulated and widely communicated a set of distinctly Christian foundational documents that appear in the WCS Bylaws (p. 20, Self-Study Report, 2017) and throughout core school descriptive and operational documents: a Statement of Faith (Article II), Mission and Vision Statement (Article III), Philosophy of Education (Article IV), and Expected Schoolwide Learning Results (ESLRs, pp. 14-15, self study report). The administrators and site leaders have published each of them broadly: in all handbooks at each level—elementary, middle and high school (p. 14)—and in all classrooms (p. 14, IMG_9056.HEIC, confirmed in site visit). Education, service, character, and faith form the core values of the school and motivate and direct school operations. These documents somewhat inconsistently guide the school in both implementation and evaluation of their programs, professional development (p. 14, throughout the “Team” document), and curriculum (p. 15).

Board and faculty meeting agendas and notes show clear evidence of consistent reference to all foundational documents over the last several months. Though evidence in the report suggests administrators are in the process of aligning evaluative instruments with the mission, vision, and ESLRs, e.g., incorporating them into the interview process and integrating them in the curriculum, high school teachers report a historical lack of direction in integration and synthesis of ESLRs partly due to high administrative and teacher turnover—though they feel confident in the process being built going forward. The school has room to expand the systematic and collaborative review and comprehensive implementation of ESLRs across all program facets.

School staff regularly communicate WCS's mission and vision through channels like weekly emails from administrators and newsletters from teachers, site leader email updates, school ceremonies, and quite prominently on the school website. Though teachers post ESLRs in the classroom, the Self-Study Report (p. 18, confirmed in classroom visits) suggests the school is looking for ways to expand their communication and inculcation to students and constituents. Administrators, students, and parents report that many new families have not yet fully inherited the ethos of the school; they might be a productive place to start. While teachers are conversant with these documents and affirm they are informally integral to the life of the school and teaching in classrooms, the school correctly identifies this category for improvement in their Continuous School Improvement plan (CSIP #1).

All stakeholders recognize the need to synthesize each of the five ESLRs through all evaluative instruments so they can determine where “WCS is accomplishing its mission as students matriculate through our curriculum, programs, activities, and relationships.” (“ESLRs Results”) Administrators have partially synthesized these indicators within instruments like teacher evaluations—though the ESLR-linked teacher evaluation form headers do not seem to match effectively the description under each—and fully within the classroom observation form that includes space for comments for both students and faculty and descriptors tailored for each group (“WCS Observation Form”; with ESLRs). As reported by faculty, the form was neither widely nor consistently used in the high school this year. ESLRs do not appear to be aligned in the “Formal Observation Sheet.” Teachers report that they “have the ESLRs in their bones” and organically and informally incorporate them into their daily lessons. The school has oriented Professional Learning Communities (PLCs) toward “promoting student ESLR growth” (p. 2, “Professional Learning Communities and Evaluation”) and listed them as a guiding principle for each elementary and middle school grade level meetings and high school department meetings. (p. 2, “Team Meetings”). While teachers report PLCs are engaged and effectively moving forward at the elementary level, they see the need in the high school to continue collaboratively developing division and departmental philosophies of

education with the mission, vision, and ESLRs as the foundation. The reconstituted administrative team has produced a set of teacher evaluation instruments with California Standards for the Teaching Profession (CSTP) aligned under the ESLRs as rubrics and report the intention to use these to rewrite instruments and begin using them.

The staff demonstrate commitment to developing students' growth in Christian faith, service, and leadership—progress of which is informally evaluated and reported to school leadership, as evidenced in administrative updates to the board regarding middle and high school retreats and missions trips (p. 14; "September 2022 Board Minutes"). This is not as extensive and systematic as perhaps it could be—e.g., no clear instrument for evaluating. Staff regularly celebrate students' athletic, intellectual, social, and spiritual growth by attending events such as school sporting events, college signings, and baptisms. (pp. 16-17) Administrators and faculty lead chapel services and encourage students in their development in Christian faith and practice. (p. 15, "Chapel Videos" document, "WCS Elementary Chapel Schedule") Parents expressed a desire to see greater coordination of these activities and further inclusion of students. (per parent meeting) The school leads students in community service and support for local families in need (p. 15, "Freeman Family") and internationally through missions trips (p. 14; "September 2022 Board Minutes"). Students report their appreciation for faculty and staff engaging them personally, striving to know them, and making themselves available for conversation outside of class within the school day. (per high school student group) Parents echoed this strongly in our meetings with them and credit the administrators for leading this culture.

Commendations

Each commendation has two parts: A. The statement declares the positive behavior or action the school has taken and the beneficial result that is related. B. The second part is the description which includes the evidence.

1. The leadership has developed and encouraged a deep and consistent culture of support for holistic student growth at all school levels—where faculty genuinely care for each student in all contexts of community life. (Indicator 1.5)

Faculty and administrators take a keen interest in their students' academic, spiritual, physical, and socio-emotional wellbeing. They design programs and teach lessons with this in mind. They lead chapel services, small groups, retreats, missions trips, and team sports. They attend school sponsored and community events where they support their students with clear interest and care. (Self-Study Report, pp. 16-17; curriculum maps, board minutes, photos of teachers at student extracurriculars, chapel schedules, employee manual, employment contract)

Recommendations

Each recommendation has two parts: A. The statement declares needed improvement the school should take and the beneficial result that would be realized. B. The second part is the description which includes the evidence.

1. Engage parents and students in the systematic, collaborative review of the Mission, Vision, and ESLRs. Use these as a foundation for the development of level and departmental iterations of teaching philosophies specific to their discipline. Solicit assessments of the validity and accomplishment of the ESLRs in the lives of the students from all constituents, including students, parents, and community members. (Indicator 1.1)

Though the Self-Study Report suggests "Principals lead their respective campus staff" in reviewing key

foundational documents “and recommending changes” (p. 17), it identifies no clear timeline or process by which WCS accomplishes this. Further, faculty, students, and parents do not appear to be invited into this process. Combining WCS’s desire to “assess the effectiveness of the school’s communication” of its ESLRs (Indicator 1.2) and students’ development in accord with the ESLRs (Indicator 1.1), as stated in the Self-Study Report (p. 18), with an invitation to students, parents, and community members to join the Standard 1 committee and the addition of questions in the annual survey meant to evaluate student progress, would broaden collaboration, deepen engagement, and provide measurement of student progress.

2. The site leaders and faculty should continue their efforts to effectively integrate the ESLRs into all aspects of school practice and evaluation—from carefully elaborating core principles into measurable outcomes to incorporating their measurement into evaluative instruments for instruction and curriculum design. (Indicator 1.3)

School leaders should consolidate and continue the work begun in documents titled “Professional Learning Communities and Evaluation” and “Team Meetings,” to integrate ESLRs into evaluative instruments, focus professional development time on enabling teachers to implement ESLRs in curriculum design and delivery and effectively measure with assessment instruments tailored to correspond, and carefully integrate the ESLRs into all aspects of school function. (Self-Study Report, pp. 15-16; guiding team documents, curriculum maps, evaluation instruments)

3. Administrators should assess their approach to the coordination of chapels, bible curriculum, and programs—considering how best to communicate and inculcate their mission, vision, and ESLRs to new students whose families may not attend church regularly. (Indicator 1.3)

Given an influx of students with little experience of Christian education or exposure to the stories of the Bible or the foundation of a Christian ethics, the school might consider assigning administrative resources toward coordinating efforts to meet these students at the appropriate level. The school might also consider further engaging current students who are further along in their development to both communicate them to the community and mentor fellow students.

Adherence to the Standard

The following is the visiting team’s rating of the school’s compliance with the standard. If the school is not compliant on any critical indicator, there must be a corresponding recommendation for each one.

C (Compliant)

Standard 2 - Governance and Executive Leadership

Indicator 2.1

A governing body has been established, and its primary responsibilities include: developing general school governance policy; hiring the head of school; providing direction and strategic planning; ensuring the financial stability, effectiveness, and consistency between all campuses of the institution; defining the role of the governing body; defining the role of the head of school; and conducting systematic board self-evaluation and training. (C)

Compliance (C): The governing body has clearly defined its role, develops overall governing policies, directs the strategic plan, and ensures the financial stability of the school. The members of the governing body serve as informed decision makers. The board regularly implements a systematic plan for self-evaluation and training.

Indicator 2.2 (CI)

The governance and executive leadership team of the school reflects a clear Christ-centered governance and executive leadership model. A policy is in place that requires a testimony and evidence of faith in Jesus Christ from all board members and executive leadership. (C)

Compliance (C): The governance and executive leadership team of the school reflects a clear Christ-centered governance and executive leadership model. A policy is in place that requires a testimony and evidence of faith in Jesus Christ from all board members and executive leadership as evidenced in the signed statement of faith.

Indicator 2.3

The governing body supports the head of school's prerogatives and responsibilities, and it provides for an appropriate annual evaluation of the head of school. (C)

Compliance (C): The board and other stakeholders recognize and support the executive prerogatives of the head of school. The roles of the board and the head of school are clearly defined, and the head of school is recognized as the administrative and educational leader of the school. An appropriate written evaluation system is developed and is used annually.

Indicator 2.4

Constituents and stakeholders are given opportunities to provide feedback to leadership regarding decisions of the school, a practice that promotes a culture of participation and transparency. (C)

Compliance (C): Constituents and stakeholders have ongoing opportunities to provide feedback regarding the decisions of the school. Feedback provides stakeholders and leaders opportunities for healthy dialog and to strengthen communication throughout the school community. The school has written policies that ensure integrity in decision making and limit conflict of interest for all involved in the school.

Indicator 2.5 (CI)

Established written policies and procedures promote effective operations in admissions, governance, finance, and other operational aspects. Appropriate legal documents and clearly articulated articles of

incorporation, governing body policies, and bylaws are established and are available for review. (C)

Compliance (C): Written policies and procedures exist to promote effective operations. Bylaws and all policy manuals are current. The financial requirements of the continuous school improvement plan are incorporated in the annual budget and/or capital improvement plan. Legal documents are prepared, filed, and secured by legal counsel.

Indicator 2.6 (CI)

Established written policies are in place to see that the educational and developmental needs of each admitted student are being met on the basis of biblical principles, professional ethics, and high standards. Staff members are sensitive to the culture, gender, language, and special needs of students and their families. (C)

Compliance (C): An admissions policy is in place whereby students whose educational and/or developmental needs can be met in the existing programs are admitted. Admission criteria are clearly communicated to prospective families. The school has identified the needs of students that have been admitted, and it consistently meets those needs.

Indicator 2.7 (CI)

Financial resources are available to fulfill the mission and programs of the school, and financial operations and decisions are conducted with integrity and in accordance with biblical principles. Income received from tuition is appropriately used for education-related expenses within the school. (C)

Compliance (C): The school consistently has the required resources to fulfill its mission and program goals and objectives. The governing board and the administration consistently display evidence of accuracy, integrity, honesty, equity, impartiality, good stewardship, and compassion in financial decisions and operations. The school provides an annual financial report to its stakeholders.

Indicator 2.8

The budget is constructed carefully—using input from program heads—and is managed properly in accordance with the stated goals of the school. The budget reflects an accurate assessment of the cost of educating a student, including instructional supplies and informational technology. Stated student outcomes are appropriately financed. (C)

Compliance (C): The budget is developed using thorough supporting data. It adequately supports educational and organizational goals that support student learning. It is appropriately managed using general accounting principles, and it is regularly used as a decision-making tool. All fiscal aspects of the school are reflected in the financial documents. Line items to distinguish program expenses are developed as needed to give an accurate picture of resource allocation.

