

**Accreditation  
Visiting Team  
Final Report for**

***Redwood Christian Schools  
Castro Valley, CA***

Grades K-12

***March 26-29, 2006***

**Submitted to the Accreditation Commissions for**

**ACSI**

**Association of Christian Schools International**

**WASC**

**Western Association of Schools and Colleges**

**ACSI Accreditation Visiting Team  
Final Report for *Redwood Christian Schools***

**Introduction**

**School Information**

School Name	Redwood Christian Schools		
Address	4200 James Ave		
City, State, Zip	Castro Valley, CA 94546	Country	USA
Superintendent	Bruce Johnson		
Phone	(530) 537-4277	Fax	(530) 881-0127
Email			
Grades Offered	K-12	Grades to be Accredited	K-12
Year Founded	1970	Enrollment	835

**Accreditation Team Information**

Chairman	Dale Phillips
Dates of Visit	March 26-29, 2006
Joint Accreditation	ACSI/WASC

The self-study used is the 2003 edition of the *ACSI School Accreditation Manual*, published by ACSI. The appropriate subsections of the self-study were mailed to the committee members in advance of the visit. The school and its staff made available to the visiting committee all of the necessary information and documents. The following report represents the combined insights of the visiting committee. The committee wishes to express their gratitude for the generous reception and hospitality they received at the school. It was greatly appreciated.

# Accreditation Visiting Team

*Redwood Christian Schools*

*March 26-29, 2006*

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## **History of *Redwood Christian Schools***

Redwood Christian Schools was founded in 1970 as an interdenominational home mission work. The school started with sixty-nine students and has a current enrollment of 835 students in grades K-12, including more than 77 children in Concept Help, a program designed to assist children with specific learning disabilities and other challenges that prevent them from functioning in the college prep program. The school is located in the East Bay, twenty-five miles southeast of San Francisco. There are three campuses: two elementary schools in Castro Valley and a junior/senior high school in San Lorenzo. RCS is an interdenominational school that serves close to 600 families, representing almost 200 churches, from more than 30 Christian denominations. The school's mission Statement reads: *The mission of Redwood Christian Schools is to provide a Christ-centered education which is able to equip students for daily living and eternal life.*

Redwood Christian School is an independent Christian school. The board is made up of committed Christians who are committed to Christian education. Although it is not a requirement, current board members attend five different churches in the area where the families live. The RCS board is self-perpetuating, in that new members are appointed by existing members.

RCS has two main curricular programs, both of which extend from kindergarten through high school: the college prep program and the Concept Help program. The college prep program prepares students to matriculate to colleges and universities throughout the United States. The Concept Help students work on mastering the basics while participating in the many school activities offered to the rest of our student body.

Enrollment continued to increase until the 2003-04 school year when the school experienced a substantial drop in enrollment due to both the economy and a decrease in kindergarten applicants. Enrollment again decreased in 2004-05 before leveling off for the 2005-06 school year. RCS reduced faculty positions during the two-year period of enrollment decline and have been able to maintain their quality program while not having to reach into the surplus to balance the budget. In recent years the school has reduced by one class in each of the third through sixth grades on the Redwood Elementary Campus and consolidated to one developmental kindergarten class, which was moved to the Redwood Elementary Campus. RCS has maintained other programs to assist our students in transition (e.g., Jump Start) and have maintained the number of classroom aides on the elementary campuses.

RCS has eight full-time administrators, four part-time administrators, 48.5 full-time equivalent faculty members (23.75 at the elementary level and 24.75 at the junior/senior high level), and more than 50 support staff. RCS ministers to children from families at all socioeconomic levels and the families represent a wide range of occupations. Their annual income ranges from less than \$10,000 to more than \$100,000. The boy/girl ratio is fairly balanced (53%-47%), and the ethnic make-up of our student body is approximately 46% minority (non-white).

The school has budgeted to receive 86.8% of the operating budget through tuition, 6.5% through program income, 4.8% through gifts to the school from a variety of donors, and 1.9% from other sources.

Each campus has its own library. In addition to the libraries being connected to the Internet, they maintain 5,220 books and periodicals at the junior/senior high campus, 9,640 at Redwood Elementary, and 5,662 at Crossroads Elementary. There are many classroom libraries throughout our elementary system.

## Major Commendations and Recommendations

### Major Commendations

#### The team commends:

1. **The board, administration, and faculty for demonstrating accessible leadership which fosters trust, openness and acceptance in the school community.**  
*School Report 3.9 #4, Major, Strength; Faculty Interview; Parent Conference; DTS Survey Section 2 p. 55; Interview; WASC Criterion C3.2*
2. **The board and administration for providing funds for ongoing training, including seminars, conventions, graduate school and teacher credential programs resulting in maintaining highly qualified faculty.**  
*School Report p. 4.6-6, #5a,b; Superintendent Interview; ACSI 4.3.4; WASC Criteria D1, A4*
3. **The board, administration, and faculty for offering the Jump Start, PEACH, and Basic Ed classes which enable students with special academic needs to become successful learners.**  
*School Report p. 5.18 Strength #3, p.100; ACSI Standard 5.2.3; WASC Criteria B2; Observation; Administration Interview; Board, Parent, Student Conference*
4. **The administration, faculty and staff for having a passion to make spiritual truth integrated throughout the curriculum to produce Christ-like behavior.**  
*Parent and Student Conference; Observation; ESLR Documents*
5. **The administration and faculty for developing a sense of school family and support for each other and their dedication to the students and the community they serve.**  
*School Report 3.9 #4, Major, Strength; Faculty Interview; Parent Conference; DTS Survey Section 2 p. 55; Interview; WASC Criterion C3.2*

