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# **CHRISTIAN ACADEMY IN JAPAN**

## **SELF-STUDY REPORT**

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Higashi Kurume-shi, Tokyo  
Japan

March 3-7, 2024

ACS WASC Focus on Learning Accreditation Manual  
2020 International Edition

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## Preface

Christian Academy in Japan is committed to continuous improvement in all areas of our operations. One of the processes we use to facilitate this ongoing improvement is participation in the accreditation process offered by the Accrediting Schools Commission - Western Association of Schools and Colleges.

This report is for the self-study prescribed by ACS-WASC every six years. It is based on the 2020 International Focus on Learning Manual.

This table describes the timeline and involvement of stakeholders throughout the process of developing this report.

Time	Stage and involvement	Notes
Aug 2022 to Jan 2023	Planning and preparation. Julie Johnson and David Marshall developed templates, planned training, and recruited focus group leaders. Focus group leaders read their sections of the FOL manual. Reminders of the process given to leadership, board, and staff.	Google drive selected as the storage for documents.
Jan 2023	Chapters 1 and 2 prepared from previous drafts, with updates and comments provided by the Leadership Team (LT) and Research And Development (RAD) Team. Copy sent to Board, PTA, and student councils for feedback. Focus group leaders met for training. Staff survey planned for some time this month.	LT (Leadership Team)  18 staff not on the LT

Jan 2023	All staff chose which focus groups they would like to be on, but groups were balanced for numbers	All staff meeting and Google form
Feb 2023	Focus groups met for an intense session of throwing thoughts at a draft for their sections, identifying evidence, and planning how to get it if not readily accessible. Parents and student body surveyed.	Four hours of a PD day
Mar 15, Apr 19, May 17, 2023	Focus groups met for refinement of findings, checking of links to evidence, and identifying criteria-wide areas of strength and growth. Student and parent representatives viewed current findings and commented on May 17th, after having a chance to read the current drafts.	
May 2023	Focus group leaders identified critical areas for growth	
Aug 2023	LT developed action plan	David Mawhinney and Julie led the process from this point
Aug 2023	Action plan shared with all staff, board, parents and students for feedback	Head of School
Sep to Oct 2023	Complete draft compiled and sent to stakeholders for comment	WASC to set dates of visit around this time. David sent out.
Nov 2023	Final drafts of self-study prepared AND action plan completed.	David/Julie/LT
Jan 2024	Report uploaded to WASC portal.	Julie
Sep 2023 to Feb 2024	Plans for WASC committee visit put in place, date for visit finalized, visiting team finalized	
March 2024	Host visit	

## Chapter I: Progress Report

Progress on the critical areas identified from the previous self-study are summarized annually below, as reported in our annual reports. All four have remained on our action plan each year. Covid made progress slower than desired in some areas.

### Critical area #1

The Leadership Team in collaboration with the Board should provide appropriate professional development to achieve the alignment of lesson plans to Standards-based Curriculum, Instruction and Assessment pertinent to Block Scheduling, coupled with appropriate professional staff development for efficient transition from its current schedule to a block schedule.

#### 18-19

- Our first year of block scheduling has been declared successful. We will continue to use a block schedule next school year.
- Teachers received professional development prior to the commencement of the school year, and have continued to have follow-up sessions at professional development sessions and divisional meetings.
- A survey of secondary staff was conducted in February 2019, with an overall theme of satisfaction with the new system. Some areas of concern are being addressed with minor adjustments to programming for the 2019-2020 school year.
- The annual parent survey conducted in February included a question for parents of secondary students about their impressions of block schedule. The response indicated that parents are satisfied overall with the move to block scheduling.
- Teachers will continue to align lesson plans and design aligned assessment practices. We expect this process to be ongoing for at least two more years, consistent with research on the topic.

#### 19-20

- Our second year of block scheduling was successful, but interrupted, so complete data is unavailable. We will continue to use a block schedule next school year.
- Teachers have continued to offer feedback about how the block schedule is working. Middle school mathematics teachers remain unconvinced this is the best way for their students to learn mathematics, but they have persevered.
- The annual parent survey conducted in February included a question for parents of secondary students about their impressions of block schedule. The response indicated that parents are satisfied overall with the move to block scheduling.
- Teachers will continue to align lesson plans and design aligned assessment practices. We expect this process of observation and evaluation to continue for at least another year.

#### 20-21 (mid-cycle)

- Teachers received professional development for transitioning to block scheduling prior to the commencement of the first school year. A follow-up session was given in the spring of the first year. Each teacher was supplied with a manual of their choice to assist with block scheduling. Divisional meetings were supposed to have time dedicated to discussing this. Middle School was more successful than High School in achieving this. The second year was intended to have more time for this, but the spring plans were shelved due to the pandemic. Lunchtime discussion groups were held in the spring of 2019, but since they were optional their effect was limited due to

low attendance.

- Teachers will continue to align lesson plans and design aligned assessment practices with secondary divisional principals focussing on instructional strategies next school year.
- There has been no discernible influence on actual grades that students achieve (see the student achievement data linked earlier), but teachers report anecdotally that their days are less harried, and that students seem less stressed with homework levels.
- Visits to classrooms show that there are new and interesting strategies being used by teachers in this new scheduling regimen.
- Our first year of block scheduling was successful. We continued to use the block schedule a second (interrupted) and now this third year. Staff and parent surveys indicated overall satisfaction, and several points of improvement were made.
  - The first year we had Monday to Thursday fixed as A,B,A,B days respectively. Friday rotated between A and B days to even up the numbers of A and B days. This was confusing and turned into a strict A-B rotation in the second year. ES changes in programming facilitated this, so that teachers who teach in multiple divisions are able to be in all their different places without conflict.
  - Passing periods were adjusted in the second year to have a longer recess for eating in the morning.
  - MS and HS have lunch at the same time on Wednesdays. Pragmatic solutions were demanded, such as eating in the gym bleachers for some grades, but will be alleviated with the completion of the new building (The Ark) with its larger cafeteria space.
  - Middle School mathematics and all music teachers remain unconvinced this is the best way for their students to learn, but we don't have a solution that protects the integrity of other courses and works within the limits of our staff contracting structure, especially with staff who teach in multiple divisions.
  - PE has requested more regular time with Middle School students as well. This was achieved using one of the skinny block times each week. It is not ideal on days when the block aligns with the skinny block.
  - Teacher staffing and assignment percentages have taken two years to adjust. Many meetings, both formal and informal, were devoted to ironing out some of the challenging points, but we seem to have a suitable model that provides equity in time across all divisions.

## 21-22

- This goal was completed by the mid-cycle visit in May 2021.
- We continue to monitor student achievement, staff professional development and well-being of our secondary students.

## 22-23

- In consultation with the new Head of School, an evaluation of our current schedule model is scheduled for 2024-25. This will be preceded by consideration of our curriculum, particularly in Middle School, as it is felt to be overly full.

## Critical area #2

The Leadership Team, in collaboration with the Board, should continue to increase the capacity of faculty and staff to craft assessments aligned with standards and student learning outcomes, and collect, disaggregate, and analyze student performance data, including classroom data, to make informed instructional decisions to implement a rigorous standards-based curriculum.

**18-19**

- Our first step to achieving this critical area was to prioritize the completion of our curriculum scope and sequence (see area #4 below). When the visiting committee was here, a number of our core areas were in a phase of changing standards. We have completed the changing of standards, and we are now working on aligning those standards to our units of instruction, carefully evaluating our scope and sequence as we proceed.
- Work on assessments has proceeded with a small group of teaching staff researching latest practices this year, with a view to sharing their findings with the staff in subsequent years.
- Another small group of staff have investigated how to answer questions with data in areas such as library use, SSS enrolments, and professional development spending.
- We have continued to allocate meeting time to evaluating data from MAP testing, WIDA testing, and Easy-CBM assessments. SAT and AP score data is analyzed by relevant staff as needed.
- We have investigated ways in which our current curriculum mapping system (Atlas) and our grading systems (Markboard and Keystone) can be leveraged to answer the data questions that staff have. Linklogic, a product from the same company as Atlas, seems too expensive for the impact it will likely make.