Indicator 2.9 (CI)

A review of the school's finances is conducted by an external CPA who has no vested interest in the school at the time of initial accreditation and renewal. The annual statement of financial practices is submitted with the annual accreditation report. (See *Options for Meeting Indicator 2.9* for details.) (C)

Compliance (C): A review of finances is conducted in a timely fashion and at the level recommended in the chart provided on Options for Meeting Indicator 2.9. The review is conducted by an external CPA.

Indicator 2.10

Just compensation packages are documented for all employees and are commensurate with the training and services rendered. (C)

Compliance (C): Just compensation packages are written, reviewed, and adequate for meeting the financial needs of staff. Just compensation packages of local and regional schools were considered in the development of benefits, and benefits were based on equitable recognition of training and level(s) of responsibility.

Indicator 2.11 (CI)*

The school ensures compliance with applicable local, state, and federal laws, and it is in good standing with all regulatory agencies. (C)

Compliance (C): Compliance is reflected in appropriate policies, and where indicated, appropriate certificates and licenses are posted. The school is in good standing with regulatory agencies including, but not limited to, the areas of employment practices, tax compliance, or other use of funding. Regulatory documents (including reports of inspections, approvals, and corrected deficiencies) are maintained on file.

Standard 2 Overview

The following narrative provides an overview of "what is" in relation to this standard. The team refers to evidence or examples regarding the school's compliance to the standard in their comments.

Woodland Christian School is a mature school with a rich heritage. It has purposely developed a relational environment of strong connections between the home, the staff, and the leadership. The Board of Directors oversees the school ministry, especially in the areas of finance, staff development, and policy creation. The Board of Directors has the sole authority over the school since the school became independent in 2009.

The Board is the keeper of the mission, vision, and purpose of the school and holds the Administrator responsible to implement all policies and guidelines effectively. The Board of Directors has one employee, the school Administrator, who they evaluate annually. The Administrator reports to the Board regularly on the state of the school and its operations. The Board meets monthly and allows parents and other stakeholders to attend the open session of the Board meeting. This provides for clear communication of the Board's oversight of the school. The Board has implemented training practices to create a review of Board policies and practices.

The Administrator has created a Leadership Team that consists of a Director of Development, Dean of Academics, and building Principals. These work collaboratively to oversee the teaching and learning program at the school. The Administrator is responsible for the evaluation and supervision of the teaching and support staff. Annual evaluations are performed in a collaborative manner to promote growth and development. The Leadership Team oversees the admissions process and student placement. They connect with the parents and keep them informed of school events, activities, changes, and challenges. The Leadership Team worked closely with the families during the Covid Pandemic and was able to keep the educational program moving forward on track during the time the school moved to distance learning.

The Board has directed facility improvements, such as the added gymnasium, performing arts center, preschool, and learning center since the last accreditation visit. Strong enrollment growth has sparked the need for continued additions to the facilities over the next couple of years. It has a positive relationship with local city,

county, and state agencies, such as the California Department of Education.

Commendations

Each commendation has two parts: A. The statement declares the positive behavior or action the school has taken and the beneficial result that is related. B. The second part is the description which includes the evidence.

1. The Leadership of the school has developed a collaborative atmosphere where leaders communicate well, share a common vision, and put the needs of the students first in their decision-making processes. (Indicator 2.2)

The Leadership Team at WCS is united and collaborative as it leads all campuses in a Christlike, humble manner. They value input from all stakeholders and work diligently to promote the mission, vision, and purpose of the school. (Self-Study Report, p. 19; meetings with administration; meeting with teachers; observation)

2. The Board and Executive Leadership maintain close and positive relationships with city, county, health, and state agencies. (Indicator 2.11)

WCS has a strong reputation in the community and is known for its careful adherence to health, safety, and operational laws that govern the state and local agencies. It has developed a close working relationship with these agencies as demonstrated by the variety of building projects completed in the last six years. (Self-Study Report, p. 24; meeting with the Board; discussions with administration)

Recommendations

Each recommendation has two parts: A. The statement declares needed improvement the school should take and the beneficial result that would be realized. B. The second part is the description which includes the evidence.

1. Research board training and development resources to identify and implement best practices regarding leading a large Christian school. (Indicator 2.1)

Best practices are sometimes discussed during monthly board meetings. Additional research into up-to-date board practices, experiences from other schools of similar size, and connections to ACSI Board Training modules would support school improvement efforts. (Self-Study Report, p. 24; meeting with Board; discussions with Administration; meeting with teachers)

2. Build a consistent leadership team over time that can connect well with all staff members and help them feel valued and supported in fulfilling the mission of the school. (Indicator 2.2)

The school has experienced many changes in the past few years in the role of Head of School and division principals. The new Head of School for next year has already earned the trust of the faculty and staff but it will be critically important that he builds a consistent leadership team covering all three campuses as one unified school. The Board and school leadership have excellent goals for future school development and improvement, but it truly hinges on how stable and consistent the leadership can be. (Observations; discussions with administration; meeting with teachers; meeting with parents)

3. Improve cross-campus communication to build unity among the entire faculty and bring greater focus to schoolwide efforts to improve academic and spiritual programs. (Indicator 2.4)

Teachers commented that the three separate schools on one campus often worked in silos where one site does not know what is going on in the other sites. Developing a system wide communication process and regular meetings with all teachers together could truly help develop a unified staff that work together to accomplish the mission of the school. (Observations; meeting with administration; meeting with teachers)

Adherence to the Standard

The following is the visiting team's rating of the school's compliance with the standard. If the school is not compliant on any critical indicator, there must be a corresponding recommendation for each one.

C (Compliant)

Standard 3 - Home and Community Relations and Student Services

Indicator 3.1 (CI)

Enrollment is sufficient to establish the viability of the school and all divisions it offers (i.e., EE, elementary, secondary). (C)

Exceeds Compliance (EC): Enrollment is more than sufficient to establish the viability of the school.

Indicator 3.2

The school conducts regular demographic assessments of its constituents in light of the stated mission: (1) educational levels, (2) ethnic diversity, (3) faith backgrounds, (4) family income and vocation. (C)

Partial Compliance (PC): The school has conducted minimal demographic assessments of its constituents in order to better fulfill its stated mission.

Indicator 3.3

The length of the school day and year, as well as the number of instructional hours and days, complies with state or provincial laws, if applicable. (E/S)

Exceeds Compliance (EC): The school's instructional program extends beyond the minimal requirements for the school day and year.

Indicator 3.4

Regular, established, and effective two-way communication occurs between the school and its constituents. (C)

Compliance (C): A variety of established, effective two-way communication occurs between the school and its constituents.

Indicator 3.5

The school has established biblical principles for resolving differences between the school and its constituents. These policies are written, reviewed, and communicated for effective implementation. (C)

Compliance (C): The school has established biblical principles for resolving differences between the school and its constituents. These policies are written, reviewed, and communicated for effective implementation.

Indicator 3.6

The school systematically seeks input/feedback from parents, staff, and current and past students in order to adjust its instructional and operational practices. Survey data is regularly gathered and analyzed for feedback regarding program satisfaction. (See Appendix E in the Standards Manual.) (C)

Compliance (C): The school systematically seeks input/feedback from parents, staff, and current and past students to provide information regarding the learning process. Surveys are distributed to constituents at least every three years. Results are analyzed for feedback regarding program satisfaction. EE programs systematically seek input/feedback from families, rather than current and past students, to provide information regarding the learning process using the survey and analysis process at least every three years.

Indicator 3.7 (CI)*

The nondiscrimination statement is published and evident in the actions, relationships, and programs of the school. (C)

Compliance (C): The nondiscrimination statement is published and evident in the actions, relationships, and programs of the school.

Indicator 3.8

Guidance services are provided at age-appropriate levels and communicated to families. High school guidance services provide academic course selection along with college and career planning. (E/S)

Compliance (C): Guidance services are provided at age-appropriate levels and communicated to families. High school guidance services provide academic course counseling along with college and career planning. The school has effective communication with families regarding all guidance services provided by the school.

Indicator 3.9

The school has a process to identify the unique learning needs of individual students and support is provided in order for them to meet the expected student outcomes. (C)

Exceeds Compliance (EC): The process to identify and support students with learning differences is well executed for struggling students as well as the gifted and those with social/emotional challenges. Frequent examples exist throughout the school of differentiated instruction allowing students to learn at their own levels, pursue areas of interest, and demonstrate their learning in a variety of ways. Support is provided through classroom intervention or special staff hired to focus on small groups or individuals. Training in these areas is provided for teachers.

Indicator 3.10 (CI)

Confidential records of students are complete, organized, current, accessible only to appropriate personnel, compliant with applicable legal requirements, and kept in a safe location. (C)

Compliance (C): Student records are organized and current. Accessibility is restricted, and they are in a fireproof location or are electronically duplicated and maintained off-campus. They are compliant with all applicable legal requirements.

Indicator 3.11

The school has a written plan in place for the transfer of student records to an appropriate accredited school, association, or local school district in the event of closure. (C)

Compliance (C): The school has a written plan in place for the transfer of student records to an appropriate accredited school, association, or local school district in the event of closure.

Indicator 3.12

Student activities are consistent with the mission of the school, are a balanced variety, and are reflective of the needs of all students. (E/S)

Exceeds Compliance (EC): The activities program provides a varied balance of activities including athletics, fine arts, academics, and other interest-based activities; they are developed with the mission of the school in mind and they reflect the spiritual, emotional, academic, and social needs of all students.

Standard 3 Overview

The following narrative provides an overview of "what is" in relation to this standard. The team refers to evidence or examples regarding the school's compliance to the standard in their comments.

Woodland Christian School demonstrates through its enrollment and retention of families that it is a trustworthy, respectable, and reputable organization in their community. Their budgeting practices and increase in enrollment ensure that there is a budget surplus and room to grow the programming they offer.

The school practices a variety of communication methods that allow all stakeholders to feel informed and heard. The school has an internet presence in the form of various social media platforms and a school website. The school's app is an excellent tool for quick and easy communication. In addition to this, parents have many opportunities for face-to-face communication.

The school has developed a written plan for identifying unique learning needs and has established good rapport with the local school district to address the various academic needs students may have. Teachers and parents have felt supported by the resource staff in this process.

In addition to meeting the learning needs of students, the school provides guidance services throughout the grade levels to ensure students are prepared for Christian living. The school offers College fairs, one-on-one guidance sessions, and communication regarding college and career readiness services. Students take advantage of the many service projects, electives, and after-school activities the school offers.

The school does all of this with their mission and vision in mind. All communication, support, and services offered seek to promote the philosophy of the school and fulfill its stated mission.

The school is commended for developing a positive home-school partnership that brings unity of purpose and mission to the school program. It supports student learning and the campus atmosphere.

Commendations

Each commendation has two parts: A. The statement declares the positive behavior or action the school has taken and the beneficial result that is related. B. The second part is the description which includes the evidence.

