

**Self-Study Visiting
Committee Report**

For

Woodland Christian School
Kindergarten through Twelfth Grade
Woodland, CA
April 3-6, 2016

Approved for this visit by

**Association of Christian Schools International
California Regional Accreditation Commission
and**

**Western Association of Schools and Colleges
Accrediting Commission for Schools**



Team Report

Name of School: Woodland Christian School

Date of Visit: April; 3-6, 2016

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

Team Members

Team Member: Al Hearne II

Title: Assistant Superintendent of Instruction

Team Member: Ben Warner

Title: Director of RCS Global

Team Member: Chris Winters

Title: Head of School

Team Member: Logan Heyer

Title: Principal

Team Member: Mark Asire

Title: Director of Development

ACSI Accreditation Visiting Team Final Report for: Mariners Christian School

School Information

School ID: #

School Name: Woodland Christian School

Address: 1787 Matmor Rd.

City/State/Country: Woodland, CA

Head of School: Justin Smith

Phone: (530) 406-8800

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Grades Offered Grades to be Accredited: K-12

Year Founded Enrollment: 1974, starting with 39 students K-6 and finished with 61.

Enrollment: 633

Accreditation Team Information

Chairperson: Al Hearne II

Dates of Visit: April 3-6, 2016

Joint Accreditation: WASC

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

Significant Changes Report

- WCS built an 18 classroom elementary campus on the Matmor site which will hold 400 students. Construction began in October 2014 and was completed in August 2015. The first day of school on the new campus was on August 18, 2015.
- Two new administrative positions were added: in 2014 a High School Guidance Counselor and in 2015 a Middle School Principal.
- All curriculum guides were revised to include Biblical integration.
- Faculty and Administration were required to obtain ACSI Certification.
- In 2014 WCS added an FFA program at the high school, becoming only the second private school in California to have an approved FFA chapter.

Response to Major Recommendations

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

The reporting document used to display test results at the high school level was disaggregated in so many ways that it was difficult to clearly discern achievement trends. The report has been boiled down to the three sections of PSAT reporting: Total Score, Reading/Writing, and Math. Results are also viewed based on mean scores to determine areas of improvement, strength, and need for growth and tracked according to class (class of 2015, 2016, etc.). All TerraNova3 testing data is accessible online in a myriad of formats to provide easy analysis.

2. Develop an action plan for 2013-2014-2015 using the 2010 visiting team's recommendations as a guide, and continue to focus on student achievement, particularly for 21st century skills; quality instruction; and sound management and financial practices.

An action plan has been in place based on the 2010 visiting team's recommendations. It is communicated to the WCS School Board each summer with updates in each area that was recommended. A conversion of the Action Plan to a Continuous School Improvement Plan is in progress.

3. Provide professional development opportunities for teachers to have release time to view other teachers both on and off campus.

The entire K-12 teaching staff has visited Capital Christian School (CCS) in Sacramento to observe classes and collaborate with their teachers in two of the past three years. A continued relationship with CCS is in place and future visits are also planned. Elementary teachers are given time to observe classes in the grade level below theirs each year and middle and high school teachers have been given an additional prep period to observe teachers and collaborate.

4. Integrate ESLRs with lesson plans for ongoing improvement, and in ways that ensure they are consistently accessible for students.

ESLRs are included in WCS curriculum maps/guides and evidence is collected for major assignments throughout the year to gauge their alignment. Evidence is housed in a Google Drive folder and available for all teaching staff to review. Middle and High School students are also quizzed on the ESLRs at chapel each week and ESLRs are clearly posted in classrooms and on campus.

Summary Statement of Compliance to Nonnegotiable Indicators

WCS is in compliance with all nonnegotiable indicators.

Historical Overview

Woodland Christian School (WCS) was established as a ministry of First Baptist Church of Woodland in 1974, beginning the year with 39 students in K-6 and finishing the year with 61 students. Jack Hamlin served as both the lower elementary class teacher and school administrator, beginning his thirty-year tenure as the leader of WCS. In 1998, the school began building a new campus on a 43-acre parcel on Matmor in southeast Woodland. In 1999 Woodland Christian High School was founded, beginning with 9th and 10th grades. The new Matmor site opened its doors in the fall of 2000 for 9th, 10th, and 11th grades with 12th grade added in 2001.

In 2009, with the welfare of both the church and school in mind, the church board decided to separate the ministries of the church and school. On July 1, 2009, a school board was selected to oversee Woodland Christian Schools. School began in 2009 with an enrollment of 362 students in P-12. Although enrollment was low, the change made possible a reexamination of bylaws, policies, practices, staffing, and mission. The new Board of Directors developed and adopted current articles of governance and mission statement. Rather than hiring a school administrator, the BOD implemented a team approach to leadership with a Preschool Director, a K-8 Principal, Director of Curriculum, and High School Principal. After one year, a School Administrator, Justin Smith, was promoted from being K-8 Principal and began to perform oversight of the entire school system.

Although the High School was on the Matmor site, the preschool through 5th grade remained at the original campus. In 2013 WCS secured a loan to build an elementary campus on the Matmor site. The project broke ground in October of 2014 and was completed in August 2015,

occupying 5.2 acres, with 18 classrooms. The project was completed on time and under budget.

Each year of independence from the church has seen an enrollment increase of at least 10%, resulting in an enrollment. Growth has occurred at all levels, with each campus more than doubling in size. WCS now serves 750 students, with strong indicators that continued growth is on the horizon. Site improvements are made each summer to provide the best possible campus for all WCS students.

Vision, Mission, and Future Goals

Woodland Christian School (WCS) believes that its mission is best carried out by implementing the greatest of the commandments: Love God and love your neighbor. WCS has fostered a community focused upon feeling the presence of Christ through warm greetings, genuine care, deep relationships, and lots of hugs. Students are characterized by their love for one another, upstanding Biblical character, and a desire to form genuine relationships with peers and faculty. Students are comfortable asking questions about the Bible and learning more about Jesus, and are confronted with the decision of who Jesus is to them. Acts of kindness and words of encouragement are commonplace. Conflict is resolved by Biblical principles, with direct confrontation and mediation.