## Major Recommendations

**The team recommends that:**

1.	<p><b>The administration use the appropriate evaluation instruments in a uniform and timely manner for all faculty and staff to ensure consistency in the evaluation process of faculty and staff.</b>  <i>School Report p. 4.26, #2, b; Administration Interviews; ACSI 4.3.5, 4.5.1; WASC Criteria A.4</i></p>
2.	<p><b>The board and administration develop a written technology plan to prepare students to succeed in today's culture.</b>  <i>Observation; Interview; ACSI 6.2.2; WASC D2</i></p>
3.	<p><b>The administration provide more efficient access to computers and software to faculty which will facilitate the classroom administrative responsibilities as well as provide access to useful information and curriculum data as they plan instruction.</b>  <i>School Report p. 10.26, Major Needed Improvement #2; p. 5.18, Improvement #1; ACSI 5.4; ACSI 6.2; WASC Criteria D1; Administration, Faculty, Parent Conference</i></p>
4.	<p><b>The administration and faculty develop the ability to teach and assess standards which will demonstrate student learning of enduring ideas, ESLRs, and make progress in using essential skills.</b>  <i>School Report p. 10.22, Major Needed Improvement #1; ACSI 5.2, 5.2.1; WASC Criteria B3; Observation</i></p>
5.	<p><b>The board and administration proceed with their plans to build a junior and senior high school campus that meets the academic, spiritual, and athletic present and future needs of the student population which will better serve the school community. The campus will allow Redwood Christian Schools to:</b></p> <ul style="list-style-type: none"> <li>a. Better plan for the future and remove the uncertainty of occupying leased property which could be catastrophic to the junior and senior high program.</li> <li>b. Offer a greater variety of classes with additional classrooms.</li> <li>c. Meet together at one time to worship at chapel time which would promote unity through corporate worship.</li> <li>d. Reduce the athletic teams' travel time for daily practices and home games.</li> <li>e. Add needed additional science labs as well as upgrade the science labs.</li> <li>f. Expand the library so a larger number of volumes may be added to the collection, provide internet research stations, and provide adequate space for students to work.</li> <li>g. Enhance the fine arts performances with proper acoustical facilities.</li> </ul> <p><i>Board, Parent &amp; Student Conferences; Administration and Faculty Interviews; Observation; ACSI Standards 9.2-5; WASC Criteria D1</i></p>

## Section 1 Philosophy & Foundations

The school's mission, core values, and expected schoolwide learning results are posted in all the classrooms and are printed in the student handbooks. These items are reviewed annually by the board, administration and faculty and is what drives the school's instructional program. The school's mission is to provide a Christ-centered education which is able to equip students for daily living and eternal life. The school's expected schoolwide learning results state that RCS students will: 1. Conform to God's Truth, 2. Renew the Christian Mind, 3. Strive for Intellectual Excellence, 4. Demonstrate Academic Growth.

**The team commends:**

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| 1. | The school administration and faculty for integrating the ESLR process into classroom practice, which helps define the appropriate steps necessary for students to achieve the expected outcomes.<br><i>School Report ESLR Process, #5, paragraph 2; Administrator Interview; ACSI 15, 1.6; WASC criteria A1</i>  |
| 2. | The school administration and faculty for intentionally conducting an appropriate analysis of student progress based on collected data, which provides objective results on which to base future planning and instruction in the classroom.<br><i>School Report, ESLR Process, section #54, paragraph 2; Administrator Interview; ACSI 1.6; WASC A1</i> |

**The team recommends that:**

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| 1. | The board and administration determine ways to communicate the current philosophy documents to students, parents, and staff to help ensure that the content of the documents are effectively incorporated into the school culture, which strengthens the philosophical foundation within the school community.<br><i>School Report p. 10.33 Major Needed Improvement 6; Administrator Interview; ACSI 1.5, 1.6; WASC A1</i>   |
| 2. | The administration determine methods to involve students, parents, and staff in the process used to review the stated philosophy, vision and mission statements and the evaluation of the school's effectiveness in meeting them, which will help ensure that, as stakeholders, students, parents, and staff become more informed about the school's stated philosophy, vision, and mission and are enabled to become active participants in affirming the school's philosophy.<br><i>Administrator Interview; ACSI 1.4, 1.5; WASC A1</i> |

## Section 2 School Organization: Admissions, Governance, Finances

The board approved the last revision of the written admissions policy in December 1994. The campus secretaries, principals, admissions director, superintendent, and members of the board were involved in reviewing the admissions policy.

It is a matter of moral integrity on the part of the school to admit only those students whose educational needs can be met by the school. The process of admission requires attendance by parents at a New-Parent Information Meeting, information from parents, and at the upper levels, from the student, testing, references, and an interview.

To be admitted, the student's parents should support the philosophy and objectives of the school. The tone of the parents and students is vital to the success of the school.

Redwood Christian Schools (RCS) is a non-profit corporation, incorporated in the State of California, having its principal place of business in Castro Valley, California. RCS was established to operate as an independent Christian school. The board is presently composed of five men committed to Christian education, directly oversee the hiring of the officers and key employees of the corporation to manage and operate the ministries of RCS. The board is self-perpetuating; new members are appointed solely by unanimous vote of the current board members. The board elects the officers of the board.

Board members must have a clear testimony of faith in Jesus Christ, be spiritually qualified, be committed to the doctrine, philosophy, and objectives of the school, have their own eligible children in the school, and be willing to work hard. It is essential to the collective spiritual discernment of the board that each member be spiritually qualified according to Biblical standards as found 1 Timothy 3, Titus 2, and Proverbs 31.

The board establishes the policies within which the administrator carries out the daily operation of the school. The board makes major policy decisions and has control of the school's finances. The board has the power to change the school drastically and quickly but should not attempt to micro-manage daily operations.

The formulation of the budget, the control of the budget throughout the year, and the annual review are serious financial responsibilities. Each must be done well because it is important for the school to operate in the black with a proper accounting for the way finances are handled.

The school is quick to acknowledge the good hand of God in the provision of the money needed for the development and operation of the school. While thanking God for His provision is essential school personnel must do everything in a sound, business-like procedure for the receipt and expenditure of all monies. An annual review by persons not associated with the school is necessary.