1. Clear communication between the school and its stakeholders is multifaceted and effective. (Indicator 3.4)

Woodland Christian School has established numerous systems to ensure clear, timely communication with their parents and community. Since the school uses weekly notes, social media, their website and school app, information is disseminated in various ways and allows everyone to connect in the way that works best for them. The school not only communicates effectively in electronic form, but also offers numerous opportunities for in-person interactions as well (Self-Study pgs. 26, 30, 31)

2. The school identifies unique individual learning needs and implements supports across the K-12 student body. (Indicator 3.9)

As seen in the Self-Study, WCS has established processes and made resource staff available at all levels to help identify and meet the needs of individual students. The Resource Department has created a solid program to which additional staff members will easily assimilate when hired to meet the needs of the growing student population. (Self-Study pgs. 28, 30; Resource Teacher interviews)

3. The school offers quality, varied, and balanced activities and programs to the student body. (Indicator 3.12)

Woodland Christian makes a variety of athletic opportunities available to students. In addition to athletics, the dynamic and quickly growing FFA club and Ag Program demonstrates the school's commitment to responding to the interests and desires of their local community. Students also have the chance to participate in band, drumline, and a developing theater program. (Staff Interviews, Self-Study pgs 29, 30)

Recommendations

Each recommendation has two parts: A. The statement declares needed improvement the school should take and the beneficial result that would be realized. B. The second part is the description which includes the evidence.

1. Collect and analyze demographic information to better fulfill the school's mission. (Indicator 3.2)

The school collects demographic information as a part of its enrollment and re-enrollment process. Analysis of this data will afford the opportunity to ascertain how it can be used to further the mission of WCS. (Self-Study Report, pg 25, 31-32)

2. Gather information on culturally inclusive/responsive classrooms, implement staff professional development, and create an action plan for use of this knowledge. (Indicator 3.7)

The school currently has a partnership with the local American Indian Nation, but, as identified by the school, gathering information on inclusion for students of diverse cultural backgrounds would improve compliance of this standard. This would then include professional development opportunities for the staff and lead to changes in the classroom and possible after-school programming. (Self-Study pg. 27, 30, 32)

3. Develop an administrative protocol for ensuring acceptable parent interactions with teachers to develop an increasingly positive campus learning environment and culture. (Indicator 3.5)

Even though the school includes a grievance procedure in the parent handbook, administrators may need to facilitate and intervene in parent interactions to ensure the policy is being followed in a way that protects and supports teachers. (Elementary Handbook pg. 9-10; meetings with teachers)

4. Support the excellent college counseling program to respond to the fast-growing high school program, especially as it relates to college/career preparation and financial support. (Indicator 3.8)

The current school counselor does an excellent job with the time that she has available. As the school has grown to 250 high school students, it is more challenging for her to offer the kind of support that she would like to provide. Expanding this program will allow students to gain additional support as they seek acceptance at colleges or universities and look for financial aid to make attendance possible. (Interview with academic counselor; meetings with students; meeting with teachers; meeting with administration)

Adherence to the Standard

The following is the visiting team's rating of the school's compliance with the standard. If the school is not compliant on any critical indicator, there must be a corresponding recommendation for each one.

C (Compliant)

Standard 4 - Personnel

Indicator 4.1 (CI)

Each staff member has a clear testimony of faith in Christ, has signed the school's statement of faith, and endorses the school's code of ethics/lifestyle statement. (See Guidelines for Outside Contracted Teachers or Instructors.) (C)

Compliance (C): Every staff member has a clear testimony of faith in Christ, has signed the school's statement of faith, and endorses the school's code of ethics/lifestyle statement.

Indicator 4.2 (CI)

The executive leadership of the school ensures staff members know and understand the ethical considerations of their respective positions. Examples include: appropriate student/teacher relationships, confidentiality with student information, and use of copyrighted material. (C)

Compliance (C): Staff handbooks and staff training enable staff members to know and understand the ethical considerations of their respective positions.

Indicator 4.3 (CI)*

All personnel, including volunteers and substitute teachers, have the appropriate screening and background checks on file, and they are supervised by qualified staff. Orientation for new staff members is thorough and is conducted before any new staff have contact with the students. (See the EE Annual Staff Training Guidelines.) (C)

Compliance (C): All personnel, including volunteers and substitute teachers, have the appropriate screening and background checks on file and they are supervised by qualified staff. Orientation for new staff members is thorough and is conducted before any staff have contact with students.

Indicator 4.4 (CI)

The K-12 head of school and all K-12 principal qualifications are demonstrated in one of the following ways:

1. The K-12 head of school and all K-12 principals hold ACSI administrative certification OR current state, national, or provincial administrative certification* plus Christian philosophy and Bible requirements (Other administrators, such as academic deans, directors of curriculum and instruction, assistant principals, etc. may be included with the teacher and professional staff certification required in Indicator 4.6.) Schools may use a combination of ACSI certification and state, national, or provincial certification, as demonstrated on the Certification Spreadsheet, to meet the indicator.

OR

2. The school has an approved School-Based Professional Development (SPD) plan, sufficiently documenting the ongoing professional development of the administration within that plan, with annual reporting to ACSI. See www.acsi.org/school_based_pd for more information. An approved SPD plan would enable the school to fulfill indicator 4.4 without submitting a Certification

Spreadsheet. (E/S)

***Certificates that qualify would be full state certificates requiring ongoing professional development. Emergency, temporary, substitute, non-tax, non-public or other types of certificates that would lack full standing in a public school would not apply. If the only thing missing to bring the certificate into full standing is teaching experience, which some states require, it may qualify upon review.**

Compliance (C): The head of school and all K-12 principals have current administrative certificates; OR, the school has an approved SPD plan and is current on annual report of that plan.

Indicator 4.5 (CI)

All K–12 teachers hold, at minimum, a bachelor’s degree from an accredited college/university or an institution recognized by ACSI. Contact the ACSI Certification Department for information regarding recognized institutions. (E/S)

Compliance (C): All teachers hold approved bachelor's degrees. The school has a policy in place to hire only appropriately degreed teachers. Note: See the waiver documents for guidelines on appropriate exceptions.

Indicator 4.6 (CI)

K-12 faculty qualifications (which includes teaching faculty and professional positions such as guidance counselors, athletic directors, library/media specialists, etc.) are demonstrated in one of the following ways:

1. A minimum of 80 percent of faculty and professional staff, based on full-time equivalents (FTEs), hold current ACSI certification OR current state, national, or provincial certification* plus Christian philosophy and Bible requirements. Schools may use a combination of individuals holding ACSI certification and individuals holding state, national, or provincial certification, as demonstrated on the Certification Spreadsheet, to meet the indicator. (See *Guidelines for Outside Contracted Teachers and Instructors.*)

OR

2. The school has an approved School-Based Professional Development (SPD) plan, sufficiently documenting the ongoing professional development of K-12 faculty within that plan, with annual reporting to ACSI. See www.acsi.org/school_based_pd for more information. An approved SPD plan would enable the school to fulfill indicator 4.6 without submitting a Certification Spreadsheet. (E/S)

***Certificates that qualify would be full state certificates requiring ongoing professional development. Emergency, temporary, substitute, non-tax, non-public or other types of certificates that would lack full standing in a public school would not apply. If the only thing missing to bring the certificate into full standing is teaching experience, which some states require, it may qualify upon review.**

Compliance (C): Eighty percent or more of the teachers, based on FTEs, hold a current certificate; OR, the school has an approved SPD plan and is current on annual reporting of that plan.

Indicator 4.7

Professional development for K–12 faculty, guidance personnel, informational resources staff, and other appropriate staff is ongoing and integral to the school and aligned with specific goals and instructional programs, and it includes training in biblical studies and the Christian philosophy of education. (E/S)

Compliance (C): Professional development for K-12 faculty, guidance personnel, informational resources staff, and other appropriate staff is ongoing and integral to the school and is aligned with specific goals and instructional programs, and it includes training in biblical studies and the Christian philosophy of education.

Indicator 4.8

Policies and procedures that reflect ethical employment practices regarding faculty/staff and separation from service are implemented and regularly reviewed. (C)

Compliance (C): There are policies and procedures in place that reflect ethical employment practices regarding faculty/staff employment and separation from service that are implemented and regularly reviewed.

Indicator 4.9

Executive leadership supports the implementation of effective instructional practices of faculty/staff through annual observation, evaluation, and goal setting to more effectively achieve desired student outcomes. (C)

Partial Compliance (PC): The executive leadership team primarily uses informal or infrequent evaluation for faculty and staff, and the process is inconsistent in application. Feedback is also inconsistent and poorly documented.

Indicator 4.10

The number and professional preparation of instructional and support staff is sufficient for the scope of the school. (C)

Compliance (C): Instructional/Administration: Programs offered by the school are implemented smoothly. Sufficient staff members teaching within their area of preparation are present allowing each staff member to fulfill his or her responsibilities for program management, instruction, and interaction with students. Clerical: The program runs smoothly as a result of sufficient hours allotted to clerical staff. Custodial: The number of custodial and maintenance staff is sufficient for the facilities and programs. Staff members are confident that requested maintenance or custodial services will be completed in a timely fashion.

Indicator 4.11

Teachers and administrators work collaboratively with each other to positively affect school culture, encourage student learning, and promote organizational effectiveness. (C)

Compliance (C): A significant majority of teachers participate in regularly scheduled learning communities or other opportunities for collaboration. The agenda for these meetings contributes to a reflective, problem-solving culture which is focused on student learning, school ethos, or other conditions that affect student learning.

Standard 4 Overview

The following narrative provides an overview of "what is" in relation to this standard. The team refers to evidence or examples regarding the school's compliance to the standard in their comments.

A qualified, dedicated, and well-trained staff is clearly recognized by Woodland Christian School as a critical component of providing a quality education to its students. Policies have been developed to ensure that staff support and practice the Christian values expressed by the school's statement of faith. Faculty and administrators hold bachelor's degrees or higher and have appropriate credentials or are progressing toward them. Staff development and training is aligned to school goals in all areas, including biblical studies and Christian philosophy of education. Teachers and administrators collaborate in regularly scheduled meetings to address student learning. Clear personnel policies are in place.

All board members and staff are required to be born again believers, active members of a church, and agree with specific doctrinal issues. Applicants must have letters of support from a pastor, a statement of faith, written support of the school's faith statement and endorse the school's ethics and lifestyles statement.

The school prioritizes staff conduct that is ethical and protects students. Background checks, including fingerprinting, are conducted for all staff, substitutes, coaches, and volunteers who may be alone with a student. New staff receive an orientation before contact with students. All employees and coaches are required to complete mandated reporter training each year. Policies have also been published regarding confidentiality, communication with parents, the use of social media, and using volunteers for field trips that are distributed and discussed at inservice each year.

Administrators and teachers are qualified educators. All administrators hold ACSI certification or state administrative credentials. Teachers must have a bachelor's degree from an accredited college and an ACSI certification, state teaching credential, a Master's degree or have a plan to obtain one.

Professional development for instructional and other appropriate staff is aligned with school goals determined by staff, assessment data, and administrator input and includes training in biblical studies and Christian education philosophy. Individual staff development is based on goals set each year at a meeting with individual teachers and administrators. These individual plans help the curriculum director in planning staff development.

Collaboration is encouraged at Woodland Christian School. Elementary teachers participate in regularly scheduled professional learning communities. These communities are usually composed of common grade level or subject teachers. Agendas are set in collaboration with administrators and group leaders. Minutes are provided to administrators.

There are published personnel policies and procedures for faculty and staff that are regularly reviewed in staff meetings. Policy changes have been made after input from staff, staff surveys and exit interviews with departing staff members.