A laser-like focus on meeting people where they are and working with them has led to tremendous school growth and the building of a new Elementary School. Four additional growth goals are increasing enrollment to more than 900 students in the next 3-5 years, and building a gymnasium, a Fine Arts theater, an elementary learning center, a MS/HS art and science building, and a preschool. Growth in enrollment will also allow for new leadership positions to be created, such as a 6-12 Dean of Students and a High School Principal, allowing the School Administrator greater ability to drive WCS development.

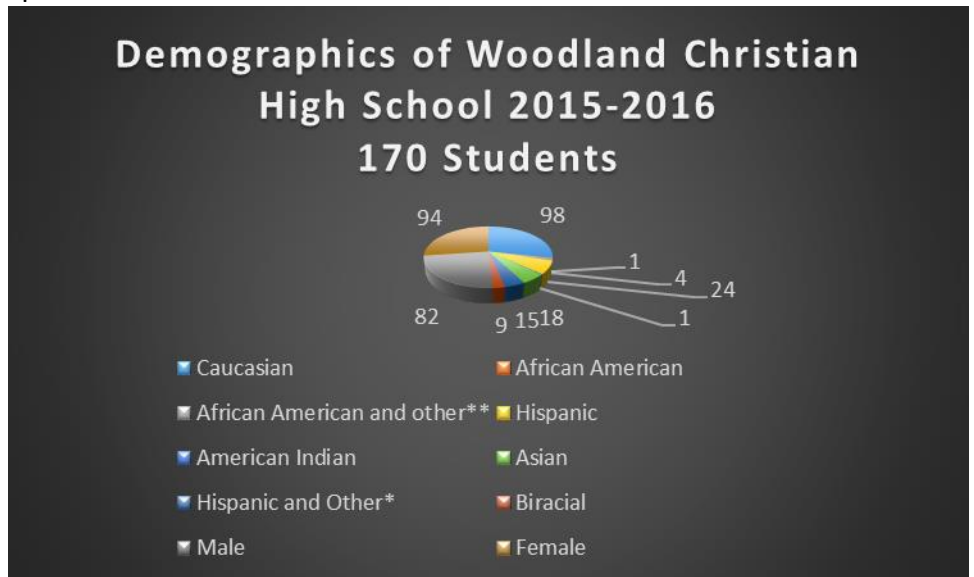
Authentic assessment and real life learning are the goals for students, faculty, and staff. Graduating seniors are prepared spiritually, socially, and academically to thrive in college and career. Faculty strive to integrate lessons in appropriate ways so that students never have to ask, "why are we learning this?" Learning is highly valued and esteemed in its own right, rather than just for the purpose of good grades or getting into a good college. The faculty is also working on vertical alignment to help make connections across grade levels and campuses.

Demographic Portrait

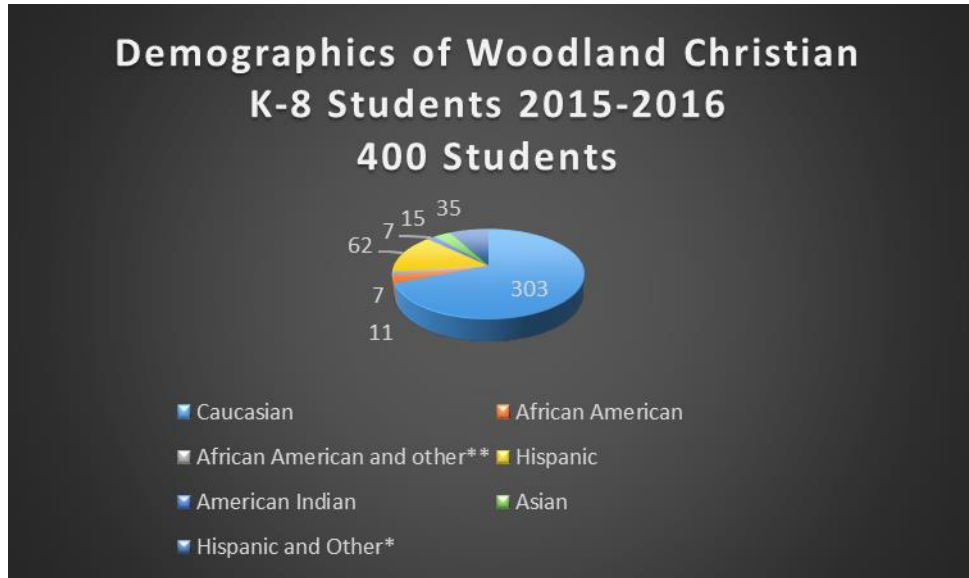
Woodland Christian School (WCS) is an independent Christian school, recognized as a 501c3 non-profit educational organization. The governing body, the Woodland Christian School Board of Directors (BOD) serves as a policy board with one designee, the School Administrator, responsible for execution of all school policies. There are currently eight members on the BOD. Board members are recommended by the current BOD to a nominating committee consisting of a past WCS administrator, former WCS teacher, and local pastor. Once through the nominating committee's screening, the candidates are invited to attend two meetings to gauge their interest and allow the BOD to determine proper fit. Then, the BOD will vote to officially add the candidate. BOD members serve three-year terms and must take at least one year off of the BOD after two consecutive terms. They may then rejoin. All BOD candidates must have a minimum of three years vested as a WCS parent, student, or staff member to be eligible for consideration.

From K-12 ECS employs 70 people:

- 6 Administration (School Administrator, Elementary Principal, Middle School Principal, Director of Operations, High School Guidance Counselor, Athletic Director)
- 42 Teachers (19 Elementary, 9 Middle School, and 14 High School)
- 17 Support Staff (7 Elementary, 3 Middle School / High School, 3 Bookkeeping, 2 Maintenance, 1 HR, 1 IT)
- 5 Elementary Extended Care (1 Director, 4 Extended Care Workers)



WCS has ample Elementary, Middle School, and High School facilities on the 43 acre Matmor Campus, 26 acres are developed and 17 acres undeveloped. The brand new, 5.2 acre Elementary School is the newest edition of the site, opening in August 2015 with 15 classrooms, 4 multiuse rooms, an office, 2 girls restrooms and 2 boys restrooms. The 17.5 acre Middle School and High School site is a combined campus. The Middle School has 7 classrooms, the High School has 9 classrooms and they share 2 multi-use rooms, an office, boys locker room, girls locker room, boys restroom, and girls restroom. An 8000 square foot maintenance building houses maintenance facilities, wrestling, and the bookkeeping office. In addition, there are regulation baseball, softball, and soccer/football fields.