### **The team commends:**

1.	The board and administration for addressing the concerns of the previous committee in a thorough and timely manner, thus alleviating the concerns and providing parents with a clear, comprehensive picture of the admissions process which includes the <i>Guiding Principles</i> document for admissions. <i>School Report p. 2.1-2.2, #1; Interview; ACSI Checklist, p 9, #2; p. 13, #2; WASC Criterion A.</i>
2.	The board and administration for providing a comprehensive admissions procedure that gives direction for processing and accepting student applications. <i>School Report p. 2.2-3, #s 1-7; Interview ACSI Checklist, p 9, #2; p. 13, # 2; WASC Criterion A.</i>

3.	The board and administration for prudent financial planning which has produced the school's current fiscal stability. School Report p. 2.28, 2.29, 2.32, #s 4, 11, 13, a; Interview; ACSI Checklist, p 10, #2; p. 13, # 2; WASC Criterion D
4.	The administration and faculty for the establishment of the "Concept Help" program, thus allowing current students with special needs to be given the opportunity to take available seats before the general public is invited to enroll. <i>School Report p. 2.2, # 2, 2.9, # 6; Interview; ACSI Checklist, p 9, #2; p. 13, # 2; WASC Criterion A.</i>
5.	The board and superintendent for the orientation process which has been effective in transitioning new board members and providing for continuity by the board. <i>School Report p. 2.13, # 3, 2.14, # 4; Interview; ACSI Checklist, p 9, #2; p. 13, # 2; WASC Criterion A2</i>
6.	The board for establishing the school's Philosophy and Mission that provides purpose and direction for all school programs. <i>School Report p. 1.2, 2.11, letters a and b; Interview; ACSI Checklist, p, 9, #2; p. 13, # 2; WASC Criterion A2</i>
<b>The team recommends that:</b>	
1.	No Recommendations

### Section 3 School, Home, Community

Redwood Christian School is a Christ-centered K-12 school system that serves a diverse student population in the Castro Valley and San Lorenzo areas. The school is located in three different campus locations. Students come from more than 600 families which attend over 150 churches, from more than 30 Christian denominations in the area. The student body is racially diverse and generally reflects the community that the school serves. A major concern for the school has been a decrease in enrollment over the past three years. With creative realignment of staff and the help of Development Testing Service results the school has been able to progress with effective programs in accord with the school's mission statement and ESLR's.

**The team commends:**

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| 2. | The faculty for their parent-teacher relationships as evidenced through their accessibility, qualifications and professionalism resulting in a quality school culture.<br><i>School Report p. 3.9 Major Strengths; School Report p. 3.6 #2; Parent conference; DTS Survey p. 32 sect. 2; WASC Criterion C3.2</i>              |
| 3. | The administration and faculty for modeling a Biblical worldview that is integrated in practical ways throughout the school and community promoting the school's philosophy.<br><i>School Report p. 3.6 #2; p. 3.8 #4; p. 3.9 Major Strengths #2; observation of ESLR binders; WASC Criterion C3.2</i>                        |
| 4. | <b>The board, administration, and faculty for demonstrating accessible leadership which fosters trust, openness and acceptance in the school community.</b><br><i>School Report 3.9 #4, Major, Strength; faculty and parent interview; DTS Survey Section 2 p. 55; Interview; WASC Criterion C3.2</i>                         |
| 4. | <b>The administration and faculty for developing a sense of school family and support for each other and their dedication to the students and the community they serve.</b><br><i>School Report 3.9 #4, Major, Strength; Faculty Interview; Parent Conference; DTS Survey Section 2 p. 55; Interview; WASC Criterion C3.2</i> |

**The team recommends that:**

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| 1. | The board and administration re-evaluate the tuition assistance program to determine if the criterion for participation is appropriate and to research ways to expand the tuition assistance program.<br><i>School Report p. 3.2 1a; p. 3.3 1b, c and d; p. 3.10 Needed Improvements; Interview; WASC Criterion C3.2</i> |
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2.	The administration invites the current and prospective families who make less than \$35,000 per year to participate in the tuition assistance program. <i>School Report p. 3.3 1d; p. 3.10 #2 Needed Improvements; WASC Criterion C3.2</i>
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<b>Section 4 School Personnel</b>
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The heart of Redwood Christian School is the instructional staff, non-instructional staff and the administrative staff. The spiritual qualifications are foremost because primary purpose of the school is spiritual. The educational qualifications of personnel are important because the school is an academic ministry. Redwood Christian recognized the need for teachers to be strong in their God given gifts for teaching, who believe God wants them to serve in a Christian School, and who has a sense of God’s leading to Redwood Christian.
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<b>The team commends:</b>
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| 1. | The administration and faculty for their commitment to creating and sustaining an environment where people want to stay resulting in low turnover.<br><i>School Report p. 4.6, #6; DTS Study p. 15 graph; Superintendent Interview; Faculty Interview; ACSI 4.3.1, 4.3.2; WASC Criteria A.3, 4, 5, 6</i>              |
| 2. | The administration for their thorough recruiting and hiring procedures resulting in the effectiveness and longevity of faculty and staff.<br><i>School Report p. 4.21, # 1; DTS Study p. 15 graph, ACSI 4.1.1, 4.1.3, 4.3.1; WASC Criteria A 4- 6</i>   |
| 3. | <b>The board and administration for providing funds for ongoing training, including seminars, conventions, graduate school and teacher credential programs resulting in maintaining highly qualified faculty.</b><br><i>School Report p. 4.6-6, #5a,b; Superintendent Interview; ACSI 4.3.4; WASC Criteria DI, A4</i> |
| 3. | <b>The administration, faculty and staff for having a passion to make spiritual truth practical so they may develop a Christ-centered life and conform to God’s Truth.</b><br><i>Parent and Student Conference; Observation; ESLR Documents</i>   |

<b>The team recommends that:</b>
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| 1. | <b>The administration use the appropriate evaluation instruments in a uniform and timely manner for all faculty and staff to ensure consistency in the evaluation process of faculty and staff.</b><br><i>School Report p. 4.26, #2, b; Administration Interviews; ACSI 4.3.5, 4.5.1; WASC Criteria A.4</i> |
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## Section 5 Instructional Program

Redwood takes seriously the responsibility to be a quality school with an instructional program that is centered in a Christian worldview. The program encourages the spiritual and academic growth of students. Using the ESLR process, they review student progress each year by gathering evidence of student performance and relating this data to their standards to improve student learning. Each faculty member is committed to the philosophy and ESLR process of the school.

The desire of the faculty at Redwood is that each student will have a meaningful educational experience bringing opportunity and not limitation. The use of differentiated instructional and assessment strategies facilitate student learning. The academic program prepares students for admission to colleges and universities. The academic program is also available for students with learning challenges and special needs through the PEACH program for the elementary students and Concept Help program for the secondary students.