Although there is an evaluation process for faculty and staff, the self-study stated that evaluation is often informal or infrequent and inconsistent in application. The school leadership believes that modifications in faculty evaluations and improved training for principals in evaluation is needed and is planning on implementing changes soon. Currently there is no formal evaluation for business, maintenance, support, and coaching staff. The school is planning on developing a procedure soon.

There are enough teachers teaching within their subject areas to fulfill the school's academic responsibilities. Class sizes average in the mid 20's. Increased elementary enrollment has necessitated increasing support staff and will require future hiring of additional secondary teachers and resource staff. Sufficient hours are allotted to clerical staff to fulfill their responsibilities. Staff members are satisfied that requested custodial and maintenance requests are completed in a timely fashion.

Commendations

Each commendation has two parts: A. The statement declares the positive behavior or action the school has taken and the beneficial result that is related. B. The second part is the description which includes the evidence.

1.The school leadership hires certified teachers and administrators who hold appropriate degrees. (Indicators 4.4, 4.5 and 4.6)

All administrators hold ACSI administrative certification or current state certification. All K-12 teachers hold a bachelor's degree from an accredited institution. Most of those holding professional positions, such as teachers, counselors, etc., hold ACSI certification or hold state certification. Those who don't hold certification are in the process and have a plan with the school to complete their requirements. (Self Study, p. 34-35, 37; Faculty Longevity Education Certification, interview with administrator)

2.The school leadership hires personnel who have made a clear testimony of faith in Christ and who support the school's Christian values and mission. (indicator 4.1)

All applicants are required to state their testimony, be actively involved with a church, and agree with the school's faith statement and policy of doctrinal issues. Continuing employees renew their adherence to these policies annually. (Self Study, p. 33, 37; Employment Application, Bylaws)

3.The school actively encourages collaboration between teachers and between teachers and administrators. (Indicator 4.11)

Surveys and interviews after the pandemic indicated that communication and collaboration had weakened. In response to those concerns, time is set aside to reflect on the past year and identify areas of concern, and to develop future plans to address those concerns. (Self Study, p. 38) Current school policies are reviewed and revised after input from staff. Team meetings and Professional Learning Communities (PLC's) meet regularly throughout the year to work on topics identified by leadership and/or staff. (Team Meetings document, Professional Learning Communities document, meeting agendas and minutes, interviews)

Recommendations

Each recommendation has two parts: A. The statement declares needed improvement the school should take and the beneficial result that would be realized. B. The second part is the description which includes the evidence.

1. Evaluate all staff consistently using clear, established evaluation procedures. (Indicator 4.9)

The school does have an evaluation process for teachers that specifies the process, timeframe, and criteria for evaluation. (Teacher Evaluation form; Classroom Observation form; Observation form with ESLR's,). The self-study and teachers noted that the current process is inconsistent in its application and that feedback is also inconsistent and poorly documented. (Self-Study, p. 36, meeting with teachers, interview with administrator)

2.Provide additional professional development for the teachers to help develop a schoolwide process to improve biblical integration into all subject areas. (Indicator 4.7)

Although faculty use faith and biblical references each day, staff has expressed a need to improve biblical integration throughout the curriculum. To accomplish this goal, professional development in biblical integration is needed. (Meeting with teachers; discussions with administration; observation)

3. Evaluate the staffing needs for the elementary classrooms, including resource personnel and classroom aides to provide the support needed for the school's larger class sizes. (Indicator 4.10)

The elementary classes are at maximum numbers set by the school. The teachers believe that they could be more effective if they had aides in the classroom during the day to assist them with student needs and teacher paperwork. Adding aides to these classrooms would be a great support to the teachers. (Observations; meeting with teachers; meeting with administration)

4. Develop and implement an orientation and training program for newly hired and veteran substitute teachers. (Indicator 4.3)

Currently new substitutes are provided with a paid day to observe classrooms and orient them to the school. Administrators have expressed concern that substitute training needs to be expanded to include more information on school procedures and classroom management. (Self-Study, pp. 38-39; interview with principal)

5. Develop a process of formal evaluation of business, maintenance, support staff, and coaches that is in alignment with the school mission. (Indicator 4.9)

There is currently no formal evaluation process for non-teaching staff such as business, maintenance, coaches, and other support staff. The school acknowledges the vital role that the non-teaching staff play in achieving its mission. A formal process of evaluation will provide focused development and targeted growth in all aspects of the school operations (Self-Study pgs. 38-39; discussions with administration).

Adherence to the Standard

The following is the visiting team's rating of the school's compliance with the standard. If the school is not compliant on any critical indicator, there must be a corresponding recommendation for each one.

C (Compliant)

Standard 5 - Instructional Program and Resources (5.1-5.10)

Indicator 5.1 (CI)

The curriculum documents developed by the school provide a well-documented biblical basis for all courses consistent with the goal of developing a biblical worldview in students. (See Guidelines for Accepting Credits from Other Sources.) (C)

Compliance (C): Curriculum guides/maps are comprehensive and provide a well-documented biblical basis for all courses consistent with developing a biblical worldview in students.

Indicator 5.2 (CI)

The curriculum guides/maps drive the instructional program. The guides/maps are current and include the following components: 1) schoolwide expected student outcomes, 2) course goals and objectives, 3) biblical integration concepts, 4) school-selected standards, 5) resources, 6) time allotted for each unit, 7) instructional methods, and 8) assessments. A document, often called a Scope and Sequence, is available to guide the overall curriculum plan through electronic means (curriculum mapping software) or a traditional written format.

The guides/maps are accessible to all faculty and inform instruction that clearly values the development of the whole child—spiritually, intellectually, physically, emotionally, and socially. (See Appendix H in the Standards Manual regarding initial vs. renewal visit expectations.) (E/S)

Partial Compliance (PC): The curriculum guides/ maps are somewhat developed, but several of the requirements are not included. There is little or only anecdotal evidence the curriculum addresses the developmental needs of the whole child. The curriculum documents are not readily accessible to the faculty. The instructional program is highly textbook driven and not curriculum driven. A curriculum review process exists, but it is not consistently followed.

Indicator 5.3 (CI)

Bible content and instruction are required in the core curriculum. (E/S)

Compliance (C): A Bible course is required for each student every term of attendance or, due to a varied school class schedule, its equivalent amount of time in a year. Instruction is built on a well-developed scope and sequence. Bible curriculum includes all the elements described in Indicator 5.2. Instructional strategies are consistent with other courses.

Indicator 5.4

The school systematically evaluates its instructional strategies, learning activities, and instructional technology, ensuring that these are research-based and that they reflect sound educational practice. (C)

Compliance (C): A process is in place to effectively evaluate the school learning environment to ensure that it is

conducive to the instruction and development of the whole child.

Indicator 5.5

Instructional strategies and equitable learning activities focus on active student engagement, the achievement of essential knowledge and skills, biblical wisdom and understanding, and higher-order thinking skills. (E/S)

Compliance (C): Instructional strategies and learning activities focus on active engagement, the achievement of essential knowledge and skills, biblical wisdom and understanding, and critical thinking skills as well as higher-order thinking skills. Most students have an equal opportunity for meeting the learning outcomes.

Indicator 5.6 (CI)

There is a systematic process in place for the assessment of student learning and development that includes multiple assessment measures over time to accomplish the expected student outcomes. (See Appendix F in the Standards Manual.) (E/S)

Partial Compliance (PC): The school utilizes limited assessment tools.

Indicator 5.7 (CI)

The school analyzes student performance data including: 1) implications of schoolwide trends seen from year to year; 2) monitoring the progress of individual students; 3) disaggregation of data by gender, ethnicity, and other factors important to the school; and 4) comparison to outside groups. Teachers are trained in data assessment and analysis for program improvement. (E/S)

Partial Compliance (PC): The school analyzes data on a cursory basis by what is provided in the group reports for the standardized tests. There is very little disaggregation of data or analysis of data for subgroups or on a single student basis. Teachers are rarely trained in data analysis.

Indicator 5.8

The school uses the analysis of data in making educationally sound decisions regarding students, instructional strategies, and programs to better attain expected student outcomes. (E/S)

Partial Compliance (PC): The school occasionally uses data and data analysis to make educationally sound decisions regarding students, instructional strategies, and programmatic improvements.

Indicator 5.9

The school has implemented procedures for regular communication of student achievement to all stakeholders. This communication includes the following: (1) major tests used, (2) schoolwide trends in achievement, (3) accomplishment of schoolwide expected student outcomes, and (4) annual progress of individual students. (C)

Partial Compliance (PC): Standardized test scores are sent home to parents, but analysis and follow-up are not provided.

Indicator 5.10

Age-appropriate instructional and information resources which support teaching and learning are appropriate in number, culturally representative of the students, and include the Christian distinctives of the school. (C)

Compliance (C): Resources are adequate and appropriate for the programs offered. Materials are systematically evaluated and selected with moral and cultural sensitivity and include Christian distinctives. There is a formal process for the faculty members to provide input into the selection of information resources supporting the attainment of the schoolwide expected student outcomes.

Standard 5 - Instructional Program and Resources (5.11-5.16)

Indicator 5.11

Information resources are readily accessible to students and staff. Training for students and staff on the use of information resources is supported by specially trained staff. (C)

Compliance (C): Information resources, including those beyond online search engines, are adequate for college prep coursework and are readily accessible by students and staff. (Adjust appropriately for schools with lower grades.) Trained staff are usually available to assist staff and students with their research and support needs. Schools with elementary grades incorporate library/media center skills into the curriculum. Professional development for staff is provided as needed.

Indicator 5.12

Instructional technology competencies are incorporated into the teaching and learning process to improve the achievement of expected student outcomes. Well-integrated technology promotes creativity, collaboration, innovation, research skills, problem-solving, and digital citizenship. (C)

Compliance (C): Technology is incorporated into the curriculum. Uses vary with teachers. Some have higher level use which incorporate critical thinking, collaboration, and creative uses for students. Other teachers are still using technology primarily as a presentation tool. Students use technology to complete assignments at a similar variety of levels.

Indicator 5.13

The school has a written classroom management philosophy and policies that are developmentally appropriate and biblically based, and they are implemented effectively and communicated to the school community. (E/S)

Compliance (C): The school has a written classroom management philosophy and policies that are developmentally appropriate and biblically based, and they are implemented effectively and communicated to the school community.

Indicator 5.14

Written policies and procedures are in place to allocate and protect instructional time and learning opportunities and support student learning and graduation requirements. The number of students per classroom is monitored for effective learning and student-teacher relationships. (C)

Compliance (C): The school has a written policy regarding student/ teacher ratio for each school division. The school has a written policy regarding the time allocated for instruction that meets the requirements of the state, province, or foreign country of the school's geographic location.

Indicator 5.15

The school instructs teachers and students in the ethical and moral use and evaluation of source materials, including verification, attribution and credit, appropriate referencing, and media literacy. (E/S)

Compliance (C): The school instructs teachers and students in the ethical and moral use and evaluation of materials from any source, including verification, attribution and credit, appropriate referencing, and media literacy, and provides appropriate documentation of the instruction. The curriculum includes instruction in the proper documentation of sources.

Indicator 5.16

The school has, and regularly evaluates, a technology plan that includes the acquisition, inventory, and maintenance of software and hardware as well as program philosophy, acceptable use policies, student learning outcomes, and strategies for integration of technology into the curriculum. (C)

Non Compliance (NC): The school does not have a written technology management plan.