**19-20**

- Our first step to achieving this critical area was to prioritize the completion of our curriculum scope and sequence (see area #4 below). When the visiting committee was here, a number of our core areas were in a phase of changing standards. We have completed the changing of standards, and we are now working on aligning those standards to our units of instruction.
- Work on assessments is ongoing, and we expect to have to reflect in August on what we have learned about assessment during our distance learning phase.
- Our online grading and reporting system is currently undergoing a rebuilding process. Our current product has been unable to deal flexibly enough with our needs.
- We have continued to allocate meeting time to evaluating data from MAP testing, WIDA testing, and Easy-CBM assessments. SAT and AP score data is analyzed by relevant staff as needed.
- We have decided not to use Linklogic (see last year's report). It is not appropriate to our needs.

**20-21 (mid-cycle)**

- Our first step to achieving this critical area was to prioritize the completion of our curriculum scope and sequence (see area #4 below). When the visiting committee was here, a number of our core areas were in a phase of changing standards. We have completed the changing of standards, and we are nearing completion of aligning those standards to our units of instruction.
- We have continued to allocate meeting time to evaluating data from MAP testing, WIDA testing, and Easy-CBM assessments. SAT and AP score data is analyzed by relevant staff as needed. In addition, teachers have shared professional expertise regarding rubrics and assessments at the department level meetings.
- Our online grading and reporting system is currently undergoing a rebuilding process. Our current product has been unable to deal flexibly enough with our needs.
- This critical area will be more fully addressed in the remaining three years of our cycle.

**21-22**

- We have rolled out a new grading software platform, LearnerBuild, and it is being used by all our divisions for grading and reporting purposes.
- The RAD team is looking at collecting trial data on our Student Objectives this year,

with further refinements to take place in the next two years.

- Teachers have been analyzing WIDA, Easy CBM, BAS, PSAT, SAT, and MAP data this year.
- As our grading program develops more features, we intend to look at our classroom grades and analyze trends.

## 22-23

- Student objective data has been collected in two experimental areas: student self-reflections for grades 6-12, and teacher observations in grades K-5. Consideration of secondary teachers recording observations about their students is underway.
- Elementary school report cards have been modified to reflect the teacher observations and report on them. Evaluation shows we would like to try this again next year.

## Critical area #3

The Leadership Team, in collaboration with the faculty, staff, students, and parents, and in keeping with WASC criteria, should continue the process of clearly defining the Schoolwide Learner Outcomes (SLO) with the growing importance of global competencies and 21st century skills, and develop and implement appropriate ways to assess, collect data, and analyze student progress towards the SLOs.

## 18-19

- A subcommittee of the RAD team, a group comprised of department chairs and other teacher leaders, has investigated twenty-first century skills and WASC's global competencies and developed a plan for reviewing the wording of our current Student Objectives (SLOs). They will draft a revised format and collect feedback from all stakeholders across the 2019-2020 school year, with a view to publishing a revised set by the end of that school year.
- Work on re-aligning the assessment, data collection and analysis of our progress toward student objective achievement will begin once the revised wording is approved.

## 19-20

- A subcommittee of the RAD team, a group comprised of department chairs and other teacher leaders, has drafted a revised set of Student Objectives and indicators. Feedback has been collected from staff members. Once we are back at school, we seek feedback from the wider school community, with a view to implementation for the 2021-22 school year.
- Work on re-aligning the assessment, data collection and analysis of our progress toward student objective achievement will begin once the revised wording is approved.

## 20-21 (mid-cycle)

- A subcommittee of the RAD team, a group comprised of department chairs and other teacher leaders, investigated twenty-first century skills and WASC's global competencies and developed and implemented a plan for reviewing the language and content of our current Student Objectives (SLOs). They presented a [revised set](#) to the staff in November 2020. The headers have not changed, although the last has now become the first. The descriptors are refreshed and expanded.
- Work on re-aligning the assessment, data collection, and analysis of our progress toward student objective achievement will begin in the 2021-22 school year.

## 21-22

- Our new Student Objectives have been rolled out across this year in staff meetings and in classrooms. They are aligned to global competencies and 21st century skills.
- Assessment alignment is mostly complete, with only new courses under development yet to be aligned.
- Data collection processes for analyzing student progress toward the Student Objectives are still being developed (see action major recommendation #2)

## 22-23

- New posters have been developed and encouraged in every classroom.
- Student self-reflections on the Student Objectives were developed and incorporated into the student-led conferences held in February.
- Elementary teachers adjusted their report cards to reflect student objective achievement by the students, using a modified set of benchmarks.

## Critical area #4

The Leadership Team, in collaboration with the RAD team, should develop and implement a feasible vertical scope and sequence alignment plan that includes aligning skills and assessments, and results in all subjects having an articulated curriculum map by the end of the next WASC improvement cycle.

## 18-19

- A subcommittee of the RAD team was tasked with analyzing our current scope and sequence and developing a plan for publishing such a document for stakeholders.
- The group noted that our current curriculum mapping software can produce such reports, albeit in a format that only educators would be happy to read. They are not easy to print or convert to PDF for ease of publication. They are also highly dependent on teachers maintaining their maps accurately.
- For publication purposes, the RAD team committee is proposing that we develop summary documents for parents that contain the main topics and themes, and to do so in everyday language. Progress is well under way for each of the three divisions at CAJ.
- CAJ has provided time, as we do every year, for teachers to work on maintaining their maps in the Atlas software we use. Alignment of assessments particularly has made significant progress this year with this initiative.

## 19-20

- We have readable, parent-friendly scope and sequence documents for our three divisions. They will be on the website from September, 2020, once some re-organization has taken place.
- All subjects have curriculum maps underway. Most are complete.

## 20-21 (mid-cycle)

- A subcommittee of the RAD team was tasked with analyzing our current scope and sequence and developing a plan for publishing such a document for stakeholders.
- The group noted that our current curriculum mapping software can produce such reports, albeit in a format that only educators would be happy to read. They are not easy to print or convert to PDF for ease of publication. They are also highly dependent on teachers maintaining their maps accurately.
- For publication purposes, the RAD team committee has developed summary documents for parents that contain the main topics and themes, and to do so in everyday language. We have readable, parent-friendly scope and sequence



- documents for our three divisions. They are on the website, but not publicly available.
- CAJ has provided time, as we do every year, for teachers to work on maintaining their maps in the Atlas software solution we use. All subjects have curriculum maps underway. Most are complete, with the exception of new courses under development.

## 21-22

- The scope and sequence work was completed by the mid-cycle visit in May 2021.
- We continue to monitor the usefulness of our curriculum mapping software.

## 22-23

- The continuing usefulness of Atlas was raised again in a RAD team meeting in April, 2023. Before undertaking any move to a more useful platform, an extensive review of why we map, and what we actually need our teachers to do will be undertaken, hopefully in 2023-24.
- A visit by a Teaching for Transformation representative highlighted some areas for us to focus on for the coming years. The report has not yet been received, but we expect the guidance provided by it will help us in the biblical connections side of our scope and sequence.
- One aspect of Atlas that is causing ongoing frustration is the lack of a readable vertical scope and sequence report. They have not improved this report over the years, and teachers are no longer satisfied with them.
- SEL curriculums have been trialed in all grades, but we identify a desire to connect the dots from K to 12, if such a task is possible.

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## Chapter II: Student/Community Profile and Supporting Data and Findings

### Demographic data, including the refined schoolwide learner outcomes

Christian Academy in Japan (CAJ) was established in 1950 to provide a Christ-centered education to children of evangelical missionaries. CAJ, a private, coeducational, international Christian day school, is a mission-sponsored school. The sponsoring missions are Resonate Global Mission, Evangelical Covenant Church Board of World Missions, One Mission Society (OMS), SEND International, The Evangelical Alliance Mission (TEAM), and World Venture. The school is governed by a Board of Directors, the members of which are nominated by six sponsoring mission organizations. The Governing Board of Directors functions as a policy-making body and delegates administration duties to the Head of School. The Tokyo Metropolitan Government has registered the school as a category 2 school, the category they use for private schools.

CAJ is located in Higashi Kurume, a northwestern suburb of Tokyo on the Seibu Ikebukuro train line, twenty-five minutes from Ikebukuro Station in downtown Tokyo. The school is located about a five-minute walk from the Higashi Kurume train station, in a residential neighborhood, with a small farm bordering the north side of the campus. On the east side is a public elementary school and on the west side is the Seibu Ikebukuro train line.

The school serves a student body of 465 students and consists of elementary, middle and high schools. The student body is made of (@ Sept. 5, 2023) 32% dependents of missionaries and 68% of dependents of business and professionals. There has been a slow decrease of missionary dependents over time (52% prior to the 2006 self-study).