### Overall Instructional Program

#### The team commends:

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| 1. | The faculty for utilizing a variety of planned and unplanned Biblical integration which enables students to develop a Biblical worldview.<br><i>School Report p. 5.18, Strength #2; ACSI 5.1; Observation; ESLRs; Core Values; Parent Conference</i>   |
| 2. | <b>The board, administration, and faculty for offering the Jump Start, PEACH, and Concept Help classes which enable students with special needs to become successful learners.</b><br><i>School Report p. 5.18 Strength #3, p.100; ACSI Standard 5.2.3; WASC Criteria B2; Observation; Administration Interview; Board, Parent, Student Conference</i> |
| 3. | The faculty for utilizing a variety of instructional strategies and assessment tools which actively engage students in the learning process.<br><i>School Report p. 5.18, Strength #2; ACSI 5.1; WASC Criteria B; Observation; Parent and Student Conference</i>   |

#### The team recommends that:

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| 1. | <b>The administration and faculty develop the ability to teach and assess standards which will demonstrate student learning of enduring ideas, ESLRs, and make progress in using essential skills.</b><br><i>School Report p. 10.22, Major Needed Improvement #1; ACSI 5.2, 5.2.1; WASC Criteria B3; Observation</i>  |
| 2. | <b>The administration provide more efficient access to computers and software to faculty which will facilitate the classroom administrative responsibilities as well as provide access to useful information and curriculum data as they plan instruction.</b><br><i>School Report p. 10.26, Major Needed Improvement #2; p. 5.18, Improvement #1; ACSI 5.4; ACSI 6.2; WASC Criteria D1; Administration, Faculty, Parent Conference</i> |

<b>Elementary Bible</b>	
<b>The team commends:</b>	
1.	The administration and faculty for building a strong foundation of Biblical doctrines and beliefs in students that fosters spiritual growth. <i>School Report p. 5.25, Major Strengths #3; Parent Interview; ACSI 5.1</i>
2.	The administration, faculty and students for participating in real life demonstrations of their faith both to the school (e.g. class chapel) and to the community (e.g. missions projects) which encourages spiritual development. <i>School Report, pp. 5.23-5.24, 4; Administration Interview; ESLRs Binder; ACSI 5.1</i>
<b>The team recommends that:</b>	
1.	The administration and faculty evaluate whether Bible reference skills are being effectively taught to provide for success in junior and senior high Bible. <i>School Report, p. 5.25, Needed Improvements #2; Interview; ACSI 5.3.2</i>

<b>Secondary Bible</b>	
<b>The team commends:</b>	
1.	The faculty for implementing a variety of high-level learning experiences for all students on a regular basis, which foster growth in critical thinking and analysis skills when students encounter competing world views, values and conflicting information. <i>School Report pp. 5.94-5.95, # 4; Observation; Faculty interview; ESLRs Binder; ACSI 5.2.1</i>
2.	The faculty for establishing expectations for students to serve one another and to participate in community service projects, which provide students rich opportunities to experience some of the logical and spiritual outcomes of Biblical servanthood. <i>School Report p.5.93, #1; Observation; Interview; ACSI WASC Criterion C</i>
3.	The faculty for utilizing quarterly unit plans to evaluate concept attainment objectives for all students that establish clear goals and expectations for student outcomes and incorporate subject-matter standards and ESLRS into teaching. <i>Observation; Faculty Interview; ESLR Binder; ACSI 5.3.2, 5.3.3, 5.3.4 WASC Criterion B3</i>
<b>The team recommends that:</b>	
1.	That the faculty implement strategies for raising student and parent awareness of the ESLRs and how they are integrated into the curriculum and classroom instruction, which would provide students and parents with an understanding of the expectations and strategies to meet them. <i>Faculty Interviews, Observations; ACSI 5.3.2, 5.3.3, 5.3.4; WASC Criterion B1 and B3</i>

<b>Elementary English</b>	
<b>The team commends:</b>	
2.	The Curriculum Director and faculty for developing a planned integration of Biblical truths into their teaching of reading while using non-explicitly Christian textbooks to provide a consistent, spiritually integrated learning environment. <i>School Report p. 5.7, #2c; p. 5.52, #1; Observation; ACSI 5.1.1; WASC Criterion B1</i>
3.	The Curriculum Director and faculty for implementing a more effective curriculum in grammar and writing, providing important basic competencies to students. <i>School Report p. 5.29, Major Strengths; Observation; ACSI 5.1.2; WASC Criterion B1</i>
4.	The primary teachers for placing an emphasis on phonemic awareness providing an excellent foundation for students to build upon as they move from grade to grade. <i>School Report p. 5.55, Major Strengths; Observation; ACSI 5.2.1; WASC Criterion B2</i>
<b>The team recommends that:</b>	
1.	The faculty implement assessment tools for writing resulting in consistent assessment across grade levels. <i>ESLR Binders, Teacher Interviews; Observation; ACSI 5.3.3; WASC Criterion B3</i>
2.	The faculty implement a program that teaches spelling rules providing students with the basic skills needed to be accurate skillful writers. <i>School Report p. 5.29, Needed Improvements #2;l ESLR Binders; Observation; ACSI 5.2.1; WASC Criterion B1</i>

<b>Secondary English</b>	
<b>The team commends:</b>	
1.	The faculty for maintaining student portfolios that demonstrate skill level and growth over time and are referenced for Honors and AP class placement. <i>School Report p. 5.102, 2,a; ACSI 5.2.1,5.3.1, 5.3.3; WASC Criteria B3, A6; ESLR Binder, Faculty Interview</i>
2.	The faculty for promoting AP English providing students with the application of higher order thinking skills and preparation for college. <i>School Report p. 5.102, 2; ACSI 5.2.1; WASC Criteria B.1; ESLR Binder, Faculty Interview</i>
<b>The team recommends that:</b>	
1	The faculty develop an evaluative tool for the high school Language Assistance class to determine its effectiveness in addressing the individual needs of student participants. <i>School Report p. 5.104, Needed Improvement #2; ACSI 5.2.3; WASC Criteria A6, B3</i>