The 2013-14 Operating Budget Income was \$2,859,486 and Expense was \$2,803,497
 The 2014-15 Operating Budget Income was \$3,111,295 and Expense was \$3,104,233
 The 2015-16 Operating Budget Income was \$3,694,235.

WCS manages an endowment account to receive donations outside of planned funding.

A budget surplus at the end of the year results in an allocation based upon the mission and vision of WCS: 50% to debt reduction, 10% financial aid, 5% student and staff missions, 15% staff incentives, and 25% capital and program improvements. In the past six years, WCS has paid down over \$2,000,000 in debt and maintains a cash reserve over \$500,000.

Operating expenses are covered by tuition and fees.

Title II money is specifically used for BITS funding.

WCS draws the majority of students (503) from the community of Woodland. There are 17 additional communities represented. The school’s 499 families are drawn from 66 churches. Student demographics are representative of the communities served.

Social Media Presence is maintained on major social media sites:

- School Website: www.woodlandchristian.org
- Vimeo: <https://vimeo.com/user45506621>
- Youtube: <https://www.youtube.com/user/WCMSmedia>
- Facebook: <https://www.facebook.com/WoodlandChristianSchool>
- Instagram: <https://www.instagram.com/woodlandchristianschool/>
- Twitter: <https://twitter.com/k12wcs>

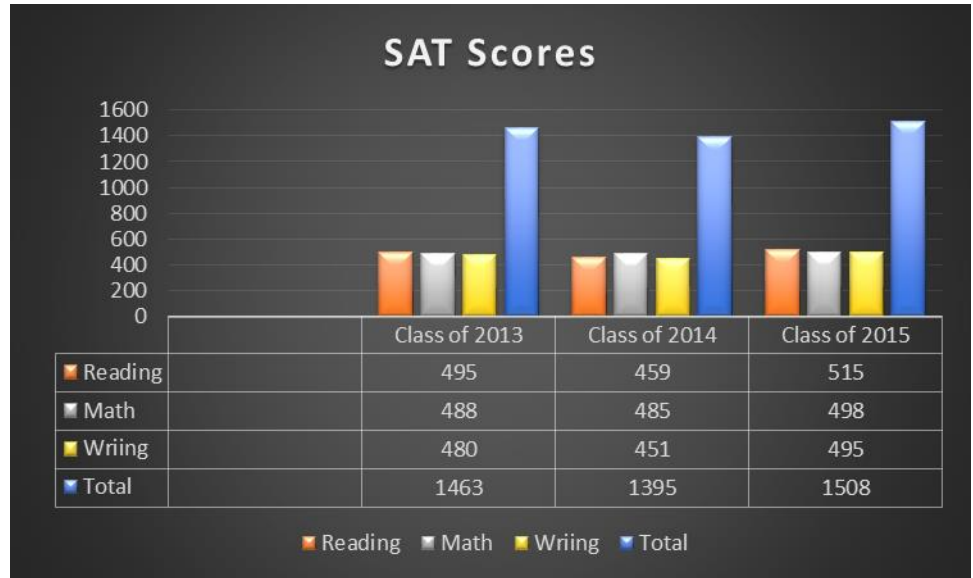
Achievement of Expected Student Outcomes

The educational process from Kindergarten through 12th grade at Woodland Christian School (WCS) is built upon a biblical philosophy that provides a Christian worldview and essential truth for life so that students may be prepared to assume their proper place in the home, church, and community. The goal of WCS is for all students to become persons of faith, effective communicators, life-long critical thinkers, quality producers, and community contributors. WCS provides a safe, loving environment for students to learn, seeking excellence in education, and working with parents to prepare and equip students for college and to live as a light in this dark world. With Christ as the example, students are taught the power of serving others, with humility looking to the interests of others. Students and staff strive to live like Christ and to be a light in the home, school, and community. Students are taught to respect those in authority, be known by the fruit of the Spirit, be responsible, respectful, and motivated to excel in all they do. Students receive Biblical training to help them grow in knowledge and faith in Jesus Christ.

The course offerings for all WCS students are comprehensive. Each student receives rigorous academic training and the opportunity to participate in extra-curricular and athletic opportunities. WCS offers coursework to meet the various needs of the student population. Teachers differentiate instruction based upon varied learning styles and academic ability. Curriculum is enriched through the use of research-based activities such as cooperative learning, technology integration, problem solving, project-based learning, cross-curricular learning, and critical and creative thinking strategies.

In 2014 WCS began a process to review and revise the K-12 curriculum to meet the REACH 2.0 indicators 5.1 and 5.2. The curriculum guide is based on biblical truth, sound educational practice, and the appropriate selection of standards to drive the instructional program. The elementary faculty met together by grade level and middle school and high school faculties worked individually by subject matter specialty and by department. California State Standards, California Common Core Standards, and existing WCS standards were reviewed and then appropriate standards from all three sources were selected to be placed in the newly revised, electronic curriculum guides.