22% of the student body has more than one passport country. The current population reports the following countries represented: 47% Japanese, 35% North American (USA and Canada), 21% South Korean, and 19% from twenty other countries. Since the last study, the trend toward an increase of Japanese and Korean students has continued, but there has also been an increase of North Americans. CAJ class sizes (number of students in one room at a time) average around 16.4.

CAJ has a staff of 90 (full-time equivalent about 83) representing 12 countries with 72 full time and 18 part time. A total of 63% of faculty members have been affiliated with CAJ for five or more years. In addition, there are various volunteers and casual staff who assist with maintenance, special events, and academic needs.

Since the last full WASC visitation, there have been several changes to the leadership. Our current Head of School started in August 2022, while the High School Principal, Middle School Principal, Director of Development, and Business Manager all started in August 2023. The Director of Teaching and Learning is currently on one year leave.

### Academic Program

#### Curriculum and Standards

At CAJ, curriculum is developed to align with our vision and core values, through the recently revised Student Objectives and their indicators. We also use academic standards from a variety of North American sources, and design our content from a biblical

perspective with our Student Objectives in mind. Our core K-12 curricula share common standards in most subject areas, and refer to standards for assessment at all levels. High School students are required to complete 50 credits with the following [graduation requirements](#). Our course offerings are reviewed regularly to ensure they meet the changing demands of our students.

## Co-Curricular Activities

Many CAJ secondary students are involved in co-curricular activities. Students are provided with opportunities to participate in leadership, academic, athletic, and fine arts activities. Leadership activities include High School Student Council, Middle School Student Council, Senior Council (12th grade only), and National Honor Society. Academic activities include robotics, Brain Bowl (trivia quiz), and Math Field Day. Students are able to participate in sports over three seasons per year including basketball, cross country, field hockey, soccer, tennis, track and field, volleyball, and wrestling. Fine arts opportunities include speech festival, film festival, drama, Artscape, and Kanto Plains Solo and Ensemble Festivals, which offer individual and group performances. Elementary students have the opportunity to be involved in short-term club activities, including art, STEM, choir, and table tennis.

In 2022-23, about 85% of High School students and 75% of Middle School students participated in at least one co-curricular activity.

## Senior Comprehensives

All seniors complete Senior Comprehensives, a culminating event that runs the whole year. In the context of thinking deeply about real world problems, seniors engage an issue of their choosing. They establish a scholarly research base for the issue; write in-depth cultural, historical, and theological analyses of the issue and current responses to it; give a public, juried presentation; and complete a research-based, hands-on project that addresses the issue, demonstrates personal involvement, shows resourcefulness, and engages the community. Topics chosen by members of the Class of 2023 included: abuse victims, indigenous people's rights, internet and gambling addiction.

## School Without Walls (SWOW)

Servant leadership is an important component of CAJ's curriculum. Every October, each High School grade devotes a week to practicing servant leadership in a new environment. In 9th grade, it is local; 10th graders focus on global leadership with an environmental focus at Lake Yamanaka; 11th graders spend 3 nights in the wilderness practicing small group leadership, and the 12th grade take their leadership to needs in Japan and the world. During this week, students develop collaboration and leadership skills through service in our community and around Japan. In addition, seniors collaborate with Thai schools to choose a needed construction project in northern Thailand, raise funds as a class to help pay for the project, and travel to Thailand in the spring to assist with the completion of the project.

Service learning opportunities occur throughout our curriculum, and aim to build skills and reflective practice in students from K to 12.

## School Achievement Data

### Overview

CAJ utilizes a variety of assessments, both internal and external. In terms of standardized tests, students in K-2 are given the EasyCBM, while students from 3rd grade to 8th grade

undertake MAP testing. Beginning in the '23-'24 school year, 1st and 2nd grade students are taking the MAP Reading Fluency test. High School students participate in the PSAT (grades 9, 10, and 11), the SAT, and AP tests. Our female students slightly outperformed the males in almost every grade, but that data is not reported here for the sake of conciseness. Other groups of interest tend to be too small to disaggregate meaningfully. Such groups are considered on an individual basis at meetings of staff in the relevant areas.

In terms of internal assessments, reporting is standards-based in the Elementary and Middle Schools, and traditional A-F grades in the High School. Our new grading system is being developed to report summary statistics, but that feature is not yet operational.

### 2018-2023 Weighted GPA Distributions

Due to each class's relatively small size, CAJ does not provide the specific rank of its students.

Below are the GPAs by graduating class at the start of senior year. 2018 was the last year any students received a 1 point GPA boost for AP classes. Since that year, the maximum boost has been 0.5 points. Colleges are increasingly using unweighted GPAs, so GPA boosts may have a limited future.

Class of	80%ile	60%ile	40%ile	20%ile
2018	3.95	3.83	3.65	3.4
2019	3.78	3.59	3.29	3.07
2020	3.91	3.69	3.55	3.39
2021	3.99	3.85	3.64	3.45
2022	3.93	3.72	3.63	3.3
2023	3.99	3.87	3.69	3.38

### SAT Scores of Graduating Classes, 2018-2023

Below are the middle 50 percent of scores since the introduction of the new SAT. Scores include native and non-native English speakers. This does not include the digital SAT, introduced in March, 2023. The overall picture shows a steady progression, neither increasing nor decreasing significantly.

Class of	2018	2019	2020	2021	2022	2023
EBRW	545-650	540-660	560-665	555-650	530-610	560-685
Math	560-735	610-730	610-740	595-695	590-690	575-755
Total	1130-1360	1140-1380	1170-1395	1165-1345	1130-1310	1145-1410

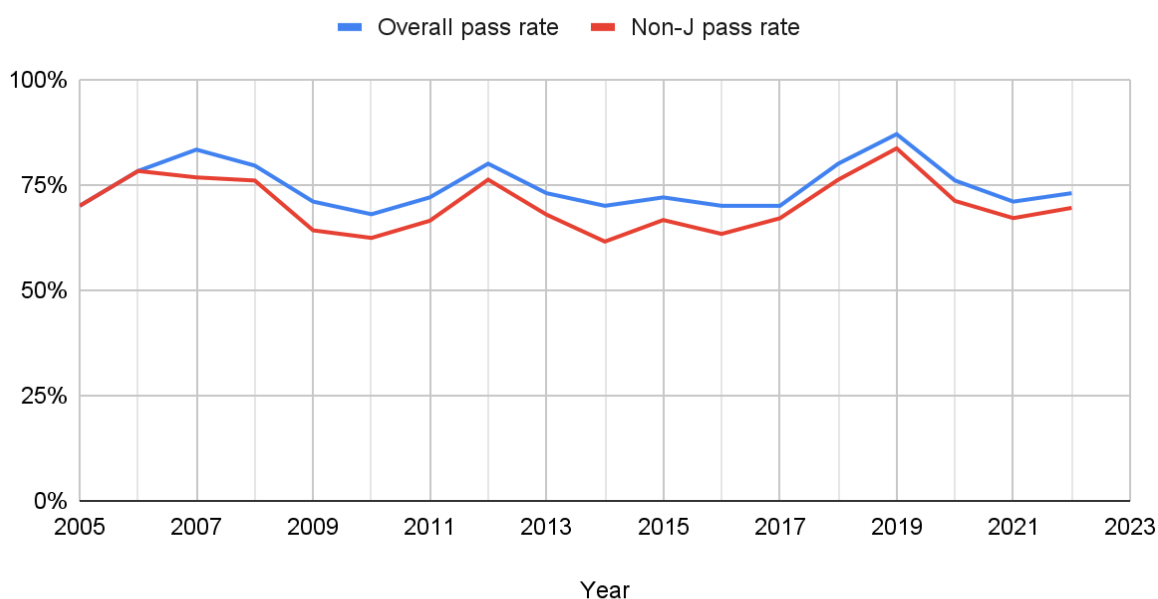
### Advanced Placement (AP), 2018-2023

CAJ is offering 14 AP classes in 2023-2024, not including AP Japanese. Scheduling constraints generally prevent students from taking more than 1 AP class during their 10th grade year and 3 or 4 in each of their 11th and 12th grade years. We have been working on helping students to select AP exams wisely, reducing the numbers of test takers. Reduced motivation for high AP results among senior students is slightly more common than other reasons for lower performance, but no particular reason is widespread.