2	The faculty support the use of a consistent method for writing essays across the curriculum which will assist students in proper formatting and documentation of compositions. <i>Faculty Interview; ESLR Binder; ACSI 5.2.1; WASC Criteria, B1-3</i>
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<b>Elementary Mathematics</b>
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<b>The team commends:</b>
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| 1. | The administration and faculty for developing a complete mathematics scope and sequence which ensures that students are taught concepts and their applications.<br><i>School Report p. 5.30, # 1, 4 ;p. 5.32, #1 ; Observation; Faculty Interview; ACSI 5.1.1; WASC Criterion B2</i>  |
| 2. | The administration and faculty for providing appropriate K-2 mathematic manipulatives to reinforce student learning from concrete to abstract.<br><i>School Report p. 5.32, #1; Observation; Interview; ACSI 5.2.1; WASC Criterion B2</i>   |
| 3. | The administration and faculty for establishing a curriculum that includes preparation for SATs, clearly understood explanations and daily word problems which allow students to practice a variety of math thinking skills that address the individual needs of students.<br><i>School Report p 5.44, #1; Observation; Faculty Interview ACSI 5.2.1; WASC Criterion B3</i> |

<b>The team recommends that:</b>
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| 1. | The administration and faculty use vertical articulation to utilize assessment results and professional development for teachers to support student learning styles and readiness for the next grade level.<br><i>School Report p 5.33, # 1-3; Faculty Interview; ACSI 5.1.2; WASC Criterion B1</i> |
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<b>Secondary Mathematics</b>
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<b>The team commends:</b>
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| 1. | The faculty for implementing a pre-post test process to assess if the student is adequately prepared to move on to the next level.<br><i>School Report p. 5.113, #2, Paragraphs 1,2 &amp; 3; Test Results; p. 5.117, Needed Improvements - #3; Test Results, Faculty Interview; ACSI 5.1.1,5.1.2, 5.1.4, 5.3.1,&amp; 5.3.2; WASC Criterion B 1, 2, &amp;3</i> |
| 2. | The administration and faculty for implementing the computerized accelerated Saxon math program that allows students to have extra practice and immediate results.<br><i>School Report p. 10.30, Major Needed Improvement #4; Faculty Interview; Observation; ACSI 5.2.3 &amp; 5.2.4; WASC Criterion B 1, 2, &amp; 3</i>                                      |

<b>The team recommends that:</b>
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1.	The faculty participate in “Hands On” math seminars in order to motivate teachers to be more involved in curriculum development. <i>School Report p. 5.115, #5; Faculty Interview; ACSI 5.4.1; WASC Criterion A 4</i>
2	The administration and faculty evaluate the curriculum, instructional methods, and assessment strategies so that students may strive for intellectual excellence. <i>School Report p. 10.30, Major Needed Improvement #4; Faculty Interview; ACSI 5.2.1 &amp; 5.2.3; WASC Criterion B 1 &amp; 2</i>

### Elementary Physical Education

**The team commends:**

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| 1. | The administration and faculty for implementing a variety of activities that promote progressive skill development.<br><i>School Report p. 5.36, Major Strength #, Interview; curriculum guide; ESLR Binder; ASCI 5.1.2 WASC Criterion B2</i>             |
| 2. | The administration and faculty for promoting instruction and discussion of regularly reinforced Biblical principles resulting in sportsmanship.<br><i>School Report p. 5.34 #2; p.5.36, Major Strength #3; ESLR Binder; ASCI 5.1.1; WASC Criterion B2</i> |

**The team recommends that:**

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| 1. | The administration provide new faculty with the professional development training needed to align teaching strategies with the instructional program goals. <i>School Report p. 5.36, Needed Improvements #2; Principal Interview; Administrative and teacher Interview; ACSI 5.1.3; WASC Criterion B2</i> |
| 2. | The faculty improve physical fitness record keeping in order to provide useful evaluation of student progress.<br><i>School Report p. 5.36, Needed Improvements #3; Teacher Interview; ACSI 5.3.2; WASC Criterion B 3</i>  |
| 3. | The faculty consider the inclusion of rhythmic and basic tumbling skills as part of the instructional program goals which are essential to the student’s physical and mental development.<br><i>Teacher Interview; Observation; ACSI 5.1.1; WASC Criterion B 1</i>   |

### Secondary Physical Education

**The team commends:**

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| 1. | The faculty for integrating the Biblical principle that the person is the temple of God which develops the physical aspects of the student.<br><i>School Report p. 5.119 , #1; p. 5.121; Observation; Faculty Interview; ACSI 5.1.1 &amp; 5.1.2; WASC Criterion B 1</i> |
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**The team recommends that:**

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| 1. | The faculty develop a plan to implement a health education unit within the curriculum which will enable students to make better decisions regarding health practices.<br><i>Parent Conference; Faculty Interview; ACSI 5.1.3, 5.1.4, and 5.5.2; WASC Criterion B 1</i> |
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### Elementary Science

**The team commends:**

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| 1. | The administration and faculty for incorporating science lessons into the curriculum by integrating core subjects such as language arts and math resulting in a firm foundation for reading and comprehending science-related text at the upper levels.<br><i>School Report p. 5.57,2; p. 5.57, 3; Observation; ACSI 5.2.1; WASC Criterion B 1</i> |
| 2. | The administration for providing resources and supplemental materials which enhance the learning environment and address the different learning styles of students.<br><i>School Report p. 5.59, Major Strengths #3; p. 5.57, 3; Observation; ACSI 5.4; WASC Criterion B 2</i>   |

**The team recommends that:**

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| 1. | The administration and faculty evaluate the science curriculum at its regularly scheduled review to ensure that Christian principles are being incorporated and that state standards are being met.<br><i>School Report p. 5.56, 1; p. 5.59, Major Improvements # 4; Observation; ACSI 5.1.4; WASC B 1</i>   |
| 2. | The administration and faculty review the K-6 scope and sequence to ensure that objectives are clearly defined, teaching time is adequately allotted, and state standards are being met so that students are sufficiently prepared for upper level instruction.<br><i>School Report p. 5.59, Major Improvements # 1-3; Interview; ACSI 5.1.1; WASC B 1</i> |