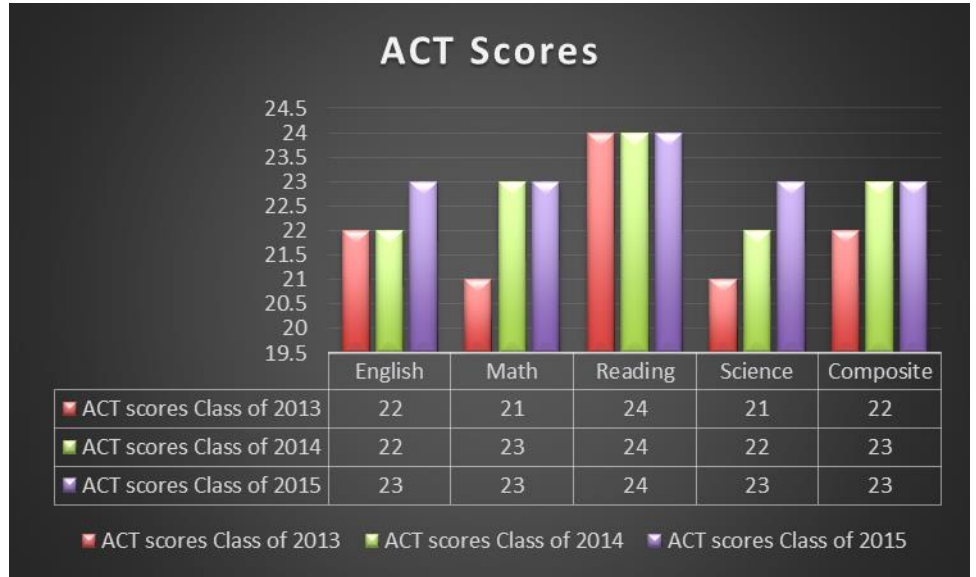
WCS accepts and what the College Board says about test preparation: the best way to prepare is to take demanding courses. This is how the WCS College Prep program is structured. Standardized testing is used to track progress from year to year. Grades K-8 use the TerraNova3, grades 9-11 use the PSAT, and grades 11-12 are encouraged to take the SAT and/or ACT. Teachers examine the data to look at individual student progress and group strengths and weaknesses. Some members of the faculty use the data to revise curriculum each summer to better meet the needs of their new students. In addition, principals evaluate the results, looking for trends and speak to individual teachers.



All testing done at the high school level is designed to achieve course mastery and prepare students for college admission. To this end, all 9th, 10th, and 11th grade students are required to take the PSAT in the fall of each school year. Many 11th grade students and the majority of our 12th grade students take the SAT as well as the ACT. In all three tests, WCS scores are above the State and National Mean Scores.

WCS is a partner with Kaplan Test Prep and all families have free access to their online test preparation materials. Teachers expose high school students to SAT practice questions, and specific test taking strategies.

95% of all high school graduates continue on to higher education, either to a four year college or



University or a two year community college with the intent to transfer to a university. It is the goal of WCS to have all high school seniors, college and career ready.

All seniors participate in a Senior Project of personal interest related to a potential career path. The students spend the first semester researching and preparing a written report about the career chosen. In the second semester the students intern at a company in the field of their career choice. The project culminates in a presentation given to the teacher, a board member, an 11th grade parent, and administration.

Standard One: Philosophy and Foundations

Woodland Christian School exists by God's grace and for His glory to educate and prepare students for college and Christian life. By faith in Christ, WCS students, parents, and staff can change the world. The educational process at Woodland Christian School (WCS) is dependent upon a biblical philosophy that provides a framework for a Christian worldview and understanding essential truths so that students are prepared to assume their proper place in the home, church, and community.

The leadership of WCS understands, values, and is committed to its mission. Members of the Board of Directors (BOD) have a vested interest in the school and direct the implementation of its philosophy. The School Administrator (SA) serves as the conduit between the BOD and the rest of the school community, directing the philosophy in all day-to-day operations and reporting back to the BOD regarding the implementation. Faculty and staff are very supportive of the school's mission and vision. Through orientations and in-services the mission and vision and expectations of character, faith, and performance are re-enforced to the employees of WCS. Children and families feel loved and valued through communication, instruction, and special recognition.

Commendations

1. The administration, faculty and staff for making a continual effort to know and love every child at WCS, creating an authentically Christian environment where students can thrive both spiritually and academically.

ACSI Indicator 1.5, WASC Criteria A.1

WCS creates an environment of love and respect through the academic, extracurricular, and spiritual development programs where students feel valued and cared for. Through structured systems of classroom leadership students are held accountable for their academic performance, classroom citizenship, and behavior.

Self-Study p.39; Board of Directors; Administration, Faculty, Staff, Parents, Student Interviews, Team observation

2. The administration for planning and implementing regular staff interactions where feedback is solicited from the faculty to aid in the advancement of the school's philosophy, thus allowing open dialogue to better reach the needs of all students.

ACSI Indicator 1.4; WASC Criteria A.1

With an emphasis placed on in-service training, best practices can be seen throughout the school program at WCS. These collaborative measures are making a significant impact in reaching individual learners and shaping school culture.

Self–Study p.39; Administration, Faculty, Staff interviews

Recommendations

- 1. The administration and faculty 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.**

ACSI Indicator 1.2, WASC Criteria A.1, Board/Administration/Faculty Interview

WCS has identified the need to more clearly communicate how ESLR implementation is happening in the classroom so that its stakeholders gain a further understanding of what the school is accomplishing. This will allow the ESLRs to become the driving force for putting the mission and vision into action on a daily basis.

Self-Study p. 39; ACSI Indicator 1.2; WASC Criteria A.1

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 nonnegotiable indicator, there must be a corresponding recommendation for each one

The school is: Exceeds Compliance Compliant Partial Compliance Noncompliant

Standard Two: Governance and Executive Leadership

Woodland Christian School (WCS) is governed by well established, Christ centered by-laws, policies, and articles of incorporation. The vision statement is considered in all decisions made by the leadership of WCS.

The Board of Directors (BOD) and School Administrator (SA) place great importance upon good business practices and compliance to local, state, and federal regulations. All fiscal practices adhere to Generally Acceptable Accounting Principles. The BOD has hired one employee, the SA, to run the day-to-day operations of the school. The SA keeps the BOD updated on a regular basis and decisions can be made via email vote outside of regularly scheduled meetings. The SA is empowered and responsible for the supervision of all staff, operations of the school, and implementation of board policies.

The BOD engages in ongoing and organic self-evaluation but does not currently have a set system for self-evaluation in place. The SA is evaluated on a regular basis by the BOD with both positive and constructive feedback being provided but there is not currently an annual evaluation.

New BOD members are first recommended by the WCS Board Nominating Committee, consisting of a former WCS administrator, a former teacher, and a local pastor, with the SA allowed to provide input. New members must meet the spiritual and professional expertise requirements desired in all BOD members.