Test Year	2018	2019	2020	2021	2022	2023
Exams	188	170	155	168	166	166
Pass Rate	80%	87%	76%	71%	73%	73%
Students Tested	102	91	83	84	80	81

Historical data to put these passes into context are included here. 2007 was the first time that AP Japanese was included in the overall figure.

### Overall pass rate and AP Japanese not included pass rate



### 2023 AP Exam Results

Numbers of students are in parentheses.

The RAD team considers these results each year. We monitor classes with a low average, but no one reason seems common to the lower-performing students.

Changes made for 2023-24 include:

- We introduced AP Precalculus in the same classroom as Precalculus
- We separated English Language (grade 11) as a class on its own.
- We do not have any students taking the 3D Art and Design course.
- We are not running AP Statistics this year due to low numbers of interest.
- We re-introduced AP Spanish.

Exam	Average	Exam	Average
Biology (10)	3.8	Physics I (25)	2.56
Calculus AB (32)	3.53	Physics 2 (7)	3.0
Calculus BC (12)	3.5	Physics C: Mechanics (3) *	3.67

Chemistry (11)	4.36	Statistics (14)	2.79
English Language (7)	4.29	Drawing (2)	3.5
English Literature (5)	5.0	2D Art & Design (5)	2.6
Japanese (33)	4.79	3D Art & Design (1)	2.0
Macroeconomics (24)	3.79		

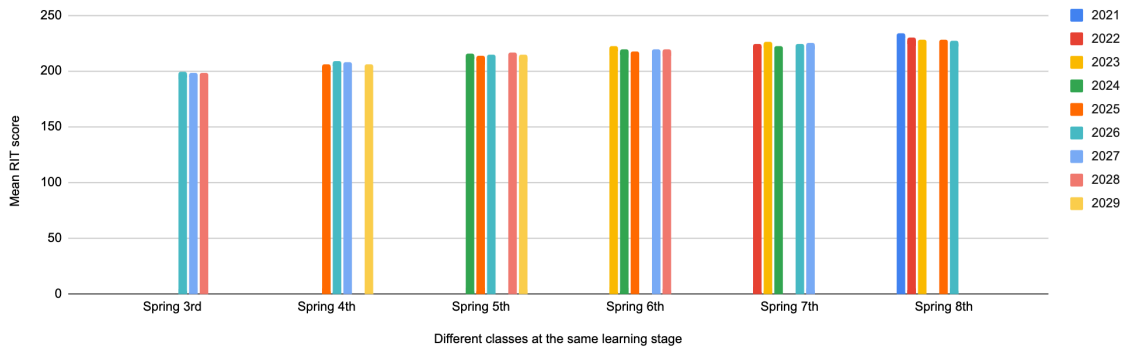
\* Physics C was not offered but students self studied for this exam.

### MAP (Measure of Academic Progress) Testing Results

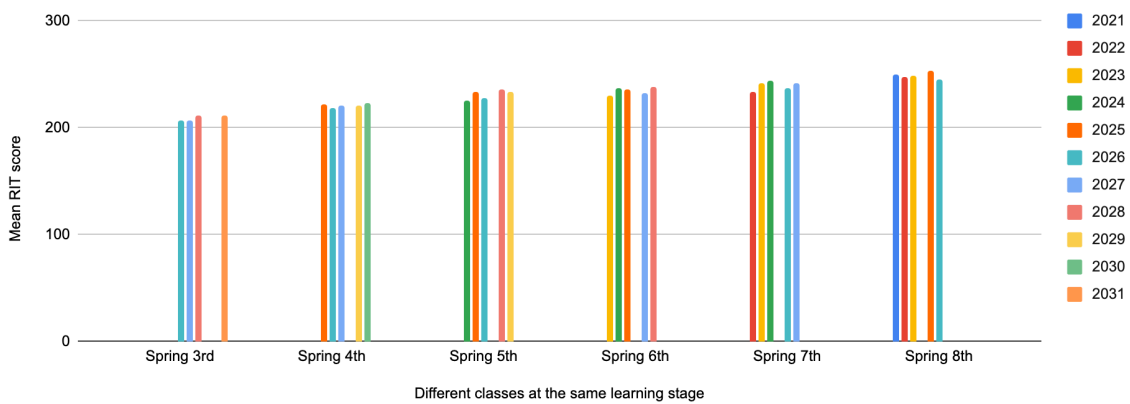
The graphs below show the progress of classes through the grades. All groups show growth over time. We have yet to have one class group complete all six years, due to a gap in the spring of 2020 when there was no MAP testing done. Changes in the structure of the MAP testing since Covid has made comparisons to pre-Covid scores less meaningful.

Comparisons to other schools show that our students perform significantly better than their US counterparts, and on par with their EARCOS counterparts. Unfortunately, this last comparison has no handy report in the system, and must be done manually, so is not provided here.

MAP Reading Means by Class



MAP Math Means by Class



### Other testing

WIDA testing and EasyCBM tests are used to watch the progress of individual students. We do not compile these results, although they are reported to parents. The teachers and

principals use this data to determine the needs of students and make adjustments to instruction as needed.

Most EAL students exit our program within three years of entering the school. The small number of students who take longer are supported to exit as soon as possible, but individual complexities prevent any compilation of such data.

## Student Objectives Achievement

This data is in its infancy. We are encouraged, by responses to self-evaluation surveys among older students and teacher evaluation in the younger students, that our students are achieving the Student Objectives. More measures are under development, but not yet available. The first Elementary School data is included below. The results of the secondary student self-evaluations are below that.

### Summary of Assessment Data by Rubric

Term:  ▾

Rubric:  ▾

Department:  ▾

Criterion	4	3	2	1	Total
Faithful caretaker	50.7% 69	44.9% 61	4.4% 6	0% 0	136
Responsible learner	39.7% 54	51.5% 70	8.8% 12	0% 0	136
Discerning thinker	42.6% 58	50% 68	7.4% 10	0% 0	136
Productive collaborator	35.3% 48	55.1% 75	9.6% 13	0% 0	136
Effective communicator	34.6% 47	58.1% 79	7.4% 10	0% 0	136

The scale is 4 (consistently), 3 (frequently), 2 (occasionally), 1 (rarely).

This is the [list of indicators](#) the Elementary School teachers used to assign these grades, based on the indicators of our Student Objectives.

[This spreadsheet](#) shows the original charts for our first year of the secondary school data.

### Summary of significant findings from the profile:

- The gradual demographic shift indicates a number of questions that need to be answered at all levels of the school, from the classroom to the Board. These questions relate to our mission, our service to missionaries, our curriculum offerings, our EAL (English as an Additional Language) program, our instruction to a largely EAL population, our classroom space limitations, and our admissions policies, and preparation of our students for life after school.
- Effectively meeting the needs of English-language learners is of great concern to many staff, despite the co-teaching and additive multilingualism training we have done. There are related concerns for our students with observable learning needs.
- Curriculum mapping through Atlas needs a review of its effectiveness. A number of questions indicate that teaching staff do not naturally go there for their scope and sequence answers. Further training or an alternative solution may be indicated.
- Further development of appropriate data to collect on our Student Objectives will be of interest to all in our community. Ongoing discussion of our data needs and how to use it in all areas are also indicated.

## Chapter III: Self-Study Findings

### Category A: Organization for Student Learning

#### A1. School Purpose Criterion

CAJ has established a clear vision and mission that reflects the beliefs and philosophy of the institution. The purpose is defined further by adopted schoolwide learner outcomes (called Student Objectives at CAJ) that incorporate global competencies and form the basis of the educational program for every student.

##### A1.1. Clear and Coherent Student-Focused Purpose Statement

The school has established a clear, coherent purpose statement that is student focused and impacts the development of the schoolwide learner outcomes and the embedded global competencies to a **high extent**.

Findings	Supporting evidence
School vision (“Equipping students to serve Japan and the world for Christ”) and mission are student-focused, Christian, service-oriented, and internationally minded; Student Objectives and indicators reflect this purpose.	<a href="#">School vision, mission, Student Objectives.</a> <a href="#">2021-2022 CAJ Insights blog posts revisiting and explaining revision of Student Objectives in light of global competencies.</a>

The purpose statement **is congruent** with a belief that all students can learn, demonstrate global competencies and are prepared for postsecondary opportunities.