Standard 5 Narrative - Overview

In one to two pages, explain how the standard is met or what the barriers, if any, are to compliance for the overall instructional program. If the school is not found to be in compliance, what needs to occur for it to become compliant? Identify what data most relevant to mission attainment the school regularly collects in this standard area and what systems are in place to analyze the data and ensure implementation of improvement strategies. (Use your indicator ratings, documentation, and other sources to validate your explanation.)

This overview of the instructional program can be completed for each school division separately if the school is divided into divisions. There is not a separate section for each discipline (subject area). If the team wants to comment on any particular subject, do so in this overview.

Woodland Christian School is dedicated to fulfilling its mission to prepare students for college and the Christian life through clear biblical integration statements for all core classes which guide teachers in explicit biblical instruction. These statements also help inform students and parents how the mission of WCS is effectively integrated in the classroom.

Evaluating instructional practices and learning activities varies depending upon the campus. The elementary campus faculty focuses on developing ESLR driven units that they share near the end of the year. The staff continues to analyze the effectiveness of embedding their ESLRs in their instructional practices and learning activities at staff meetings and teacher evaluations.

Although the pandemic sidetracked WCS's focus on analyzing standardized testing data for faculty and parents, a plan is being developed to restart this process for elementary and middle school with high school adopting a similar process for PSAT and SAT scores.

The school handbooks clearly define WCS's classroom management policies and procedures, expectations for student behavior, use of technology, respect for property, and appropriate relationships between males and females. Implementation of these policies are overseen by site administration.

The instructional program at WCS is intentionally built upon a biblical foundation. Integration into the curriculum and the students' lives at WCS is evident in the biblical worldview presented in the Scope and Sequence for all courses, the school's Philosophy and Learning Expectations for all courses, and an appropriate amount of time dedicated to Bible instruction that varies with each grade level.

Some curriculum guides have been developed while others need to be developed for each subject to include articulated schoolwide expected student outcomes, course goals and objectives, instructional strategies, biblical integration concepts, school-selected standards, resources, time allotted for each unit, instructional methods, and assessments. These guides are available for all the faculty to access through teacher websites.

Opportunities for active student engagement in the classroom vary widely (or are limited) and is dependent upon faculty implementation of a variety of learning strategies. Examples of active learning opportunities include partner work, small group activities, oral presentations, and projects.

WCS also focuses on out of the classroom learning activities. Examples include 3rd grade students develop businesses and track expenses, 5th grade has a leadership team that plans thematic weeks, prepare presentations for the elementary school, and organize charitable events. Middle school has a leadership team and a monthly newsletter written in journalism class. The high school has a variety of experiences such as an ASB class that organizes activities including dances, rallies, and thematic weeks and an FFA program that develops leadership, social, and public speaking skills.

The elementary campus has a system in place to analyze and address the instruction and development of the whole child through the practices outlined in its Observation, Evaluation, and Professional Learning Communities handbook, that they are in the process of implementing. In time, a similar process may be developed at the middle and high school levels.

A variety of student assessments are used in all classes to accommodate different learning styles, target higher level thinking skills, and monitor student progress. In addition to the spring Iowa Assessments, the teachers use classroom formative and summative assessments, writing assessments, report cards, and classroom and student observations, to document student learning.

The curriculum review process has changed since the pandemic. Currently, grade level/subject department meetings are the basis for curriculum development and recommendations for new courses or substantive change proposals. These proposals are reviewed by an academic committee and subsequently could lead to a proposal for the Board to approve.

Instructional and informational resources are adopted through collaboration between administration and faculty for proposals with approval by the school Board. Training for faculty is through in-services, peer to peer, and by professional development. Teachers have access to technology via projectors, documents cameras, laptops, and iPads. Students access these resources digitally or in print. Both teachers and students are instructed in the ethical and moral use and evaluation of these resources through meetings, classroom instruction, and school handbooks.

Subject Area Commendations: Science

In the elementary campus the Learning Center was recently completed, and plans are in place to utilize one of the rooms as a maker space. This will allow WCS to add a compelling STEAM program in the future.

In the high school, WCS offers an Ag track for students who are involved in FFA. These classes are Ag Biology, Animal Anatomy, Soils, and Advanced Ag Science. WCS is also in the process of preparing for the addition of future Ag classes. There is evidence and support for this program and the continued growth of the WCS community.

Physical Education:

Baseball, softball, football/soccer fields are well-maintained and utilized. The new gym has allowed WCS to

expand and support its volleyball, basketball, and wrestling programs. The school also has a practice field on another portion of its property. These provide excellent athletic facilities for a K-12 school.

Visual and Performing Arts:

WCS's visual and performing arts program has been greatly enhanced with the completion of its Performing Arts building. In addition to the variety of classes that it already offers the new building will allow an enhancement of an already strong program.

Subject Areas Improvement: Bible:

The elementary school is going through some adjustments with the current curriculum and may begin an initiative to develop its own Bible curriculum. The middle school and high school recently adopted the Bible curriculum that is geared toward students who come from church families. This has been a challenge to implement as most of WCS's student population comes from unchurched families. This will be an area of development as WCS seeks to ensure we are evangelistic while meeting the discipleship needs of its student population.

Math:

WCS is considering the development of math tracks to provide advanced options for students while meeting the needs of students who may need more support.

Commendations

Each commendation has two parts: A. The statement declares the positive behavior or action the school has taken and the beneficial result that is related. B. The second part is the description which includes the evidence.

1. The Leadership team, faculty, and staff, are commended for developing programs at each level to foster leadership and collaborative learning experiences for students in fulfillment of WCS's goal to develop community contributors. (Indicator 5.5)

There are special out of the classroom programs developed for elementary, middle, and high school students that develop leadership skills, public speaking skills, and service to the greater community. (Self-Study Report; meeting with teachers; meeting with students; meeting with parents)

2. The elementary administration and faculty are commended for developing Professional Learning Communities (PLC) that help students grow in the school's expected student outcomes. (Indicator 5.4)

These PLC's three guiding principles - mission driven, team oriented, and program enriching - aid teachers in creating units to enrich teachers' professional practice and student growth in the ESLR area of focus. (Self-Study Report p. 41; meeting with administration and teachers)

3. We commend the high school faculty and administrators for developing a robust and responsive offering of core, honors, and AP courses. (Indicator 5.5)

In coordination with the Dean of Academics, high school faculty have created—and continue to develop—an exemplary set of AP, Honors, and core course offerings characterized by rigor, support, and engaging instructional strategies—all founded on a clear Christian philosophy of education that inspires authentic and dialogic student growth in a full metaphysics of knowledge and Christian practice.

4. The teachers are commended for providing well-organized and managed classrooms that feature teachers who consistently engage students, resulting in a very positive learning environment. (Indicator

5.13)

The school is noticeably calm and quiet with effective classroom management. Students are respectful and well-mannered, and teachers enjoy an active learning environment that helps them meet instructional goals. This is a strength of the school. (Observation; meeting with teachers; meeting with students)

Recommendations

Each recommendation has two parts: A. The statement declares needed improvement the school should take and the beneficial result that would be realized. B. The second part is the description which includes the evidence.

1. Develop a process of student performance data analysis that includes evaluating schoolwide trends and individual student progress, disaggregation of relevant data, and teacher training in this analysis in order to improve educational decisions to strengthen student performance. (Indicators 5.7; 5.8)

A process had been developed, but is not currently utilized, to analyze standardized testing data that included staff training, grade and subject level collaboration to analyze student test data, and a plan to strengthen targeted skills. (Self-Study Report pgs. 48-49; interviews with site principals and teachers; meeting with parents)

2. Develop a plan to regularly communicate student achievement with analysis to all stakeholders, including individual student progress, school wide trends, and accomplishment of schoolwide expected student outcomes. (Indicator 5.9)

Although parents are sent student standardized scores with some information on evaluation, school wide trend analysis and accomplishment of ESLR outcomes are not currently provided to stakeholders. (Self-Study Report p. 48; interviews with site principals, staff, and parents)

3. Develop a schoolwide technology plan that details the acquisition, inventory, and maintenance of software and hardware as well as program philosophy, acceptable use policies, student learning outcomes, and strategies for integration of technology into the curriculum. (Indicator 5.16)

As noted in the self-study, there is currently no written technology plan. Significant technology developments have taken place over the last several years that will help frame the school's written technology plan. (Self-Study Report p.49; interview with Director of Infrastructure)

4. Expand the curriculum mapping process to bring consistency across all campuses in creating clear learning objectives, instructional practices, assessments, and biblical integration into every course and subject area. (Indicator 5.1, 5.2)

Curriculum guides/maps have been developed in some subjects and grade levels, or are being updated for each to include articulated schoolwide expected student outcomes, course goals and objectives, biblical integration concepts, resources, time allotted for each unit, instructional methods, and assessments. Consistency across all campuses will help bring vertical alignment to assessing curriculum effectiveness in terms of student academic progress.(Self-Study pgs.47-48; Interviews/meetings with principals and teachers)

5. Develop a systematic process for each campus to evaluate instructional practices, learning activities, and instructional technologies, ensuring that these are research-based, reflect sound educational practice, and are effective. (Indicator 5.4)

Currently, teachers utilize various instructional strategies beyond direct instruction to various degrees. A systematic evaluation practice at each campus will allow WCS to accomplish its mission to provide an excellent

academic environment. (Self-Study p.48; classroom observations)

6. Explore the addition of a STEM program on all campuses. (Indicator 5.4)

In order to provide a comprehensive educational environment for all students, adding a STEM program would enhance and strengthen the academic rigor at all campuses. The elementary campus has a new Learning Center with dedicated space for a STEM program. With the creation of a technology plan, WCS could determine how to increase the infrastructure to allow for a middle school and high school STEM program. (Meeting with administration; meeting with elementary principals)

Adherence to the Standard

The following is the visiting team's rating of the school's compliance with the standard. If the school is not compliant on any critical indicator, there must be a corresponding recommendation for each one.

C (Compliant)

Standard 6 - Student Care (Indicators 6.1-6.10)

Indicator 6.1 (CI)*

A comprehensive written security and crisis management plan has been developed, regularly reviewed, and implemented, and it is supported by appropriate training for all staff and students. (C)

Compliance (C): The school has a comprehensive and reviewed written security and crisis management plan, and the school has trained the staff and students in how to respond in emergency/crisis situations.

Indicator 6.2

The school communicates with legal authorities (i.e., the fire department, police department, and other applicable agencies), parents, media, and community members when a crisis or a major incident occurs. (C)

Compliance (C): The school has formally written a plan for communicating with legal authorities, parents, media, and community members in times of crisis or emergency, and it has provided staff orientation.

Indicator 6.3

The school complies with applicable local, state, and federal laws regarding safety and health issues. (C)

Compliance (C): All local, state, and federal laws regarding safety and health issues are met.

Indicator 6.4

Students are in compliance with the requirements of civil authorities regarding immunizations, physical examinations, and communicable diseases. Records of health services rendered to students (including accidents and injuries) are appropriately noted and filed. (C)

Compliance (C): A plan is in place for tracking and follow-up when students are admitted into the school with allowable documented exceptions to their records. Emergency information is current and maintained for each student.

Indicator 6.5 (CI)

Written policies and procedures for all areas of health and safety services have been developed, reviewed, and implemented. (C)

Compliance (C): Written policies and procedures for all areas of health and safety services have been developed, reviewed, and implemented.