Commendations

1. The BOD and SA for following clearly defined roles and responsibilities so that each of its individual members, as well as the various committees, can function effectively in their appropriate roles as they provide leadership and direction for WCS.

ACSI Indicator 2.1 and 2.5; WASC Criteria D.1

Both the BOD and the SA understand their separate roles in running WCS. The BOD is flexible and understanding, engaged in regular and open communication with the SA.

Significant school developments are quickly communicated by the SA to the BOD.

Self-study pg. 40 & 41; Board and Administration Interviews

2. The BOD, SA, and Business Office for carefully constructing the yearly budget that has in each of the past six years ended in a budget surplus, allowing for a strengthening in the overall financial position of WCS, building of staff morale, and providing for capital improvements.

ACSI Indicator 2.8; WASC Criteria D.1

The budget is constructed each year based upon re-registration numbers, historical enrollment data, and new applications. It includes a full staffing plan, salary compensation, allocations for site improvements, new curriculum, and program improvements. A budget surplus at the end of the year results in an allocation based upon the mission and vision of WCS: 50% to debt reduction, 10% financial aid, 5% student and staff missions, 15% staff incentives, and 25% capital and program improvements.

Self-study pg. 42; Board, Administration, Faculty Interviews

Recommendations

1. The BOD develop and implement a set system for self-evaluation of BOD, to provide quality leadership for the school.

ACSI Indicator 2.1; WASC Criteria A.2

The BOD is well established and operates effectively within its primary responsibilities. Systematic board self-evaluation is a new criteria for indicator 2.1 and upon its implementation it will help the BOD ensure that its focus is aligned with the WCS Mission and Vision.

Self-Study pg. 43; Interview with Board and Administration

2. The BOD develop and implement a systematic annual evaluation for the School Administrator, to ensure cohesive leadership in the day-to-day operations of the school.

ACSI Indicator 2.3; WASC Criteria A.3

The SA and BOD work well together with continual positive and constructive feedback being given but there is not currently a way to track progress or growth. An annual evaluation of the SA will allow for the BOD to identify areas of strength and opportunities for improvement in the daily leadership of WCS. This will allow for the mutually established goals to be set, deadlines created, and opportunities for professional development.

Self-Study page 43; Interviews with Board and 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 nonnegotiable indicator, there must be a corresponding recommendation for each one

The school is: Exceeds Compliance Compliant Partial Compliance Noncompliant

Standard Three: Home and Community Relations and Student Services

Woodland Christian School (WCS) has experienced a steady increase in enrollment which has allowed them to expand its program offerings, extracurricular activities, and staff. Their high retention rate indicates a quality of service that families appreciate. Students are increasingly involved in a variety of school activities. Rallies, homecoming, and other ASB activities, have had a positive effect on overall school spirit. The middle school has replicated many of the high school events and activities. Unique and entertaining speakers, videos, and musicians help to make chapels memorable, meaningful, and effective at all levels.

WCS has improved the parent experience through increased communication. Teachers respond to parent communications within 24 hours. Parents receive two weekly newsletters from the administration. The first newsletter covers all-school issues, and the second newsletter relates to extracurricular activities. "The Friends of WCS" is a bi-annual magazine highlighting current events at WCS. This publication connects with alumni and former staff emphasizing the ongoing impact of WCS. Additional efforts, such as the WCS website, Social Media, i.e. Facebook, Twitter and Instagram, are being made to connect with alumni.

Commendations

1. The administration and staff for effective communication between the school and its constituents, which has resulted in a high level of trust between faculty and parents.

ACSI Indicator 3.4; WASC Criteria C.2, Parent Interviews

WCS has enhanced the communication between the school and its constituents by strengthening teacher-to-parent communication standards. Additional outreach, in the form of a bi-annual magazine, has also been effective in connecting with former staff and students.

Self-study p. 44; Parent Interviews

2. The administration, faculty, and staff for a healthy annual increase in student population which ensures the ongoing viability of their programs.

ACSI Indicator 3.1; WASC Criteria D.1, D.2

WCS has experienced an increase of over 10% in each of the last six years, resulting in a doubling of the total enrollment. The increase in enrollment has resulted in additional course offerings and resources for students.

Self-study p. 46; Board and Administrative Interviews

3. The administration, faculty, and staff for increasing the variety and scope of their student activities in order to meet the needs of all students.

ACSI Indicator 3.12; WASC Criteria C.1

WCS has seen a significant increase in extracurricular activities. Elementary students have several after school activities available to them. Sports offerings for middle school students have doubled in recent years. The high school has added three sports and a number of clubs, organizations, and activities in which students can participate. The addition of an FFA chapter on campus has had a significant positive impact.

Self-study p. 46; Parent and student interview; WCS website

Recommendations

1. The administration expand demographic assessments to include helpful information about family income and educational levels, as well as the faith background if its constituents. The use of this data will influence decision making in the light of the school's mission. This will also allow WCS to be aware of and sensitive to the diverse population which it serves.

ACSI Indicator 3.2; WASC Criteria C.2

The majority of data listed in Indicator 3.2 is collected by WCS. However family income, education level, and faith background are not targeted. This data will give WCS a better understanding of their school community.

Self-Study Report p. 47; Administration Interviews, Mission Statement

2. The administration implements a regular systematic process whereby current and former students can offer feedback in order to improve instruction and operations at WCS. Soliciting feedback from alumni is significant for program improvement. Such student surveys will enable the administration to assess student outcomes and improve the learning environment.

ACSI Indicator 3.6; WASC Criteria C.1

Current and former students have had limited input regarding their school experience. More formal and systematic surveys would allow WCS to highlight their strengths and identify areas that students see as critical to the ongoing success of WCS.

Self-Study p. 47; Staff Interview

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 nonnegotiable indicator, there must be a corresponding recommendation for each one

The school is: Exceeds Compliance Compliant Partial Compliance Noncompliant

Standard Four: Personnel

Woodland Christian School (WCS) engages in distinctive efforts to hire, train, and maintain the quality of its staff based upon the mission and vision of the school. There is also a strong volunteer community that complements the staff. Both groups show ownership of the vision and mission with their commitment and involvement in multiple ministry opportunities in and outside of school. WCS clearly outlines responsibilities and expectations for all members of the Board of Directors (BOD), administration, faculty, and staff in its policies and procedures. These are re-visited during orientation and other staff development activities.