Findings	Supporting evidence
Students are assessed on whether they are meeting the Student Objectives in every assignment. Assignments in teachers’ curriculum maps are linked to Student Objectives.	<a href="#">Atlas Curriculum Maps</a>
Accommodations are made for students who require additional support due to learning differences or challenges.	<a href="#">Academic and Emotional School Support</a>
All students must complete the Senior Capstone course (in which they complete Senior Comprehensives) in order to graduate.	<a href="#">Graduation Requirements</a>

##### A1.2. School Program Consistent with School Purpose



The school's programs, systems, policies, and practices are **highly consistent** with the school's purpose, the schoolwide learner outcomes, and embedded global competencies.

## Findings

Decisions on which programs to run, how our systems should operate, the purpose and wording of our policies and practices show alignment.

## Supporting evidence

See [A1.2 Evidence](#) for a more detailed list.

### A1.3. School Community Involvement in Development, Revision, and Refinement of the Purpose Statements

The processes for engaging the entire school community in the development, revision, and refinement of the school's purpose, schoolwide learner outcomes, and global competencies are **somewhat effective**.

## Findings

All staff were involved in the review of the Student Objectives. The board was involved, but parents and students were not.

The processes for reviewing the vision statement and school philosophy do not seem designed to engage the entire school community.

## Supporting evidence

The most recent parent survey was only answered by 129 of 333 families in the school. This means that 61% of families were not engaged and did not provide feedback on the development, revision, and refinement of the school's purpose, schoolwide learner outcomes, and global competencies.

See [A1.3 Evidence](#) for a more detailed list.

### A1.4. Communicating and Understanding the School's Purpose Statements and Schoolwide Learner Outcomes

The school's communication approach is to ensure that all members of the school community are knowledgeable of the school's purpose, and the schoolwide learner outcomes are **effective** because they are shared with the public. Staff commit to practice the mission statement in their daily lives.

## Findings

CAJ Daily Announcements include the decisions being made and students' achievements to the community.

ES students are evaluated on Student Objectives in the report card.

Vision, core values, and the Student Objectives are displayed prominently around campus in English, which is effective communication for our students but not all of our parents.

## Supporting evidence

Daily announcement system

ES report cards

[CAJ website](#)

Pictures found in the hall next to the Academic Office

Posters found in many classrooms;  
Teacher experience indicates that many parents can't communicate in English

<p>The mission statement is displayed and or publicized far less than our vision statement or Student Objectives.</p>	<p><a href="#">Only found on our website</a></p>
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**A2. Governance Criterion**

The governing authority (a) adopts policies which are consistent with the school’s mission and vision, and support the achievement of the Student Objectives; (b) delegates implementation of these policies to the professional staff through the Head of School; and (c) monitors results through the Head of School.

A2.1. Selection, Composition, and Duties of Appointed/Elected Board (only for appointed or elected boards)

<p>The policies and procedures regarding the selection, composition, and specific duties of the governing board are <b>very clear</b>.</p>	
Findings	Supporting evidence
<p>The policies and procedures regarding the selection, composition, and specific duties of the governing board are clear.</p>	<p><a href="#">Governance Process:Board Size, Nomination, Election, and Terms B 4.9</a></p> <p><a href="#">Board Members' Individual Responsibilities</a></p> <p><a href="#">Board Job Description</a></p>
<p>The policies and procedures regarding the nomination and election of board members are clear.</p>	<p><a href="#">Governance Process:Board Size, Nomination, Election, and Terms B 4.9</a></p>

A2.2. Professional Development of Potential and Current Board Members

<p>Prospective and current board members are provided professional development in the principles of being effective board members and knowledge of current research on effective schools and skills essential to effective international school governance to a <b>moderate extent</b>.</p>	
<p>Implementation of professional development for board members happens on an annual basis for all new board members.</p>	
Findings	Supporting evidence
<p>Board members agree that the training they receive is useful and helpful to them in their role.</p>	<p>More details in <a href="#">Evidence Document A2.2</a>.</p>
<p>Board members are invited and encouraged to attend various international conferences related to school governance.</p>	<p>Conversation with the board chair, June 8, 2023.</p>

A2.3. Written Policies and Procedures Defining the Board’s Roles and Responsibilities

The written policies and procedures in defining the board's roles and responsibilities are **mostly effective**.

Findings	Supporting evidence
The board looks after the whole picture of CAJ instead of the details.	<a href="#">Board Job Description</a>
The written policies and procedures in defining the board's roles and responsibilities are thorough, and newly trained board members feel they can understand them quickly in their preparation to join the board.	Conversation with the board chair, June 8, 2023.  Leadership Team members acknowledge that the board follows these procedures and policies.

The board regularly reviews its written policies and procedures to a **great extent**.

Findings	Supporting evidence
The board regularly reviews its written policies and procedures.	<a href="#">Minutes</a> mention a monthly review of board processes and plan to look at and revise older policies.  <a href="#">Overview B4.4.3</a>

A2.4. Policies and Procedures to Ensure Child Safety and Welfare

CAJ's governing authority shows commitment to child safety to a **great extent**, demonstrated by the fact that all adults (staff, volunteer, coach, or otherwise) with student interaction sign a child safety agreement annually.

Findings	Supporting evidence
CAJ's Child Protection Policy defines and clearly articulates what makes for appropriate vs inappropriate contact between adults and students.	<a href="#">Child Protection Policy</a>
Board policy mandates that the Head of School hire staff who are in compliance with the Child Protection Policy.	<a href="#">Policy B2.2.8.2</a>

There is clarity to a **great extent** regarding the responsibilities of CAJ's governing authority to ensure child safety and welfare.

Findings	Supporting evidence
The Behavior and Response Flow Chart clearly defines the responsibilities of the board and the child safety team. If child abuse is suspected or reported, the board delegates much of the process to the child safety team.	<a href="#">Behavior and Response Flow Chart</a>  <a href="#">Mandated Reporting Form</a>

Some members of the board are trained in child safety through their missions, but others are not.

Findings	Supporting evidence
The Board Chair desires to ensure that all Board Members are trained.	Conversation with Board Chair June 8, 2023.

## A2.5. Role of the Governing Authority/Ownership and Relationship with Professional Staff

The board limits its actions to policy making and strategic planning and authorizes the administration to implement decisions to a **great extent**. The various roles of each are clear.

Findings	Supporting evidence
The Board of Directors' Manual explains the different roles of the board and the Head of School.	<a href="#">Overview B3--3.3 and 3.4</a>
The Board of Directors' Manual explains the expectations of the Head of School.	<a href="#">B2.2 Staff-Executive Limitation</a>
The Board Manual explains the role of the board.	<a href="#">B4-Governance Process</a>

The school leadership determines if there is a clear understanding about the relationship between the governing authority and the professional staff by using the board manual and minutes and assisting the Head of School with the required monitoring reports.

Findings	Supporting evidence
Leadership can check the available board manual and minutes to clarify the relationship between professional staff and the board.	<a href="#">Overview of Division B Policies</a> The Leadership Team checks each monitoring report and verifies the statements made by the Head of School.

The effectiveness of the process to develop and maintain a clear understanding of the role of the governing authority/ownership in contrast to the responsibilities of the professional staff is **not clear**. While the roles are made clear to staff, whether or not the communication of these roles within the board is effective is not well-supported by the evidence.

Findings	Supporting evidence
Staff Read Annually shares that all staff should have a working knowledge of key policies and procedures.	<a href="#">Staff Read Annually</a>
The board chair informs the entire staff of the board responsibilities and grievance policies.	The board chair attends the opening meetings of every school year to discuss this subject.
The Board of Directors clarified policies with an email.	<a href="#">Email from Chair</a> of Board of Director dated June 25, 2020. Subject title: Greetings and update from the Directors

## A2.6. Stakeholder Involvement in Decision-Making

The governing authority/ownership seeks and considers stakeholder input when making major decisions that affect the school to a **sufficient degree**.

Findings	Supporting evidence
The board has delegated input to the Head of School.	<a href="#">Communication and Support</a> (policy 2.1.1)
The board requires that the Head of School marshal for them as many staff and external points of view, issues, and options as needed for fully informed board choices.	<a href="#">Communication and Support</a> (policy 2.1.4)
The board has occasionally sought the opinion of staff on decisions that would greatly impact staff or how the school functions. This was done through the Head of School.	The board sent a survey to all staff asking how the ratio of Christian to non-Christian students in the classroom affected instruction and classroom/campus dynamics.  A survey was sent to all staff asking how large a school CAJ should endeavor to become.