<b>Secondary Science</b>	
<b>The team commends:</b>	
1.	The board for providing financial resources, based on the number of students, for the purchase of supplies and equipment needed to enhance the science program. <i>School Report p.5.128; Strength #2; Faculty Interview; ACSI 5.4; WASC Criterion B</i>
2.	The faculty for their collaborative efforts in maintaining consistency in the usage of learning strategies that help the students in their academic growth. <i>School Report p.5.128; Strength #3; Faculty Interview; ACSI 5.2; WASC Criterion B</i>
<b>The team recommends that:</b>	
1.	<b>The board, administration, and appropriate stakeholders develop a comprehensive plan to acquire adequate lab facilities to support a growing demand in the physical and life science curriculum.</b> <i>Board, Parent, &amp; Student Conferences; Observation; ACSI Standards 9.2-5; WASC Criteria D1</i>

<b>Elementary History/Social Studies</b>	
<b>The team commends:</b>	
1.	The faculty and administration for choosing a common curriculum that is cyclical and chronological that meets the needs of the students. <i>School Report p. 5.60 #2; p. 5.62 Major Strength #2; Interview; ACSI 5.1.2; WASC Criterion B 1</i>
2.	The administration, faculty, and media center personnel for their cooperation in providing needed resources for social studies which meets the curriculum needs of students. <i>School Report p. 5.61 #3; p. 5.62 Major Strength #3; Administrative and Teacher Interview; ACSI 5.4; WASC B 1</i>
<b>The team recommends that:</b>	
1.	No Recommendations

**Secondary History/Social Studies**

**The team commends:**

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| 1. | The faculty for implementing a curriculum with a strong focus on helping students understand the perspectives of competing world views, which helps foster a deep comprehension of the connection between world views and historical events.<br><i>School Report p. 5.134, # 1, 3, 4; Faculty Interviews, ESLRs Binders, ACSI 5.2.1; WASC Criterion B 1</i> |
| 2. | The faculty for establishing a revised scope and sequence of history in grades 5-11, which helps to ensure continuity of subject matter knowledge and the development of sequential learning experiences.<br><i>School Report pp. 5.132, # 2, a.; Faculty Interviews, ACSI 5.2.1; WASC Criterion B 1</i>  |
| 3. | The faculty for analyzing student mastery and teacher coverage of ESLRs in the curriculum which increases teacher awareness with how the ESLRs support the curriculum.<br><i>Faculty Interviews, History Department Surveys, ACSI 5.3.2,5.3.3,and 5.3.4; WASC Criterion B 1B2 and B3</i>  |

**The team recommends that:**

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| 1. | The faculty implement methods for increasing student and parent awareness of the ESLRs and how they are integrated into the curriculum and classroom instruction, which provide students and parents with an understanding of the expectations and planned strategies to meet them.<br><i>Faculty Interviews; ACSI 5.3.2, 5.3.3 and 5.3.4; WASC Criterion B 1 and B 3</i> |
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**Secondary Foreign Language**

**The team commends:**

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| 2. | The faculty for incorporating cultural instructional strategies which help students make the connection of the foreign languages with Christian values, and the diversity of God’s creation.<br><i>School Report p. 5.108, Strength #; Observation; ESLR Department Analysis Report Form; ACSI Standard 5.3; WASC Criteria B 2</i> |
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**The team recommends that:**

<b>Elementary Fine Arts</b>
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<b>The team commends:</b>
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1.	The music teacher for the selection and preparation of students gifted in vocal music to sing at a variety of venues in order to promote Christ in the community. <i>Observation, Administrative interview; ACSI 5.1.3; WASC Criteria B 1</i>
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<b>The team recommends that:</b>
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1.	The Curriculum Director and elementary art teachers develop a scope and sequence which will serve as a guide to the faculty resulting in a well-planned, productive art program. <i>Observation; Interview; ACSI 5.1.2; WASC Criteria B 1</i>
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<b>Secondary Fine Arts</b>
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<b>The team commends:</b>
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1.	The faculty for providing numerous opportunities for students to perform and be recognized for their efforts at the local, state and national levels. <i>School Report p. 5.138, 1; Faculty Interview; ACSI 5.3.2, WASC Criteria B 3, C 1</i>
2.	The faculty for promoting a strong emphasis in regard to understanding the historical and cultural context of performance pieces that will encourage a greater student appreciation. <i>School Report p. 5.138, 3; Faculty Interview; ACSI 5.2.1; WASC Criteria B 6, C 1</i>

<b>The team recommends that:</b>
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1.	The administration and faculty allocate space for storage, thus providing for the safekeeping of props and supplies available for yearly productions. <i>School Report p. 5.138, 2; Faculty Interview; ACSI 9; WASC Criteria A.5, D.1</i>
2.	<b>The board and administration enhance the fine arts performances by providing proper acoustical facilities.</b> <i>Board, Parent, &amp; Student Conferences; Observation; ACSI Standards 9.2-5; WASC Criteria D1</i>

<b>Elementary Technology</b>	
<b>The team commends:</b>	
3.	The administration for establishing the infrastructure to allow faculty and students to use technology in the classroom and in labs in order to facilitate timely and effective applications of technology throughout the elementary grades. <i>School Report, p 5.11, # 9; Observation; Administration Interview; ACSI 6.2.1; WASC Criteria B, D</i>
<b>The team recommends that:</b>	
1.	The board and administration develop a network system which will facilitate communication among staff and parents. <i>School Report p. 5.80, #9a; Action Plan p. 10.28, Improvement #3; Observation; ACSI 5.4; WASC Criterion B.2</i>
2.	The board and administration implement a technology plan that integrates the systematic use of technology by teachers and students in the appropriate elementary grades which focuses on adequate time for staff training to make better use of technology in the classroom. <i>School Report, p, 5.11, # 9, a, b; p 5.18, #1; p, 10.19, #11 ; Observation; Administration Interview; ACSI 6.2.1; WASC Criteria B, D</i>