Indicator 6.6 (CI)

Biblically-based plans and procedures are developed that educate the school community regarding harassment, intimidation, and bullying. Students and families are educated on how to build biblically-

based relationships, have caring interaction, and resolve conflicts with peers. (C)

Compliance (C): Biblically-based plans and procedures are developed that educate the school community regarding harassment, intimidation, and bullying. They are consistently followed, and incidences are addressed as they occur. Students and families are educated on how to build biblically-based relationships, have caring interaction, and resolve conflicts with peers.

Indicator 6.7 (CI)*

The school has developed policies and procedures that promote child safety; define conduct expectations for staff and volunteers; and provide training for staff, volunteers, and students. Staff training includes legal reporting responsibilities in cases of alleged or suspected child abuse, neglect, or other areas in which reporting is mandated. (C)

Compliance (C): The school has developed written policies that promote child safety. Policies are in alignment with all civil requirements regarding child abuse or neglect. Staff members and volunteers are trained in school expectations regarding conduct and in requirements related to reporting suspected child abuse or neglect.

Indicator 6.8

The school complies with local, state, and federal regulations regarding preparation, delivery, handling, and storage of food. The school provides a suitable and hygienic eating space for the staff and students. (C)

Compliance (C): The school complies with local, state, and federal regulations regarding preparation, delivery, handling, and storage of food. The school provides a suitable and hygienic eating space for the staff and students.

Indicator 6.9

Meals and snacks offered by the school are based on sound nutritional standards. (C)

Compliance (C): Developmentally appropriate nutritional standards are consulted and implemented in the selection of both snacks and meals.

Indicator 6.10 (CI)*

Required local, state, and federal legal standards for fire protection, sanitation, and transportation are met. (C)

Compliance (C): Policies and practices that reflect the required local, state, and federal standards are in place. Observation and documentation confirm that these legal standards are followed.

Standard 6 - Student Care (Indicators 6.11-6.16)

Indicator 6.11

The school maintains the site, facilities, services, and equipment to provide an environment that is safe, secure, and orderly. (C)

Compliance (C): Documented, regular maintenance and safety inspections are conducted, and deficiencies are corrected to ensure a safe and orderly environment.

Indicator 6.12 (CI)

The facilities are secure and suitable for the size of the school; the school environment is monitored and maintained to ensure it is conducive to the instruction and development of the whole child. (C)

Compliance (C): Facilities are secure and of sufficient size and nature to provide quality instruction that is consistent with the goals of the school. Maintenance of facilities is consistent and of good quality, and it provides a good testimony to the community.

Indicator 6.13

The recreation area/playground, common areas, and athletic areas are safe, age appropriate, and large enough for the number of students. (E/S)

Exceeds Compliance (EC): Recreation areas, common areas, and athletic areas have been developed in ways that maximize their intended use, providing safe use and enhancing educational goals and objectives.

Indicator 6.14

Facilities planning is in place to address future programs; enrollment changes; staff, facility, and technology needs; as well as future capital improvements. (C)

Exceeds Compliance (EC): Executive leadership engages in long-range planning to address various contingencies and their potential impact on current facilities. The facilities plan is written, and a capital-improvement line item is in the school's budget.

Indicator 6.15

Vehicles and drivers used to transport students for all school activities follow the school's policies as well as government and insurance regulations. (C)

Compliance (C): Written policies exist for vehicle use and driver qualifications. Vehicles meet government standards. Drivers are licensed at the appropriate levels. Adequate liability, vehicle, and property insurance policies are in place, and regulations are followed. OR, the EE program does not utilize vehicles to transport children.

Indicator 6.16

Written policies and procedures are in place for routine safety inspections, service, and repair of school-owned vehicles and for reporting vehicle accidents—including communication with all constituents. (C)

Compliance (C): Written policies and procedures are in place for routine safety inspections, servicing, and repair of school-owned vehicles. Policies for reporting vehicle accidents are explicit and followed. OR, the EE program does not utilize vehicles to transport children.

Standard 6 Overview

The following narrative provides an overview of "what is" in relation to this standard. The team refers to evidence or examples regarding the school's compliance to the standard in their comments.

Woodland Christian prioritizes the health and safety of its students and because of a previous recommendation has created a comprehensive security and crisis management plan. The plan was written with the help and input of local fire and police personnel and includes procedures to contact parents, community members, and the appropriate agencies in the event of a crisis or major incident. The procedures in this plan are reviewed every year at the in-service with staff. Monthly fire drills and bi-annual lockdown drills are practiced with students and faculty. Earthquake preparedness is less consistent. The elementary school participates in "The Great Shakeout", but students in middle school and high school do not practice duck and cover procedures.

Student safety is also evidenced at WCS by accurate, up-to-date records regarding immunizations, physical examinations, and communicable diseases. It maintains records of health services rendered to students in the form of "Ouch/Incident Reports." They follow written policies and procedures regarding various health and safety issues, including proper student conduct, volunteer expectations and training, and reporting hazards, unsafe conditions, or concealed dangers. Staff are also trained in their legal responsibilities as mandated reporters.

Caring interactions at WCS are promoted through biblically based procedures that help students and parents to resolve conflict. The Matthew 18 process of resolving personal conflict and grievances is outlined for parents and staff as evidenced in its parent and staff handbooks.

Staff and students are taught to identify and recognize different types of bullying and harassment, as evidenced in the Conduct Handbook. Staff is also trained on proper procedures for reporting harassment and bullying as per the Employee Handbook.

Food safety at WCS complies with local, state, and federal regulations, as evidenced by current licenses, county permits, and health inspections. Areas of suitable size are provided for students and are regularly cleaned according to appropriate sanitation procedures. Lunch areas are usually outside, but there is sufficient space inside during inclement weather. Meals prepared at WCS meet basic nutritional standards, but snacks that are provided inconsistently meet nutritional standards.

Student safety is also evidenced through the school's compliance with all local, state, and federal laws regarding AED devices, Fire extinguishers, fire protection, sanitation, and transportation standards. The facility employs outside contractors to provide regular cleaning, maintenance of the HVAC system, and fire sprinkler systems. Regular maintenance and safety inspections are documented, ensuring a safe learning environment for students and staff. The facilities, including play areas, common areas, and athletic areas, are age appropriate and of sufficient size at this time for the number of students enrolled at WCS. The facilities planning committee addresses future enrollment changes, including staff, facility, and technology needs. A fenced perimeter emphasizes site safety that only allows access to visitors through the ES/MS/HS offices. Transportation is currently provided by parent volunteers as there is no school-owned vehicle. Volunteer drivers must provide proof of licensing and comprehensive insurance at adequate levels.

Commendations

Each commendation has two parts: A. The statement declares the positive behavior or action the school has taken and the beneficial result that is related. B. The second part is the description which includes the evidence.

1. Facilities planning addresses future programs and capital improvements. (Indicator 6.14)

The Director of Operations and Director of Infrastructure have anticipated future needs of the facility. Plans include installing solar panels and systematically changing fluorescent lighting to LED in order to mitigate future electricity costs. Capital improvements to develop an area on the south side of the school property were negotiated with CalTrans at no additional expense to the school. (Interviews with Director of Operations and Director of Infrastructure)

2. The common areas, athletic areas and playgrounds are age appropriate and large enough for the 200+ students who are using the areas at one time. (Indicator 6.13)

At the elementary level, the playground is large enough for 200+ students to play wiffle ball, a variety of basketball games, jump rope, and other activities. Students also had a variety of play equipment to choose from. The shared middle school/high school outdoor areas also had ample space to allow students to spread out and participate in activities including baseball and field hockey. WCS has a gym which is used to host sports events, has a weight room and is large enough to be divided into two areas so it can be shared by multiple sports or classes. (Interviews; observation)

Recommendations

Each recommendation has two parts: A. The statement declares needed improvement the school should take and the beneficial result that would be realized. B. The second part is the description which includes the evidence.

1. Review and update snack options to meet sound nutritional standards. (Indicator 6.9)

Meals prepared and provided by WCS consistently meet sound nutritional standards. However, middle school/high school students are offered both nutritious and less nutritious snack selections. (Meal Calendar, Interview with Food Service Director, E/S Student handbook pg 17.)

2. Update Emergency Action Plan and add the appropriate earthquake drills across all grade levels. (Indicator 6.1)

In response to a past recommendation, WCS has created a comprehensive crisis management plan. The Emergency Action Plan, which details other emergency procedures, needs to be updated to reflect changes in administration and staffing. An Earthquake drill needs to be added to the drill schedule and duck-and-cover drills need to be practiced across all grade levels. Although the elementary school participates in "The Great Shake Out" as annual training and practice in earthquake preparedness, the middle school and high school do not practice duck-and-cover drills or any other earthquake preparedness. (Self study p 9; staff interview, Drill Schedule)

Adherence to the Standard

The following is the visiting team's rating of the school's compliance with the standard. If the school is not compliant on any critical indicator, there must be a corresponding recommendation for each one.

C (Compliant)

Standard 7 - Character, Values, and Spiritual Formation of Students

Indicator 7.1 (CI)

Schoolwide expected student outcomes include character development, acquisition of Christian values, and spiritual formation. (C)

Compliance (C): Schoolwide expected student outcomes include character development, acquisition of Christian values, and spiritual formation. The outcomes are published in the school community.

Indicator 7.2

Christlike respect, compassion, and caring for self and all others is taught and demonstrated by school personnel. (C)

Exceeds Compliance (EC): Respect, compassion, and caring are clearly demonstrated by all school personnel as evidenced by the following: • The school's assessment of the caring culture within the school community • An evident spirit of respect, compassion, and caring that is initiated and embraced by the students

Indicator 7.3

Mentoring and discipleship experiences focus on spiritual formation, character development, and the instilling of Christian values. The school provides a structure whereby each student is known personally by at least one adult who can provide support for that student's spiritual formation. (E/S)

Compliance (C): Students and teachers are trained in a mentoring and discipleship program focusing on spiritual formation, character development, and instilling Christian values. The school offers the following: Effective chapels and some small-group activities; Planned curricular, cocurricular, and extracurricular programs for spiritual formation, character development, and the instilling of Christian values. The school provides a structure whereby each student is known personally by at least one adult who can provide support for that student's spiritual formation.

Indicator 7.4 (CI)

Board, administration, faculty, staff, and student interactions reflect the attitude of Christ. Communication among them demonstrates sensitivity and responsiveness to the individual needs, interests, and temperaments of the students. (C)

Compliance (C): Board, administration, faculty, staff, and student interactions reflect the attitude of Christ. Communication among them clearly demonstrates sensitivity and responsiveness to the individual needs, interests, and temperaments of the students.

Indicator 7.5

All aspects of the school and its instructional program reflect developmentally appropriate application of a biblical worldview and Christlike character and values. (C)

Partial Compliance (PC): Application of a biblical worldview and Christlike character appears in the written curriculum but may not be consistently developed, and it may be correlation rather than integration at times. These concepts are taught throughout the grades but may lack a developmental approach in some areas. Training for staff is minimal.

Indicator 7.6

Age-appropriate opportunities for service and missions, including compassionate outreach to the poor, needy, or vulnerable, are provided as a means of spiritual growth and formation. (C)

Compliance (C): There are multiple age-appropriate opportunities for service and missions, including compassionate outreach to the poor, needy, or vulnerable, and these are provided as a means of spiritual growth and formation. The school has a reputation and testimony of Christian service to others.

Indicator 7.7

Active participation in a local Christian church community is required of the faculty and emphasized within the school's philosophy and goals. (C)

Compliance (C): Active participation in a local Christian church community is required of the faculty and emphasized with students and parents.