## A2.7. Relationship of Policies to the School's Purpose

Findings **strongly support** the board being involved in the financial support and refinement of the school's vision to support missionary students. The board ensures alignment of educational plans with policies through the Head of School.

Findings	Supporting evidence
The board meets regularly to talk about financial plans, but the minutes do not mention if they talk about the school purpose in relation to financial/educational plans.	<a href="#">SY21-22:59 Finance and Audit Committee Report (B 4.7.6.3.2)</a>  <a href="#">Staff B 2.2</a>  <a href="#">Financial Planning and Budgeting B 2.6 - Info</a>
There is a Tuition Assistance Program and a discount for missionary children.	<a href="#">Financial Planning and Budgeting B 2.6</a>  <a href="#">Missionary School Distinctives</a>
The board reviews/refines the school's purpose to ensure their written policies and educational plans are aligned to the purpose of the school by instructing the Head of School to ensure alignment.	Conversation with Board Chair June 8, 2023  Monitoring reports

## A2.8. Involvement of Governing Authority/Ownership in Monitoring the School's Progress

The governing authority/ownership is informed about and involved in the monitoring, evaluation, and accomplishment of the Schoolwide Action Plan, the review of student performance, overall school programs and operations, and the operations/fiscal health of the school to a **great extent**.

Findings	Supporting evidence
<p>Schoolwide action plan, overall school program and operations are presented in regular monitoring reports by the Head of School.</p>	<p>Monitoring reports are available through Head of School</p> <p><a href="#">Monitoring Reports expectations</a></p>
<p>Operations/fiscal health of the school reports are presented annually by the business manager.</p>	<p><a href="#">Ends</a></p> <p><a href="#">Schoolwide Action Plan</a></p>
<p>Board Committees review finances and the effectiveness of the Head of School.</p>	<p><a href="#">Board minutes</a></p> <p><a href="#">Board Committee Structure</a></p>

A2.9. Effective Complaint and Conflict Resolution Procedures

CAJ's governing authority's complaint and conflict resolution procedures are **very effective** in addressing all stakeholder issues and concerns.

Findings	Supporting evidence
<p>The board mandates that the Head of School must ensure that staff are aware of the grievance policy and invite the board chair to explain the policy at the beginning of each academic year.</p>	<p><a href="#">Staff B 2.2.18</a></p>
<p>CAJ clearly articulates the purpose and procedure of lodging complaints, grievances, and whistle-blowing.</p>	<p><a href="#">Grievance Policy</a></p> <p><a href="#">Conflict Resolution</a></p>

A2.10. Effectiveness of the Processes and Procedures to Evaluate the Chief Educational Leader of the School

The governing authority uses **effective** procedures to routinely evaluate the Head of School, who oversees the school and reports to the authority.

Findings	Supporting evidence
<p>Staff are regularly asked to evaluate the Head of School through a survey.</p>	<p>Between 2016-2019, the board chair sent all staff a survey to evaluate the Head of School. Results were shared with the board.</p>
<p>There are policies regarding the annual board evaluation of the Head of School. This includes the annual parent survey and</p>	<p><a href="#">B 3.3.3 The board will evaluate the Head of School annually.</a></p>

<p>a leadership team survey.</p> <p>The board creates a Head of School Evaluation committee each year.</p> <p>The board regularly monitors the performance of the Head of School through a variety of methods: internal reports, external reports, or direct board inspection.</p>	<p>Parent survey is sent annually (example is one sent on Date: Fri, Feb 26, 2021, subject is “CAJ School Improvement Survey”)</p> <p>Leadership Team surveys have been used, or they have been asked in person. (2023 was in person)</p> <p><a href="#">Minutes from 2021</a></p> <p><a href="#">Minutes from 2022</a> (there was an exception made in light of the Head of School stepping down so there was an exit interview done instead of an evaluation)</p> <p><a href="#">Monitoring of Head of School Performance B 3.5</a></p> <p><a href="#">B 4.2.4</a></p>
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### A3. School Leadership Criterion

The school leadership (1) makes decisions to facilitate actions that focus the energies of the school on student achievement of the schoolwide learner outcomes, i.e., global competencies, (2) empowers the staff, and (3) encourages commitment, participation, and shared accountability for student learning in a global environment.

#### A3.1. Responsibilities of Leadership and Staff Defined in Written Policies and Handbooks

CAJ is **effective to a varying degree** at defining the various processes at CAJ. While we see that the school is highly effective at the hiring process, and effective at laying out the responsibilities and expectations of the roles at CAJ, there are areas of needed improvement such as the areas not strictly defined in the contracts.

Findings	Supporting evidence
<p>CAJ has a highly effective hiring process that carefully selects teachers whose Christian philosophy of education is in alignment with the school vision.</p>	<p><a href="#">Hiring process</a> as posted on the school staff website; <a href="#">Employment page</a> on public site.</p>
<p>CAJ is effective in laying out each staff member’s individual contracts, which explains their responsibilities</p>	<p><a href="#">Types of Contracts</a>, <a href="#">Working at CAJ</a>.</p>
<p>CAJ effectively clarifies general job descriptions and responsibilities for every position.</p>	<p><a href="#">Job descriptions</a> as posted on the school website</p>
<p>CAJ is ineffective in explaining some of the responsibilities not clearly laid out in the contract that staff carry out, such as leadership and participation in SWOW</p>	<p>No description available for “other responsibilities” on the school website.</p>

<p>(School Without Walls).</p> <p>CAJ is effective in describing the role and responsibilities of the Leadership Team on the school Website. Specifically, the Leadership Team maintains, and when necessary makes changes to, the Administrative Policies.</p>	<p>The <a href="#">description of the Leadership Team</a> and its relationship to the Administrative Policies as posted on the school website</p>
<p>We find that CAJ is <b>highly effective</b> or effective in the areas of reviewing and facilitating the understanding of the handbooks, policies, and charts used by CAJ.</p>	
Findings	Supporting evidence
<p>CAJ is effective in this area, because all staff are required to read the “Staff Read Annually.”</p> <p>CAJ is effective in requiring the Leadership Team to review and make improvements of Administrative Policies.</p> <p>CAJ is highly effective in requiring all staff to be involved in the WASC “Self Study” process.</p>	<p><a href="#">Staff Read Annually</a></p> <p><a href="#">Role of Leadership Team</a> in relation to Administrative Policies as posted on the school website</p> <p><a href="#">Email from David Marshall</a> to all staff.</p>

A3.2. Leadership Responsibilities for Child Protection

<p>The leadership responsibilities for child safeguarding and welfare are defined and communicated in a <b>highly effective</b> manner.</p>	
Findings	Supporting evidence
<p>Evidence collected demonstrates clearly defined roles and responsibilities of CAJ leadership regarding Child Safety Protocols.</p> <p>The curriculum team intentionally and effectively addresses the need for promotion, and education of, child welfare and safeguarding policies.</p>	<p><a href="#">Child Protection Policy Appendices</a></p> <p>Taught in <a href="#">MS/HS Health</a> curriculum</p> <p>Library and tech department teaching on internet safety</p> <p>MS Tech Dept. Digital Literacy Session Emails <a href="#">Initial</a>; <a href="#">Follow-up</a></p> <p>ES parent-child safety booklet (sent home to families every year, parents report that they are finished through a QR code)  <a href="#">K-2 booklet</a>  <a href="#">3-5 booklet</a></p> <p>Grade 5 sex education</p> <p>SEL curriculum in MS and HS (<a href="https://thecorepro.com/">https://thecorepro.com/</a>)</p>



The formal training on child safeguarding and duty of care for the leadership is **effective**.

#### Findings

#### Supporting evidence

Leadership Team (LT) training has resulted in changes to behaviors and policies implemented at CAJ.

All new staff are required to attend CAJ new staff orientation that includes a Safeguarding component.

LT members attend CSPN training and/or Level 2 and 3 Safeguarding training. CAJ provides consistent follow-up training.

All staff are required to be certified in Level 1 Safeguarding Training and maintain follow-up workshops and training.

Head of School and/or Designated Safeguarding Lead participates in the Japan Council of International Schools Child Safeguarding framework.

LT holds all staff accountable to maintain code of conduct, duty of care and child safeguarding policies. [JCIS statement](#).