All personnel, coaches, and substitutes undergo background checks as required by local, state, and federal requirements to further safeguard the school culture.

Formal evaluations are completed for all staff members on a regular basis and a record is maintained in each employee's personnel file. This evaluation process includes a self-assessment, a review by the supervisor, and joint goal-setting for the coming year.

WCS is committed to improving its professional development activities. It is committed to creating a staff development program that will maximize student learning, making the improvement of the quality of teaching a priority for both the teacher and the supervisor. Professional Development has been implemented during weekly in-service and weekly teacher devotions. Some activities are focused on operating procedures, some on teaching skill development, and some on spiritual development.

Commendations

- 1. The Board of Directors and administration for setting a high standard of employment, with all teachers possessing a state teaching credential or enrolled in a program to receive one, and encouraging faculty to pursue graduate degrees to ensure students receive the highest quality education.**

ACSI Indicator 4.5; WASC Criteria A.4

Although the minimum requirement for Compliance with Indicator 4.5 is a bachelor's degree from an accredited college/university, WCS Exceeds Compliance because they require each teacher to possess a state teaching credential or to be working toward earning one. WCS encourages and reimburses faculty for taking additional college courses. Many of the faculty already possess advanced degrees.

Self-study pg. 50; Board Policy Documents; Employee Handbook; Administration and Faculty Interviews Employee Applications

2. The administration and business office for emphasizing their Christian identity through the hiring process with the sharing and verification of Christian faith for each new hire and then continuing to emphasize the necessity of one sharing their testimony which results in a faculty and staff focused upon their identity in Christ.

ACSI Indicator 4.1

In the current cultural and political climate, WCS has chosen to make faith in Christ an important aspect of their hiring process to ensure that only solid believers are hired to minister at the school. Applicants must provide their testimony and then the HR Coordinator checks with spiritual references. In addition, faculty are encouraged to share their full testimony during staff devotions.

Self-study pg. 50; Board Policy Documents; Employee Handbook; Administration and Faculty Interviews; Employee Applications

Recommendations

1. The administration evaluate and modify current procedures for training volunteers to ensure that appropriate care is taken, which will result in greater security and safety for students.

ACSI Indicator 4.11; WASC Criteria A.4

Volunteers are placed in a position of authority over children and are responsible for supervision. Extensive training regarding appropriate interactions with students and the school's discipline procedures will help to ensure that the children are properly cared for and receive appropriate behavioral consequences.

Self-study pg. 50; Employee Handbook; Student Handbooks, Interviews 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 nonnegotiable indicator, there must be a corresponding recommendation for each one

The school is: Exceeds Compliance Compliant Partial Compliance Noncompliant

Standard Five: Instructional Program and Resources

Woodland Christian School (WCS) provides a comprehensive instructional program at all levels which is continually evaluated for effectiveness. Grades K-8 annually take the TerraNova3. With a focus on preparing for the SAT, all 9th-11th grade students take the PSAT each fall. Juniors and seniors are encouraged to take the SAT and ACT.

In-service training and visits to other campuses help teachers develop new and varied teaching strategies in order to engage all learners. Best practices are consistently implemented in the classroom. Unannounced as well as formal classroom observations allow for administrative oversight and student accountability, while providing teachers an opportunity to showcase their craft. Administrators give regular feedback which reinforces teachers' strengths and encourages growth.

During the current accreditation cycle, teachers have reformatted and revised their curriculum guides/maps to ensure they meet ACSI expectations. A very profitable collaborative effort accomplished this goal.

Commendations

1. The administration and elementary faculty for their well-developed, biblically based, and effectively implemented philosophy of classroom management, creating a learning environment where all students can succeed..

ACSI Indicator 5.14; WASC Criteria B.2

Classroom visitations reveal effective classroom management. Teachers practice a combination of character development, positive reinforcement, and appropriate discipline to keep students focused and on task.

Staff Orientation; Teachers' Handbook; Classroom visits; Parent Interview

2. The Board of Directors and administration for maintaining a low student to teacher ratio during their current period of growth, current ratios are: elementary – 19:1; middle school – 21:1; high school – 14:1. Allowing for individualized attention for each student.

ACSI Indicator 5.15; WASC Criteria B.2

Teachers are able to identify and address the individual needs of learners resulting in a greater impact on targeted outcomes. This individualized approach helps WCS realize its mission and educational goals.

Teacher, Parent Interviews, Classroom observation

Recommendations

1. The administration develop and implement a clearer reporting document of test results to allow easier analysis of the data by teachers and administration.

ACSI Indicator 5.6; WASC Criteria B.3

The data gathered from standardized tests does not adequately influence curriculum changes and resource allocation. This important data will help guide decision-making appropriately improving the rigor of the academic program.

Self-study p. 52; Teacher Interviews

2. Even though informational and research resources are more than adequate, efforts need to be made to ensure that they are culturally comprehensive resulting in student sensitivity to cultural differences.

ACSI Indicator 5.10; WASC Criteria B.2

WCS students have ready access to technology on campus. The school also facilitates student connections with the local library system. These efforts would be enhanced by adding culturally sensitive resources, accomplishing the mission and vision of WCS.

Self-study p. 55; Student Interviews

3. Students and parents become more engaged in the evaluation and selection of instructional and research resources which will result in a stronger academic program.

ACSI Indicator 5:11; WASC Criteria B.3

Students and parents are not typically involved in curriculum evaluation. Their first-hand knowledge of the effectiveness of curriculum is a valuable resource ensuring that student outcomes are realized.

Self-study p. 55; Administrator Interview

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 nonnegotiable indicator, there must be a corresponding recommendation for each one

The school is: Exceeds Compliance Compliant Partial Compliance Noncompliant

Standard Six: Student Care

Woodland Christian School (WCS) is intentional and organized in its efforts to provide for the well-being of students. WCS maintains a well-developed safety manual and regularly conducts training for faculty and staff.