Indicator 7.8

Assessment of the spiritual development of students is intentionally included in the ongoing evaluation of the school's effectiveness in formally measuring its schoolwide expected student outcomes. (E/S)

Partial Compliance (PC): Assessment of the spiritual development of students is informal and sporadic. Assessment of schoolwide outcomes is anecdotal and informal.

Standard 7 Overview

The following narrative provides an overview of "what is" in relation to this standard. The team refers to evidence or examples regarding the school's compliance to the standard in their comments.

Woodland Christian School clearly provides for the character, values, and spiritual formation of students. Throughout all its programs and classes, the spiritual nurturing of Christlike character is planned, intentional, and systematic in its implementation. The schoolwide expected student outcomes include developing persons of faith, quality producers, life-long critical thinkers, community contributors and effective communicators. Demonstrating compassion, discipleship and essential spiritual formation through chapels, Bible classes as well as other electives allow for a constant spiritual development.

The Christlike respect, compassion and caring for self and others permeates throughout the school. Discipline is differentiated through a Biblical perspective, so school families understand that correction is not punishment.

Avenues for exemplifying positive Christlike behaviors among students are readily available at all levels of WCS.

WCS provides chapels and Biblical foundations to nurture the spiritual growth of the students. Elementary chapels have themes evident to assist to that end. There are both middle and high school discipleship programs that help focus on spiritual formation, character development and the instilling of Christian values. These mentoring relationships from the staff help guide individual students in their walk with Christ. One goal was to get the students out of their respective comfort zone in discussing and applying Biblical principles. In addition, middle school chapel groups and high school small groups help effectuate at least one adult who may provide support for a student's spiritual formation.

Students' individual needs, interests, and temperaments are taken into consideration evident in a variety of forms of communication whether informative, disciplinary, or supportive. The attitude of Christ permeates syllabi, weekly updates, action plans, lesson plans and accommodations for students in need. Students and families have ample opportunities for spiritual growth and formation through compassionate outreach to those in need. Additionally, the easing of post-COVID restrictions has allowed for a Honduran mission trip for students to have a global reach.

The school's philosophy and goals of WCS are furthered as all of the faculty are active at various Christian churches in the community. All board members and staff are required to be born again believers, active members of a church and agree with specific doctrinal issues. Applicants must have letters of support from a pastor, a statement of faith, written support of the school's faith statement and endorse the school's ethics and lifestyles statement.

At the high school level, students reported the Bible curriculum tends to be more focused as an academic approach to God's Word rather than a personal application of how to live out the Christian faith, especially upon graduation. The high school students acknowledged that an appreciable number of students are not of the Christian faith.

Staff reported that there was a need to further develop assessments to determine the effectiveness of Biblical teaching as well as the discipleship program. In addition, middle and high school curriculum utilize primarily secular sources. As a result, a desire to consistently integrate a Biblical worldview across all classes is evident.

Commendations

Each commendation has two parts: A. The statement declares the positive behavior or action the school has taken and the beneficial result that is related. B. The second part is the description which includes the evidence.

1. WCS clearly demonstrates Christlike respect, compassion and caring for self and others and models discipleship. (Indicators 7.2, 7.3, 7.4)

As indicated, the individual needs, interests and temperaments are taken into consideration evident in a variety of forms of communication whether informative, disciplinary or supportive. Students are met by the staff where they are at academically and emotionally and filtered through Christ's lens. Discipline is conducted in a Christ-centered methodology. The attitude of Christ permeates syllabi, weekly updates, action plans, lesson plans and accommodations for students in need. Mentoring and discipleship is intentional and imbued in a variety of levels and programs. (Observation; meeting with administration)

2. WCS provides age-appropriate opportunities for service and missions, including compassionate outreach to the poor and needy, or vulnerable. (Indicator 7.6)

WCS students' spiritual growth and formation is evident at several levels through a variety of avenues for service to those in need. Ranging from theme days, Cardinals Care backpacks, to local community service to a global

mission in Honduras. They are age-appropriate and help students to clearly demonstrate one of the ESLRs: Community Contributor. Through providing ample opportunities for all levels, students demonstrate Christ's love in action. (Discussions with administration; meeting with teachers, meeting with students)

3. The teachers are to be commended for their dedication and obvious love for their students that creates a warm, accepting, and nurturing learning atmosphere on the campus. (Indicator 7.4)

Students on all three sites commented that the teachers are caring, loving, and supportive of them personally and academically. Teachers are available to help and support students with their needs and seek to do all they can to help students find academic success. When students were asked about their favorite thing about the school, the overwhelming answer was "the teachers." (Meeting with students; observations; discussions with parents)

Recommendations

Each recommendation has two parts: A. The statement declares needed improvement the school should take and the beneficial result that would be realized. B. The second part is the description which includes the evidence.

1. Expand the development of assessments to determine the impact of Biblical teaching and spiritual formation of WCS students. (Indicator 7.8)

Development of consistent assessments of discipleship programs as well as service and missions will aid in determining how these programs solidify the spiritual formation of every student. Create a grade-level appropriate metric to measure growth at a specific stage of students' walk with Christ. This includes developing a path for those students who may not come from a solid Christian background and their respective spiritual experience is based solely on their attendance at WCS. (Meeting with teachers; observations)

2. Create an intentional biblical integration process across all grade levels that brings a consistent and effective biblical worldview into all subject areas, especially in view of using secular instructional materials in the middle and high school programs. (Indicator 7.5)

Although the curriculum for the elementary levels is Biblical based, clearly delineated, defined and documented expectations for biblical integration are needed to support those teachers who utilize a primarily secular curriculum. Even though biblical worldview can happen organically, the school needs to develop an intentional program that brings clear biblical integration across all grade levels. (Discussions with administration; meeting with teachers)

Adherence to the Standard

The following is the visiting team's rating of the school's compliance with the standard. If the school is not compliant on any critical indicator, there must be a corresponding recommendation for each one.

C (Compliant)

Standard 8 - School Improvement

Indicator 8.1 (CI)

The school improvement plan is developed by utilizing a variety of organizational, achievement, and survey data and input from all stakeholder groups. (C)

Compliance (C): The CSIP has been developed using a variety of data sources, such as surveys with strong input from all stakeholder groups. Analysis of the data has been thorough, and there is clarity about what the priorities are for school improvement. The school annually updates the CSIP with current achievement data and stakeholder input.

Indicator 8.2

The CSIP reflects the fulfillment of the philosophy, mission, and vision of the school and the attainment of schoolwide academic and non-academic expected student outcomes and school effectiveness. (C)

Compliance (C): The CSIP reflects the fulfillment of the philosophy, mission, and vision of the school and the academic and non-academic achievement of schoolwide expected student outcomes, including academics, character, service, relationships, or other categories of outcomes.

Indicator 8.3

The planning process is organizationally comprehensive and establishes goals and priorities for development. (C)

Compliance (C): The planning process is organizationally thorough and comprehensive, and it establishes goals and priorities for development.

Indicator 8.4

Each action item in the improvement plan addresses the fiscal, personnel, resources, and time implications for implementation. (C)

Compliance (C): The CSIP action items address the fiscal, personnel, resources, and time implications for implementation.

Indicator 8.5

The school evaluates and documents the effectiveness and impact of its improvement plan and regularly communicates the results to all stakeholders. (C)

Compliance (C): The school evaluates and documents the effectiveness and impact of its CSIP. The plans and the progress are communicated to all stakeholders.

Standard 8 Overview

The following narrative provides an overview of "what is" in relation to this standard. The team refers to evidence or examples regarding the school's compliance to the standard in their comments.

Be sure to reflect on the school's Continuous School Improvement Plan. Include the team's analysis of the school's capacity to complete the plan in terms of resources, personnel, and the timeframe indicated. Also comment on the appropriateness and thoroughness of the goals identified, both in terms of how they were selected and how they will help move the school forward toward meeting their expected student outcomes.

Woodland Christian School used the accreditation process effectively to identify the most critical areas of improvement to address over the next six years. The Standard Committees provided the research and work to develop each part of the Self-Study Report. The Board of Directors approved the Report and worked to prioritize the areas of growth with the Leadership Team.

The school has developed a Continuous School Improvement Plan (CSIP) that will govern the school improvement efforts into the future. Although the self-study process identified 18 areas of recommended improvement, the school will collaborate with the accreditation Visiting Team and identify the three or four areas that will become Major Recommendations.

The school selected the following four recommendations to be part of their CSIP going forward:

1. Develop and implement an orientation and training program for newly hired and veteran substitute teachers. (Indicator 4.3)
2. Develop a process of formal evaluation of business, maintenance, support staff, and coaches that is in alignment with the school mission. (Indicator 4.9)
3. Create a curriculum review process that maintains updated guides, identifies areas for development, and allows for teacher-led proposals in alignment with the schools mission. (Indicator 5.2)
4. Develop a systematic process for each campus to evaluate instructional practices, learning activities, and instructional technologies for effectiveness. (Indicator 5.4)

As a result of collaboration throughout the accreditation site visit, the school and the Visiting Team agreed on the following four areas to become the school's Major Recommendations to address in the coming six years:

1. Develop a process of student performance data analysis that includes evaluating schoolwide trends and individual student progress, disaggregation of relevant data, and teacher training in this analysis in order to improve educational decisions to strengthen student performance. (Indicators 5.7; 5.8)
2. Expand the curriculum mapping process to bring consistency across all campuses in creating clear learning objectives, instructional practices, assessments, and biblical integration into every course and subject area. (Indicator 5.1, 5.2)
3. Develop a systematic process for each campus to evaluate instructional practices, learning activities, and instructional technologies, ensuring that these are research-based, reflect sound educational practice, and are effective. (ACSI Indicator 5.4)
4. Create an intentional biblical integration process across all grade levels that brings a consistent and effective biblical worldview into all subject areas, especially in view of using secular instructional materials in the middle

and high school programs. (Indicator 7.5)

The Visiting Team believes these four Major Recommendations will impact the instructional program the most over the next six years. As these Major Recommendations are addressed, we are confident the instructional program will most definitely improve learning levels for students.

Commendations

Each commendation has two parts: A. The statement declares the positive behavior or action the school has taken and the beneficial result that is related. B. The second part is the description which includes the evidence.

1. The Director of Academics is to be commended for the effective way the self-study process was managed for this 2023 accreditation site visit. (Indicator 8.1)

The self-study process was mostly collaborative and engaging for stakeholders. Survey data was added to teacher input to give the report a comprehensive look at all school operations. The self-study process was used to identify important areas for future improvement. The Director of Academics oversaw the process and did an excellent job coordinating standard committees and the steering committee. Also, the team also created an extensive CSIP that included all 18 identified areas of growth - far more than expected. (Self-Study Report, p. 70; discussions with the administration; meeting with teachers; meeting with parents)

Recommendations

Each recommendation has two parts: A. The statement declares needed improvement the school should take and the beneficial result that would be realized. B. The second part is the description which includes the evidence.

None

Adherence to the Standard

The following is the visiting team's rating of the school's compliance with the standard. If the school is not compliant on any critical indicator, there must be a corresponding recommendation for each one.