Safeguarding sessions to stay up-to-date in current policies that apply to international students in Japan.

Our [Mandated Reporting policy](#) and form is made easily accessible for all members of our community.

The code of conduct and written guidelines are defined in a **highly effective** manner.

#### Findings

#### Supporting evidence

In 2018, CAJ rewrote its child protection policy and re-evaluated its communication and acceptable use policies to better convey our purposes and intentions to keep our students and CAJ community safe from both internal and external factors.

[Child Protection Policy](#)

[Child Protection Policy appendices](#)

[Computer appropriate use policy](#)

[Communication Policy](#)

The implementation of the child protection policies and procedures by school leadership in the day-to-day operations of the school is **effective**.

#### Findings

#### Supporting evidence

Regular reminders and accountability amongst teachers of child safety policies and procedures.

[Staff calendar for work days](#) (time given during work days for sessions on child safeguarding)

Prompt responses by the Child Safety Team to child safety incidents

[Mandated reporting form](#)

Principals readily available to support teaching staff in child protection issues.

Confidential Child Safety records

### A3.3. Involvement of Staff in Shared and Collaborative Leadership

CAJ is **highly effective** in involving staff in the shared responsibility, etc. for on-going improvement on learning and teaching, but some areas require further evidence of practice.

Findings	Supporting evidence
<p>The processes for involving staff are highly effective because the WASC report is being completed collaboratively by all staff divided into multiple focus groups.</p> <p>We believe that the shared responsibility of staff members at CAJ is effective because the school schedule includes planned large group meetings such as all staff meetings, divisional meetings, department meetings, co-teacher planning meetings, professional development, and training in the Teaching for Transformation (TfT) program.</p>	<p><a href="#">Email from David Marshall</a></p> <p><a href="#">Types of meetings</a></p> <p><a href="#">Meeting pay</a></p> <p><a href="#">TfT</a></p>
<p>The actions of leadership and staff are <b>highly effective</b> in consistently demonstrating focus on successful student learning.</p>	
Findings	Supporting evidence
<p>The actions of the Head of School, principals, department heads, and Director of Teaching and Learning demonstrate a consistent focus on supporting successful student learning by implementing systematic curriculum planning and evaluation.</p> <p>Teachers demonstrate a consistent focus on supporting successful student learning by assessing the data provided by standardized test scores such as EasyCBM for grades K-2 and MAP for grades 3-8, and PSAT and SAT for high school, and taking action as appropriate based on the data.</p> <p>Teachers also support student learning by taking part in parent teacher conferences (schoolwide), student-led conferences (middle and high school), and regular communication via email and other means.</p>	<p><a href="#">Curriculum planning &amp; evaluation system</a></p> <p><a href="#">MAP testing</a></p> <p><a href="#">EasyCBM</a></p> <p><a href="#">Standardized tests</a></p> <p><a href="#">Conferences</a></p> <p><a href="#">Communication</a></p>

A3.4. Effective Internal Communication Processes and Procedures

<p>CAJ is <b>highly effective</b> in two-way electronic communication and a shared calendar which allows for disseminating information to all staff and for addressing issues and conflicts.</p>	
Findings	Supporting evidence
<p>CAJ is highly effective in internal communication via our Staff Portal, all staff email system, and the school calendar system. We are able to access the daily</p>	<p>Daily bulletin on staff <a href="#">portal</a></p>

<p>bulletin from the Staff Portal and also via our email.</p> <p>CAJ facilitates planning with access to shared staff calendars. The next year plans are also shared with all staff ahead of time on the school calendar and all staff are consulted.</p> <p>CAJ has a highly effective system where all staff are able to address issues and conflicts, using the "Requests/Submissions" link on the Staff Portal for mandated reports and incident reports, and under Staff Read Annually to the grievance policy.</p>	<p><a href="#">Calendar</a></p> <p><a href="#">Reporting forms and procedures</a></p>
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A3.5. Promoting a Globally Minded School Culture

<p>CAJ is <b>highly effective</b> in promoting a global minded student body.</p>	
<p>Findings</p>	<p>Supporting evidence</p>
<p>CAJ is highly effective in promoting global mindedness through the curricula of many classes including World Languages, Senior Capstone (for Senior Comprehensives project), Comparative Government, Apologetics, and World Religions. In these classes, the students are shown a variety of viewpoints and perspectives.</p>	<p>Sample class curriculum maps:  <a href="#">Comparative Government</a>  <a href="#">Japanese Literature</a>  <a href="#">Spanish</a>  <a href="#">Apologetics</a></p>
<p>CAJ is effective in promoting global mindedness by hosting Japanese Culture Professional Development lessons during all staff meetings throughout the year.</p>	<p><a href="#">Professional Learning</a>  <a href="#">Community on Japanese Culture</a></p>
<p>CAJ is highly effective in promoting global mindedness by hiring from a multitude of countries representing a variety of cultures and voices.</p>	<p>School profile (at beginning of this report)</p>
<p>CAJ is highly effective in promoting global mindedness in that the library and classroom resources come from a variety of voices and cultures.</p>	<p><a href="#">Library policy</a></p>
<p>Overall, the school is <b>highly effective</b> in supporting students to achieve excellence.</p>	
<p>Findings</p>	<p>Supporting evidence</p>
<p>CAJ promotes a globally minded school culture as all staff strongly believe in, and live out in their professional responsibilities; the school's vision statement, which clearly articulates the school's aim to educate globally minded students.</p>	<p><a href="#">Description of CAJ and Vision statement on public site</a>; <a href="#">CAJ Insights Blog</a></p>

<p>CAJ promotes a globally minded school culture as CAJ's core values encourage staff and students to value truth seeking, affirming the dignity of all human beings, and the importance of living as part of a global community.</p>	<p><a href="#">Core values</a>, <a href="#">CAJ Insights Blog</a></p>
<p>CAJ is effective in promoting a globally minded school culture through our Student Objectives, which aim to educate globally minded students, and are incorporated into all curriculum.</p>	<p><a href="#">Student Objectives</a>; <a href="#">Sample</a> from Curriculum Maps</p>
<p>CAJ is highly effective in promoting a globally minded school culture through school experiences such as School Without Walls (SWOW) in high school, and the high school Senior Service Trip to Thailand, where students learn practical applications to service and leadership in the culture in which they live, and in the world at large.</p>	<p><a href="#">SWOW description</a> and <a href="#">Thailand Trip</a></p>
<p>CAJ is highly effective in promoting a globally minded school culture through the middle school's community outreach programs and service projects.</p>	<p>See Staff Bulletin for Thursday, 8/25/22, and Friday, 11/25/22.</p> <p>6th grade: Second Harvest Food Drive</p>
<p>CAJ is highly effective in promoting a globally minded school culture through school experiences such with the relationship that the elementary school has built with the local Japanese elementary schools.</p>	<p>7th grade: Ronald McDonald House</p> <p>Article in <a href="#">Chronicle</a> about Japanese elementary schools</p>

#### A4. Staff Criterion

Qualified staff and leadership facilitate student achievement of the desired outcomes: student academic standards, schoolwide learner outcomes, global competencies, and major student learner needs. There is a systematic approach to continuous improvement through orientation and ongoing professional learning on student performance data, student needs and research, although it varies across different areas of the school.