The school administration has worked collaboratively with local authorities and other experts to ensure proper preparation for emergency situations. WCS benefits from the expertise of their Director of Operations who is a retired police officer. The local SWAT team has been consulted in preparation for an active shooter situation. WCS has implemented a parent alert system which integrates with RenWeb to notify parents via text messages in emergency situations.

WCS has experienced great growth over the last six years. They anticipate consistent, continued growth in the future. The Board of Directors (BOD) and administration have developed a Master Plan which has already been put in motion. The Master Plan was used to guide the addition of the Elementary School to the Matmor campus and is being used to guide WCS with future expansion (ie. Preschool, Learning Center, Gymnasium, Fine Arts Center, and an Art & Science building).

The WCS campus has facilities that meet the needs of its students both in the classroom and with extra- curricular activities. WCS has well maintained athletic fields including, soccer/football, baseball, softball, and extra practice fields for the middle school and high school programs. They also have age appropriate and safe playground structures, recess areas, and a field for the Elementary students.

Commendations

1. The BOD and the administration for having a well-developed Master Plan for the campus that shows clear direction for the school's future growth and provides campus facilities to meet the needs of the students and staff.

ACSI Indicator 6.15; WASC Criteria D.1

The BOD and the administration have a clear vision for the development of the campus to keep in step with the projected growth in enrollment. WCS owns an additional 17 acres adjacent to their campus for future growth. They have detailed plans for each existing building, and for future buildings that will meet the educational and extracurricular needs of its stakeholders.

Self-study pg. 62, 63; Master Plan; Interview with Administration

2. The administration for pursuing an excellent relationship with the Woodland Police Department (WPD) which results in a comprehensive emergency preparedness plan to help ensure student safety.

ACSI Indicator 6.2; WASC Criteria A.5

The administration has established a precedent for honoring WPD by hosting the National Law Enforcement and Fire Memorial Day celebration. They also work in partnership to put on "Every 15 Minutes" to educate students about the dangers of drunk driving. This partnership serves to make the campus a safer place for everyone.

Self-study pg. 62, 63; "Every 15 minutes" program

Recommendations

- 1. The administration review the current local, state, and federal legal standards for fire protection, sanitation and transportation to ensure campus safety.**

ACSI Indicator 6.11; WASC Criteria A.5

The relocation of the elementary to the Matmor site requires a review of campus wide safety procedures. WCS is committed to student safety and is always willing to make all adjustments to the their current safety plan.

Team Observation

2. The Administration establish nutritional standards for meals and snacks which will result in healthier students.

ACSI Indicator 6.10; WASC Criteria A.5

Establishing and following nutritional standards for the lunch program will ensure that students are eating nutritious meals and that they are receiving the proper amount of calories. This will help students perform better in and out of the classroom throughout the day.

Self-study pg. 63, 64; Lunch Menu

3. The administration regularly rehearse and review the emergency plan with students, faculty, and staff to ensure the school is prepared in case of an emergency.

ACSI Indicator 6.1; WASC Criteria A.5

Knowing what to do in an emergency is paramount to school-wide safety. Continual practice, especially for the elementary students and staff in their new location, will only increase school-wide safety in the event of an emergency.

Self-study pg. 63, 64; Emergency Procedures Plan and Maps; Interview 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 nonnegotiable indicator, there must be a corresponding recommendation for each one

The school is: Exceeds Compliance Compliant Partial Compliance Noncompliant

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

The school administration and staff of Woodland Christian Schools (WCS) has fostered an atmosphere of love for Jesus and love for one another that is clearly seen from Kindergarten through 12th grade. The mission statement of WCS shares the school's desire to prepare students for Christian life and to change the world through their faith. Interactions between teachers and students provide opportunities for character development. The "Catching a Cardinal" form allows for positive reinforcement of Christ-like character and behavior in students.

The Bible is at the center of WCS's curriculum. All elementary teachers teach Bible to their students and all middle school and high school students take a Bible class each year. Senior girls take a Bible class titled Women of God (WOG) and the senior boys take a Bible class titled Men of God (MOG). These two classes are designed to help the students learn how to live out their faith after high school. Additionally, middle school and high school students may choose to take a chapel preparation class giving them opportunities to plan and run weekly chapels and Spiritual emphasis week.

All WCS students have opportunities to put their faith into action in the life of their community by participating in events such as the Canned Food Drive, CSF/NHS Outreach Project, Operation Christmas Child, and the Day of Service.

Commendations

- 1. The administration, faculty, and staff for fostering an environment where students and teachers interact in a caring, loving, and encouraging manner so that the students understand and experience Christ's love through the teachers' Christ-like example.**

ACSI Indicators 7.1 and 7.4; WASC Criteria A.5

The administration, faculty, and staff make full use of their opportunities to impact students. Demonstrating Christ-like love in their interactions with students and praising students when they exhibit Christian character and values only fosters more of the same in the students.

Self-study pg. 66, 67; Commendation for Excellence; Catching a Cardinal; MOG and WOG Syllabi; Classroom Observations

- 2. The faculty and students for their part in serving the poor and needy in their community accomplishing their vision for mission and outreach and the spiritual growth of their students.**

ACSI Indicator 7.6; WASC Criteria A.5

The teachers and students are involved in the life of the community by meeting needs and by blessing those who are less fortunate. These opportunities allow students not only to serve but to also grow in their faith.

Self-study pg. 66, 67; Day of Service; Operation Christmas Child; Canned Food Drive; CSF/NHS Outreach Project

Recommendations

1. The administration and faculty establish a method of assessing the spiritual development of students to understand each student's individual spiritual needs.

ACSI Indicator 7.8; WASC Criteria A.5

Having a way to measure spiritual growth and developing a means of measuring spiritual formation and regularly reporting on it would be an encouragement to the school community. It will also help the faculty and staff identify new opportunities for ministry amongst the student body, in the ongoing evaluation of the school's effectiveness in formally measuring its school-wide spiritual expected student outcomes.