<b>Secondary Technology</b>	
<b>The team commends:</b>	
1.	The board and administration for providing a variety of audio visual equipment such as overhead projectors, TV's, VCR/DVD's and computers in the classrooms that expands the teaching tactics and enhances the learning. <i>School Report p. 5.79, #1-3; Observation; ACSI 5.4; WASC Criterion B</i>
<b>The team recommends that:</b>	
1.	The board and administration develop a network system which will facilitate communication among staff and parents. <i>School Report p. 5.80, #9a; Action Plan p. 10.28, Improvement #3; Observation; ACSI 5.4; WASC Criterion B.2</i>
2.	The board and administration develop Internet instructional aids and equipment for its use in the classroom in order to enhance student learning. <i>School Report p. 5.80, #9a; Action Plan p. 10.26 Improvement #2; Observation; ACSI 6.2.1; WASC Criterion B.2, D.1</i>
3.	The administration provide professional development (in-service training) in the use of technology in the classroom, thus enhancing the students learning. <i>School Report p. 5.80, 9b; Interview; ACSI 6.4.2; WASC Criterion B.2, D.1</i>

**Industrial Arts**

**The team commends:**

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| 1. | The administration and faculty for offering woodworking which develops student appreciation of craftsmanship.<br><i>School Report, p 5.111, Strength #1; Observation; Administration and Faculty Interview</i> |
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**The team recommends that:**

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| 1. | The faculty analyze student work to achieve expected schoolwide learning results to improve classroom instruction.<br><i>School Report p. 5.111, Improvement Plan; Observation; Faculty Interview; WASC Criteria B3; ACSI Standard 5.3,</i> |
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**Concept Help: Basic Education, Peach, Basic Ed Department**

**The team commends:**

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| 1. | The administration and faculty for limiting class size to provide more individualized instruction.<br><i>School Reports p. 5.100, Strength #1; ACSI 5.5.1; Observation; Faculty Interview; Parent Conference; Student Interview; WASC D</i>  |
| 2. | The faculty for using a variety of reading instructional strategies (i.e. tape support, take-home books, Phonemic Awareness Program, and modeling) to help students to be successful readers.<br><i>School Report p. 5.47 Strengths #1-5; ACSI 5.2; WASC Criteria B2; Faculty Interview; Parent Conference; Observation; Curriculum Guide</i>      |
| 3. | The faculty for designing a math curriculum that uses a variety of helps (i.e. test-preparations for SAT tests, explanations on worksheets, and daily word problems) to help students be better prepared for daily challenges.<br><i>School Report p. 5.44, Strength #1; Observation; Curriculum Guide; ACSI Standard 5.1.3; WASC Criteria 5.2</i> |
| 4. | The faculty for developing a diverse and unique curriculum that supports the academic needs.<br><i>School Report p. 5.44, Strength #1; Observation; Curriculum Guide; ACSI Standard 5.1.3; WASC Criteria 5.2</i>   |

**The team recommends that:**

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| 1. | The elementary faculty purchase current maps and audio visual materials providing students with up-to-date information.<br><i>School Report p. 5.51, Improvement #1; Observation; Faculty Interview; ACSI Standard 5.4; WASC Criteria B2</i> |
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2.	The elementary faculty evaluate whether material is appropriately paced (i.e. time and developmental) so students may have adequate time for comprehension. <i>School Report p. 5.44, Improvement #1; Faculty Interview; WASC Criteria B2; ACSI Standard 5.2.1</i>
3.	The elementary faculty emphasize the development of the writing strand so students may be more effective communicators. <i>School Report p. 5.41, Improvement #1; Observation; Faculty Interview; WASC Criteria B3; ACSI Standard 5.2.1</i>

## Section 6 Library, Media Resources, and Technology

The school has a library at each of its sites. The Redwood Library is centrally located with adequate physical access. It is open four days a week and is staffed by a librarian, parent volunteers and student helpers. It also has five computers for library services. The Crossroads Elementary Library is maintained in a partitioned off section of a classroom. It is also staffed by a librarian, parent volunteers and student helpers and is open daily. Crossroads Elementary is in the process of completing a new computer lab. The fourth through sixth grade classrooms also have student computers. The secondary campus' library is staffed by a head librarian, an assistant librarian, library teacher aides and parent volunteers. It shares a building with a computer lab. Each library has an adequate supply of books, periodicals and library science resources. The offices are networked to allow for ease of access to data and school related information. The junior high offers a computer elective and the senior high requires a nine week computer proficiency class to be completed in order to graduate. Each site also maintains a professional resource library.

**The team commends:**

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| 4. | The librarians for providing an attractive and accessible library with a large collection of volumes at each elementary campus which is frequently utilized by both students and teachers thereby supplementing the curriculum in many ways.<br><i>School Report, p. 6.7, #4 ; Observation; Library Manual; ACSI 6.1.1; WASC Criterion B2</i> |
| 5. | The administration and board for supporting knowledgeable librarians who assist teachers and students in research, location of resources and acquisition of materials.<br><i>School Report, p. 6.3-6.4; Observation; Interview; ACSI 6.3.1; WASC Criterion B2</i>   |

**The team recommends that:**

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| 1. | The administration and faculty develop a computer curriculum that would meet the needs of all students resulting in the faculty challenging students to apply computer fundamentals through quality assignments.<br><i>Parent Interview; Administrative Interview; Curriculum guide; ACSI 6.3.2; WASC Criterion D1</i> |
| 2. | <b>The board and administration develop a written technology plan to prepare students to succeed in today's culture.</b><br><i>Observation; Interview; ACSI 6.2.2; WASC D2</i>   |

3.	<b>The board and administration expand the junior high-senior high library so a larger number of volumes may be added to the collection, provide Internet research stations, and provide adequate space for students to work.</b>
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<b>Section 7 Student Activities, Guidance Services, &amp; Health Services</b>
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The Student Services Program at Redwood Christian School is a vital part of making the total school program a success. The three key parts of this program all work together to give the Redwood Christian students a completed circle of the total educational process that is available to all students.

The Student Activities at Redwood Christian are what most of the community will see. Many times this will determine what your surrounding communities will think about you. Redwood Christian has a multi-faceted program that encompasses many different venues. As mentioned in your School Report, you have made a concerted effort to see that each student at all grade levels has the opportunity to express themselves outside the regular academic rigors in an area of interest. The Guidance Program is very solid at the high school level. Specialists for the key areas are noted and the students know who they must see for the various problems and situations that arise in the course of the school year. The elementary and junior high guidance program, while not as concise as the high school's, is adequate.