C (Compliant)

Major Commendations

Major Commendation # 1

1. The leadership has developed and encouraged a deep and consistent culture of support for holistic student growth at all school levels—where faculty genuinely care for each student in all contexts of community life. (Indicator 1.5)

Faculty and administrators take a keen interest in their students' academic, spiritual, physical, and socio-emotional wellbeing. They design programs and teach lessons with this in mind. They lead chapel services, small groups, retreats, missions trips, and team sports. They attend school sponsored and community events where they support their students with clear interest and care. (Self-Study Report, pp. 16-17; curriculum maps, board minutes, photos of teachers at student extracurriculars, chapel schedules, employee manual, employment contract)

Major Commendation # 2

2. The Board and Executive Leadership maintain close and positive relationships with city, county, health, and state agencies. (Indicator 2.11)

WCS has a strong reputation in the community and is known for its careful adherence to health, safety, and operational laws that govern the state and local agencies. They have developed a close working relationship with these agencies as demonstrated by the variety of building projects completed in the last six years. (Self-Study Report, p. 24; meeting with the Board; discussions with administration)

Major Commendation # 3

3. The school identifies unique individual learning needs and implements supports across the K-12 student body. (Indicator 3.9)

As seen in the self-study, WCS has established processes and made resource staff available at all levels to help identify and meet the needs of individual students. The Resource Department has created a solid program to which additional staff members will easily assimilate when hired to meet the needs of the growing student population. (Self-study pgs. 28, 30; Resource Teacher interviews)

Major Commendation # 4

4. The school offers quality, varied, and balanced activities and programs to the student body. (ACSI Indicator 3.12)

Woodland Christian makes a variety of athletic opportunities available to students. In addition to athletics, the dynamic and quickly growing FFA club and Ag Program demonstrates the school's commitment to responding to the interests and desires of their local community. Students also have the chance to participate in band, drumline, and a developing theater program. (Staff Interviews, Self-study pgs 29, 30)

Major Commendation # 5

5. The school leadership hires personnel who have made a clear testimony of faith in Christ and who support the school's Christian values and mission. (indicator 4.1)

All applicants are required to state their testimony, be actively involved with a church, and agree with the school's faith statement and policy of doctrinal issues. Continuing employees renew their adherence to these policies annually. (Self Study, p. 33, 37; Employment Application, Bylaws)

Major Commendation # 6

6. We commend the high school faculty and administrators for developing a robust and responsive offering of core, honors, and AP courses. (Indicator 5.5)

In coordination with the Dean of Academics, high school faculty have created—and continue to develop—an exemplary set of AP, Honors, and core course offerings characterized by rigor, support, and engaging instructional strategies—all founded on a clear Christian philosophy of education that inspires authentic and dialogic student growth in a full metaphysics of knowledge and Christian practice. (Meetings with administrators; meeting with students; meeting with teachers)

Major Commendation #7

7. The teachers are commended for providing well-organized and managed classrooms that feature teachers who consistently engage students, resulting in a very positive learning environment. (Indicator 5.13)

The school is noticeably calm and quiet with effective classroom management. Students are respectful and well-mannered, and teachers enjoy an active learning environment that helps them meet instructional goals. This is a strength of the school. (Observation; meeting with teachers; meeting with students)

Major Commendation # 8

8. Facilities planning addresses future programs and capital improvements. (Indicator 6.14)

The Director of Operations and Director of Infrastructure have anticipated future needs of the facility. Plans include installing solar panels and systematically changing fluorescent lighting to LED in order to mitigate future electricity costs. Capital improvements to develop an area on the south side of the school property were negotiated with CalTrans at no additional expense to the school. (Interviews with Director of Operations and Director of Infrastructure)

Major Commendation # 9

9. WCS provides age-appropriate opportunities for service and missions, including compassionate outreach to the poor and needy, or vulnerable. (Indicator 7.6)

WCS students' spiritual growth and formation is evident at several levels through a variety of avenues for service to those in need. Ranging from theme days, Cardinals Care backpacks, to local community service to a global mission in Honduras. They are age-appropriate and help students to clearly demonstrate one of the ESLRs: Community Contributor. Through providing ample opportunities for all levels, students demonstrate Christ's love in action.

Major Commendation #10

10. The teachers are to be commended for their dedication and obvious love for their students that creates a warm, accepting, and nurturing learning atmosphere on the campus. (Indicator 7.4)

Students on all three sites commented that the teachers are caring, loving, and supportive of them personally and academically. Teachers are available to help and support students with their needs and seek to do all they can to help students find academic success. When students were asked about their favorite thing about the school, the overwhelming answer was “the teachers.” (Meeting with students; observations; discussions with parents)

Major Recommendations

Major Recommendation # 1

1. Develop a process of student performance data analysis that includes evaluating schoolwide trends and individual student progress, disaggregation of relevant data, and teacher training in this analysis in order to improve educational decisions to strengthen student performance. (Indicators 5.7; 5.8)

A process had been developed, but is not currently utilized, to analyze standardized testing data that included staff training, grade and subject level collaboration to analyze student test data, and a plan to strengthen targeted skills. (Self-Study Report pgs. 48-49; interviews with site principals and teachers; meeting with parents)

Major Recommendation # 2

2. Expand the curriculum mapping process to bring consistency across all campuses in creating clear learning objectives, instructional practices, assessments, and biblical integration into every course and subject area. (Indicator 5.1, 5.2)

Curriculum guides/maps have been developed in some subjects and grade levels, or are being updated for each to include articulated schoolwide expected student outcomes, course goals and objectives, biblical integration concepts, resources, time allotted for each unit, instructional methods, and assessments. Consistency across all campuses will help bring vertical alignment to assessing curriculum effectiveness in terms of student academic progress. (Self-Study pgs.47-48; Interviews/meetings with principals and teachers)

Major Recommendation # 3

3. Develop a systematic process for each campus to evaluate instructional practices, learning activities, and instructional technologies, ensuring that these are research-based, reflect sound educational practice, and are effective. (Indicator 5.4)

Currently, teachers utilize various instructional strategies beyond direct instruction to various degrees. A systematic evaluation practice at each campus will allow WCS to accomplish its mission to provide an excellent academic environment. (Self-Study p.48; classroom observations)

Major Recommendation # 4

4. Create an intentional biblical integration process across all grade levels that brings a consistent and effective biblical worldview into all subject areas, especially in view of using secular instructional materials in the middle and high school programs. (Indicator 7.5)

Although the curriculum for the elementary levels is Biblical based, clearly delineated, defined and documented expectations for biblical integration are needed to support those teachers who utilize a primarily secular curriculum. Even though biblical worldview can happen organically, the school needs to develop an intentional program that brings clear biblical integration across all grade levels.

Final Narratives

Summary of the Self-Study Process

The following is a description of the school's self-study report, documentation, evidences, organization, use of surveys, and assessments.

The self-study process at Woodland Christian School began with a look at the documents from the last site visit in 2016. It was interesting to see the results of that visit and then to see how Covid interrupted so many processes for two years. A Steering Committee was established to oversee the preparations for this site visit of 2023. Subcommittees were organized for each of the REACH standards. They were responsible to research accreditation expectations, rate the standard indicators, write an overview for each standard, and then to identify key areas of strength and areas for improvement.

The subcommittees met frequently and then submitted their findings to the Steering Committee. Evidence was gathered as the final draft of the Self-Study Report was completed. The process worked very well and all stakeholders provided input that was used to clearly evaluate all school operations in view of accreditation standards.

The final Self-Study Report was presented to the Board and all staff members on February 10th so that they were able to read and process all the information before the site visit during the first week of April.

Conclusion Summary

The following section is a summary of the school's general compliance with the standards. It should also address major themes and the school's consistency of its mission and practice.

In meeting with the School Board, the Visiting Team learned that the members are very engaged; almost all members are either former students or current parents of students in the school. The Board has a vision for the school to continue to grow and improve; however, it wants to manage growth without losing its culture of academic excellence and spiritual growth. The school offers a great variety of programs, and the Board wants to see these mature and develop into programs that reflect excellence across all areas.

The Visiting Team met with students and found them to be eager to share how they appreciate the school. Students across all three campuses remarked that they deeply appreciate their teachers and feel loved and supported by them. They feel the teachers are effective and help make learning engaging. They appreciate chapel and the ability to learn about God while at the school. All students spoke highly of the lunch program. When asked what the school could do to improve, students mentioned an upgrade to bathrooms, more consistent discipline, additional clubs and activities, and greater use of technology on campus. The high school students mentioned the desire for more help with college/career preparations. The current school counselor is excellent and has to handle all 250 high school students.

The Visiting Team met with teachers and learned that they are clearly dedicated to their students and appreciate the excellent facilities and wide-open space they enjoy on campus. It has been a tough few years for teachers as there has been more than normal changing of principals and turnover of teachers. They expressed appreciation for the evaluation system developed by Ryan Devine, the newly named Head of School. When asked how the school can improve over the next six years, the teachers mentioned consistent curriculum mapping, analysis of learning data, additional staffing for the Resource Program, and the development of clear guidelines to govern

how parents are allowed to interact with the teachers. They would love to see additional professional development in the areas of biblical integration and the integration of technology into the instructional program.

When meeting with parents, the Visiting Team learned that there is strong support for the school. Many parents select WCS because of its commitment to faith and biblical worldview. Parents appreciate the close teacher-student bond and the calm, quiet, well-organized campus atmosphere. Having a smaller school also provided opportunities for students to try new things and develop their interests and gifts.

When asked how the school could improve, parents mentioned increased areas for parking, and creating better lines of communication between teachers and the home. All parent groups commented on the need for the school to develop a stable, consistent leadership team that can build a team of teachers with less turnover. Parents are very happy with the school and believe that the school provides a quality education with successful extracurricular programs. They are excited to see music, theater, and art added to the program when possible. One parent suggested having a Chaplain or Campus Pastor to support spiritual activities on campus.

The Visiting Team found these meetings to be highly informational and helpful as they sought to determine how best to help the school identify future areas of growth. We thank the school for bringing together these groups to provide valuable input to the Team.

Statement of Appreciation to the School

The Visiting Team deeply appreciates the warm welcome and kindness shared with us as we visited the campus for three days. Gift baskets, snacks, meals, and a great hotel made the visit pleasant for the Team. Teachers were open and receptive to the accreditation process. The school prepared well for the visit and the Self-Study Report provided an accurate view of the school. With a new leadership team taking over next year, the school knows it has challenges to face and growth is needed in several areas. It is committed to the accreditation process and seeks to see the school develop into all that it can be for the sake of the students and the glory of God. The Visiting Team will look forward to seeing how the school continues to improve in the days to come. We thank the school for your openness, transparency, and many kindnesses to us.

Next Steps

The school will receive the visiting team's draft within 30 days of the visit. A copy will go to the appropriate regional office for consideration by the regional commission at their next regularly scheduled meeting. Those meetings happen twice a year. The commission may make changes in the report, if deemed necessary. They will determine the accreditation status and terms for the accreditation period.

If the school is working through a dual accreditation process, the self-study and visiting team report are forwarded to the partner association along with any additional documentation required. That association will communicate directly to the school regarding its accreditation decision.

In the period after the final copy of the report is received, the school is expected to review and communicate the findings, address the recommendations and include them in the school improvement process, continue to report progress on annual reports to ACSI, and maintain accreditation standards.

Accreditation makes a statement about the past, present, and future of a school. In the past, the school has worked hard to meet the standards at a level that shows compliance or above. In the present, accreditation signifies a stamp of approval by ACSI as the accrediting body through the work of a group of peers who know what makes a quality Christian education institution. Finally, accreditation also signifies a commitment to ongoing continuous school improvement as it develops appropriate plans and monitors them for the benefit of student growth and achievement in all areas.

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