Self-study pg. 66, 67

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 nonnegotiable indicator, there must be a corresponding recommendation for each one

The school is: Exceeds Compliance Compliant Partial Compliance Noncompliant

Standard Eight: Continuous School Improvement Plan

ACSI granted Woodland Christian School (WCS) accredited status, pending a full visit, in the winter of 2012. The most recent visit was an accreditation revisit conducted in April of 2013 by WASC alone. Since the revisit, WCS has worked to incorporate the ACSI Reach 2.0 Standards for grades K-12. Adjusting from the WASC-only instrument to a new accrediting format has proven challenging to WCS.

WCS has remained stable since the last re-visit. Leadership at the executive level has remained intact with the addition of a High School Guidance Counselor and Middle School Principal to serve the growing student body.

All curriculum maps have been reformatted to include Biblical integration. Teachers and administration have been required to obtain the proper ACSI certification. Professional development has been addressed with the implementation of weekly in-services that includes an early release time for students. The focus on professional development has created an environment of collaboration and excitement about the craft of teaching at WCS.

The school improvement plan needs to be developed utilizing a variety of organizational, achievement, and survey data and input from stakeholders.

Commendations

1. The administration for implementing new staff development opportunities so that faculty could better collaborate.

ACSI Indicator 4.7; WASC Criteria A.7; Administration, Faculty Interview

It is evident that the new staff development program has made a tremendous impact in the educational practices of the classroom. Fresh ideas and concepts regarding current educational practices can be seen across the campus.

2. The BOD and Administration for building a new Elementary campus which allows for continued school growth and more educational opportunities.

WASC Criteria A.7; Board of Directors, Administration, Faculty, Parent, Student Interview

The new elementary campus allows for continued growth in enrollment for the foreseeable future. WCS is committed to continuing its campus development to reach the whole student.

Recommendations

- 1. The administration develop the CSIP by utilizing a variety of organizational, achievement, and survey data and input from stakeholders which will result in a clear plan for the future of how to best meet the needs of students.**

ACSI Indicator 8.4; WASC Criteria A.7; Board of Directors, Administration Interview

School administration needs to complete the transition from the current action plan to a comprehensive CSIP to ensure full compliance with Indicator 8.4, including the following: organizational achievement, survey data, and input from stakeholders.

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 nonnegotiable indicator, there must be a corresponding recommendation for each one.

The school is: Exceeds Compliance Compliant Partial Compliance Noncompliant

Major Commendations

- 1. The administration, faculty, and staff for fostering an environment where students and teachers interact in a caring, loving, and encouraging manner so that the students understand and experience Christ's love through the teachers' Christ-like example.**

ACSI Indicators 7.1 and 7.4; WASC Criteria A.5

- 2. The administration and elementary faculty for their well-developed, biblically based, and effectively implemented philosophy of classroom management, creating a learning environment where all students can succeed.**

ACSI Indicator 5.14; WASC Criteria B.2

- 3. The administration, faculty, and staff for effective communication between the school and its constituents, which has resulted in a high level of trust between faculty and parents.**

ACSI Indicator 3.4; WASC Criteria C.2, Parent Interviews

- 4. The administration, teachers and staff for making a continual effort to know and love every child at WCS, creating an authentically Christian environment where students can thrive both spiritually and academically.**

ACSI Indicator 1.5, WASC Criteria A.1

- 5. The Board of Directors administration for setting a high standard of employment, with all teachers possessing a state teaching credential or enrolled in a program to receive one, and encouraging faculty to pursue graduate degrees to ensure students receive the highest quality education.**

ACSI Indicator 4.5; WASC Criteria A.4

Major Recommendations

- 1. The administration develop and implement a clearer reporting document of test results to allow easier analysis of the data by teachers and administration.**

ACSI Indicator 5.6; WASC Criteria B.3

- 2. The administration and faculty 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.**

ACSI Indicator 1.2, WASC Criteria A.1, Board/Administration/Faculty Interview

- 3. The administration develop the CSIP by utilizing a variety of organizational, achievement, and survey data and input from stakeholders which will result in a clear plan for the future of how to best meet the needs of students.**

ACSI Indicator 8.4; WASC Criteria A.7; Board of Directors, Administration Interview

- 4. The administration review the current local, state, and federal legal standards for fire protection, sanitation and transportation to ensure campus safety.**

ACSI Indicator 6.11; WASC Criteria A.5

Team Summary and Conclusions

Self-Study Preparation

The self-study, school facilities, administration, faculty, staff, and students were well prepared for the team visit and reflected the involvement of all stakeholders in the process. The school community clearly understood the value of the accreditation process and worked hard to present a very positive and appealing school environment for the benefit of the team members. Their pride and commitment to the school was evident in the overall presentation of the school grounds, instructional spaces and student areas. Attitudes of all those with whom the team interacted with were positive, warm and inviting. It was quite evident that this process has energized the school community and engaged all the stakeholders in preparation for the visit.

Statement of Appreciation to the School

The visiting team, representing the Western Association of Schools and Colleges and the Association of Christian Schools International wishes to express our deep appreciation to WCS and its commitment to providing a high-quality, Christ-centered education.

- We commend the board for its commitment to seeking, achieving and maintaining its status as a school that is accredited in every sense of what that word means.
- We commend the administrative leadership for its operational skill in developing the faculty and staff, leading them through the rigors of self-study and preparation for our visit.
- We commend the faculty and staff for the time that they have spent in above and beyond activities to evaluate every aspect of the school and develop a picture of what the school is today in order to prepare it for its tomorrow.
- We commend the parents who have committed themselves to supporting the school by entrusting it with their children and accepting the financial burden of support for this commitment.
- We commend the students for their participation in a process that has eternal implications for who each one of them is today and will be tomorrow.

It has been a distinct personal, spiritual and professional pleasure to have been a part of this experience in the life of your school and we are most grateful for the opportunity that you have provided for us to serve in this way. We trust that our report will be a blessing and service to the school as it pursues its mission.

With gratitude in our hearts, we the visiting team members, say a thank you for warmly welcoming us at RCS: Al Hearne, Chairman, Mark Asire, Ben Warner, Chris Winters, and Logan Heyer.