The Health Services Program has been consistently working on their emergency preparedness plan and perfecting it where necessary. The necessary screening processes for students are looking to be into place in the near future. Many different situations are more than adequately covered by their current program. Student emergency information is always with coaches, field trip leaders, and on file in the offices. First Aid and CPR Training is made available on a regular basis to all Redwood Christian Staff. Also in place is a quality *RCS Safety Program Manual* that delegates responsibilities to various people in case of an emergency.

<b>The team commends:</b>
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2.	The athletic director for creative scheduling in utilizing many off-campus facilities by developing relationships with community resources. <i>School Report p. 7.8-10, #1, #2, &amp; #3; Observation; Administration Interview; ACSI 7.1 &amp; 7.2, &amp; 7.3; WASC Criterion A 5</i>
3.	The administration and faculty for offering a wide variety of activities which promote school spirit. <i>School Report p. 7.3, Guiding Principles; pp. 7.3-7.6, General Characteristics, #1, Tracking Result; Faculty Interview; ACSI 7.1, 7.2, &amp; 7.3; WASC Criterion A 5 &amp; C 1</i>
4.	The administration for providing opportunities for guidance staff to stay current with the new information available through a variety of sources. <i>School Report p. 7.46; Major Strengths #2; Staff Interviews; ACSI 7.7; WASC Criterion A 4 &amp; 5</i>
5.	The administration and faculty for providing CPR and First Aid Training on a regular basis to the staff which prepares first responders. <i>School Report p. 7.42, #7, A, C; p. 7.46, Major Strengths #3; Faculty Interview; ACSI 7.13; WASC Criterion A 5</i>

<b>The team recommends that:</b>	
1.	<p>The administration and faculty take periodic surveys to judge the necessity of adding or removing various student activities (other than athletics) according to the interest level of students at their site.</p> <p><i>School Report p. 7.7, #4, A, B, C; Student Interview; ACSI 7.2, 7.3, &amp; 7.5; WASC Criterion A 5 &amp; C 1</i></p>
2.	<p>The high school athletic director implement the CIF Coaching Education program to meet the mandated CIF deadline.</p> <p><i>ACSI 7.4; WASC A 4 &amp; 5; Faculty Interview; State CIF Guidelines</i></p>

<b>Section 8 Support Services: Transportation, Food and Safety &amp; Crisis</b>	
<p>Redwood Christian Schools has a variety of support services in place at each campus.</p> <p>Food Service is provided by Nob Hill Food Service at both elementary sites. A variety of food options are available on the junior high and senior high campus</p> <p>Transportation services are available on all sites. Instruction and maintenance are done at the Redwood Christian Schools bus yard.</p> <p>Safety is of utmost importance at Redwood Christian Schools. Drills are implemented and safety plans are in place should a crisis occur.</p>	
<b>The team commends:</b>	
1.	<p>The administration for employing a state-certified bus driver to provide system-wide training of bus drivers.</p> <p><i>School Report p. 8.11, Major Strengths #4; p. 8.8, #1, #2, Observation, Interview</i></p> <p><i>ACSI 8; WASC Criteria B</i></p>
<b>The team recommends that:</b>	
2.	<p>The administration evaluate the elementary lunch program in order to determine the effectiveness of the program and service by the outside vendor.</p> <p><i>School Report p. 8.11—Needed Improvements, #3; p. 8.3, #3; Interview; ACSI 8; WASC B</i></p>

## Section 9 School Facilities

Redwood Christian Schools is located in the East Bay, twenty-five miles south east of San Francisco. The school operates three campuses: two elementary schools in Castro Valley and a junior / senior high school campus in San Lorenzo. Serving 835 students in grades K-12, Redwood Christian Schools pays special attention to the safety, cleanliness, and aesthetically pleasant environment their facilities generates. The board and administration are maximizing the resources God has given them in order to provide a learning environment that is conducive in allowing its students to grow and learn.

The school is renting a facility for the junior and senior high school which is not adequately addressing needs of the school community. The board and administration has purchased property to build a new campus which will address those needs.

**The team commends:**

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| 1. | The board, administration, and staff for maintaining safe, clean and aesthetically pleasing campuses which provide an effective student learning environment.<br><i>School Report p. 9.21, #1; Observation, Administration Interview; ACSI 9.1; WASC Criterion D.1</i>                    |
| 2. | The board and administration for giving top priority to the safety of all staff and students resulting in a safe environment.<br><i>School Report p. 9.22, #3; Observation; Faculty Interview; ACSI 9.1; WASC Criterion D.1</i>   |
| 3. | The administration, faculty, and staff of the elementary campuses for maintaining a helpful and mutually beneficial relationship between the school and churches which is a testimony to the school community.<br><i>School Report p.9.36, #2; Interview; ACSI 9.2; WASC Criterion D.</i> |
| 4. | The administration and staff for a well planned traffic flow procedure which is effective in maintaining safety for all students.<br><i>School Report p. 9.37, #3; Observation; ACSI 8.9; WASC Criterion D.1</i>  |

**The team recommends that:**

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| 1. | The administration and staff establish a schedule for drills implementing the safety procedures from the <i>Redwood Christian Schools Safety Program</i> manual so that all aspects of safety and preparation for an emergency are practiced in a timely manner.<br><i>School Report p. 9.37, #2; Staff Interview; ACSI 9.1; WASC Criterion D.1</i> |
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2. **The board and administration proceed with their plans to build a junior and senior high school campus that meets the academic, spiritual, and athletic present and future needs of the student population which will better serve the school community. The campus will allow Redwood Christian Schools to:**
- a. Better plan for the future and remove the uncertainty of occupying leased property which could be catastrophic to the junior and senior high program.**
  - b. Offer a greater variety of classes with additional classrooms.**
  - c. Meet together at one time to worship at chapel time which would promote unity through corporate worship.**
  - d. Reduce the athletic teams' travel time for daily practices and home games.**
- Board, Parent & Student Conferences; Administration and Faculty Interviews; Observation; ACSI Standards 9.2-5; WASC Criteria DI*