##### A4.1. Policies and Procedures Related to Qualified Personnel

<p>We find that CAJ is <b>effective</b> in its external hiring processes including recruiting highly qualified staff with preference for staff with international experience.</p>	
<p>Findings</p>	<p>Supporting evidence</p>
<p>CAJ is effective in its external hiring process, because we carefully select qualified Christian teachers whose philosophy of education is in alignment with the school vision.</p>	<p><a href="#">Hiring process</a>, <a href="#">Working at CAJ</a> and <a href="#">Job descriptions</a> as posted on the school website.</p> <p><a href="#">Board Manual</a></p>

<p>CAJ is effective in recruiting staff members with abundant international experience. However, the school does not require “international experience” for staff.</p>	<p><a href="#">Certification requirements</a></p> <p>Description of CAJ staff on the <a href="#">public website</a></p>
<p>CAJ is <b>effective</b> in supporting a positive globally-minded culture and environment by providing opportunities and resources for staff to grow in their professional development.</p>	
Findings	Supporting evidence
<p>The school's vision statement is effective in addressing a globally minded culture and environment.</p> <p>CAJ effectively requires all staff to establish and pursue Professional Development (Pro-D) goals each year.</p> <p>CAJ's Pro-D opportunities and resources effectively support all staff to participate in programs that help them attain their professional development goals.</p> <p>CAJ provided All Staff training on Race and Diversity during the 2021-2022 school year.</p>	<p><a href="#">School vision</a></p> <p>Each staff member’s Me@CAJ page on the “Staff Portal”</p> <p><a href="#">Professional Development Plan</a></p> <p><a href="#">Pro-D Opportunities</a></p> <p><a href="#">Resources</a></p> <p><a href="#">Email sample</a> from Director of Teaching and Learning regarding Pro-D for AP teachers;</p> <p><a href="#">Jemar Tisby sessions</a></p> <p><a href="#">Japanese Culture sessions</a></p>

A4.2. Child Protection Safeguards in Recruitment, Training and a Code of Conduct

<p>CAJ's recruitment policies are <b>effective</b>.</p>	
Findings	Supporting evidence
<p>CAJ's background check system is somewhat effective.</p> <p>CAJ's reference checking system is effective.</p> <p>Our interview process is highly effective.</p>	<p>Japan will not give background checks for employment in Japan. Police checks are available only for residents seeking employment for a non-Japanese entity. According to our HR Manager, there is a need for more uniformity and out-sourcing for non-Japan-based applicants</p> <p>Careful reference checking for all applicants. Pastor's reference obtained for all applicants, focusing on moral and spiritual character.</p> <p>According to the HR Manager, we have carefully crafted questions in the interview process likely to raise red flags if there are problems. A new set of interview questions</p>

	developed by the HoS for 2023-24 positions.
The regular, systematic professional trainings for all faculty, staff, contractors, service providers, volunteers and visitors on student safeguarding, child abuse prevention, recognition, intervention and reporting are <b>highly effective</b> for staff.	
Findings	Supporting evidence
CAJ has annual training for all staff on focused areas of child safety.	<p>Staff annually read all <a href="#">child protection policies</a> and indicate this online.</p> <p>Our safeguarding lead presents training on child safeguarding at our August training before the school year begins.</p> <p>A new online training for all staff was initiated in August 2023 through <a href="#">Child Safeguarding</a>.</p>
The processes for all faculty, staff, volunteers, outside contractors, parents and students to understand and to abide by the written code of conduct are <b>highly effective</b> for staff and somewhat effective for others.	
Findings	Supporting evidence
<p>Our code of conduct for child safety is highly effective.</p> <p>However, we do not always have guest speakers sign the code of conduct.</p>	<p>All volunteers, auxiliary staff, regular staff working with children need to sign annually the Code of Conduct for Child Safety; copy is kept in HR files.</p> <p>Clear process for reporting breaches of child safety (Child Safety Team process)</p> <p>According to the HR manager, SLEW (Spiritual Life Emphasis Week) speaker could be in a position to be one-on-one with a student but is not routinely processed through the HR application system. This should be changed.</p>

#### A4.3. Supervision and Evaluation Promoting Professional Growth

Procedures encouraging professional growth of both teaching and administrative staff are <b>highly effective</b> and support student learning and teaching.	
Findings	Supporting evidence
<p>The supervision and evaluation procedures to promote professional growth at CAJ are highly effective because there is a requirement for relevant degree and up-to-date certification. There are also school-wide required, paid professional development days.</p> <p>Monetary provision is available for professional development, and professional</p>	<p><a href="#">Teacher certification</a></p> <p><a href="#">Meeting pay</a></p> <p><a href="#">Funds for professional development</a></p>

<p>development opportunities are listed on the website.</p> <p>There are also regular observations &amp; feedback from supervisor / principal (&amp; head teacher) (different from evaluations) and walkthroughs. Teaching staff are required to have evaluations by supervisors on a regular schedule and self-evaluation.</p> <p>There is also a requirement for support staff to participate in professional development and SMART goals, and self-reflection Head of School, principals, department heads and Director of Teaching and Learning support curriculum development and evaluation.</p>	<p><a href="#">Professional development opportunities</a></p> <p><a href="#">Walkthroughs</a></p> <p><a href="#">Evaluation of Teaching Staff</a></p> <p><a href="#">Professional development requirements for support staff</a></p> <p><a href="#">Curriculum planning &amp; evaluation system</a></p>
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A4.4. Staff Actions/Accountability and Collegial Strategies to Support Learning

We are **highly effective** in sharing responsibilities and working for common goals and actions. We have a number of opportunities to work together to support students in their learning.

Findings	Supporting evidence
<p>We are highly effective in sharing responsibilities and working for common goals and actions which are shared and discussed at monthly Department, Divisional and All Staff meetings. All staff are required to set the professional development goals (Pro-D) yearly and expected to improve their skills that lead to supporting student learning.</p> <p>All teaching staff are required to do Teaching for Transformation (TfT) to learn and improve their teaching skills and perspectives and is considered highly effective.</p> <p>Our ongoing success in co-teaching in Elementary School (ES) and Middle School (MS) shows that our program has a positive impact on student learning.</p> <p>We have grade level meetings to discuss a coordinated approach to supporting students.</p> <p>We pursue professional growth on an ongoing basis.</p>	<p>Divisional meeting agenda/minutes are in a Google drive for each division.</p> <p><a href="#">Elementary 23-24 agenda</a></p> <p><a href="#">Teaching for Transformation</a></p> <p>Class lists, Contracts, co-teachers' meeting documents, available through each staff member's personalized portal page</p> <p><a href="#">Professional growth rubric.</a></p>

We believe that CAJ is **somewhat effective** in the use of collegial strategies to implement innovations and encourage improvement.

Findings	Supporting evidence
Professional learning community groups are available, but not everyone has a chance to attend one of their choice. However, our days allotted to professional development are effective in helping us work together for school improvement.	22-23 school year, once a month PLC meetings were held: <ul style="list-style-type: none"> <li>• HS teachers chose which Action Research groups they participated in</li> <li>• MS &amp; ES teachers we assigned to a co-teaching workshop</li> <li>• MS &amp; ES teachers were not included in Cultural studies workshops</li> </ul>
No formal program of mentoring and shadowing, although the department chairs have piloted a program of coaching observations in 2022-23.	Pro-D <a href="#">plan</a>

A4.5. Support and Measurable Effect of Professional Learning

We are <b>effective</b> at ongoing professional development.	
Findings	Supporting evidence
At CAJ, all staff are required to continue in our individual professional development to be effective at our mission and in our roles.	<a href="#">Continuing Education Units</a> <a href="#">Pro D Plan</a>
"To meet all student needs" we are supporting students via our IEP, OAP and EAL support programs.	<a href="#">IEP</a> <a href="#">OAP</a>
We use multiple standardized tests to measure student achievement.	<a href="#">Standardized testing</a>
CAJ is <b>effective</b> at verifying the growth and learning of its students.	
Findings	Supporting evidence
To verify the students growth and see evidence of any measurable effect, we are able to see the results via standardized testing and from the results of the cumulative Senior Comprehensives assessment.	<a href="#">Standardized Testing</a> <a href="#">Senior Comprehensives final grades</a>

**A5. School Improvement Process Criterion**

The school leadership facilitates continuous school improvement to guide the work of the school through (a) implementation of a schoolwide action plan focused on quality learning for all students; (b) involvement of the school community; and (c) collective accountability for implementing and monitoring the schoolwide action plan.

A5.1. Schoolwide Action Plan Aligned to Desired Outcomes

CAJ is **highly effective** at facilitating continuous school improvement through implementing the schoolwide action plan and involving the school community.



Findings	Supporting evidence
<p>The schoolwide action plan is aligned to the student learner needs and the other desired outcomes, i.e., schoolwide learner outcomes, global competencies, and academic standards and guides the work of the entire school community.</p>	<p><a href="#">Student Objectives, Core Values, Vision</a></p>
<p>Schoolwide action plan aligns with WASC identified growth areas.</p>	<p><a href="#">2021 Action Plan Document</a></p>
<p>In response to growth goal 1, all MS and HS staff received training in teaching in block scheduling.</p>	<p><a href="#">Generic Academic Outline</a> <a href="#">Progress Report</a></p>
<p>In response to growth goal 2, our director of technology created Learner Build to provide CAJ with a more compatible grade reporting system in secondary (started 2020) and primary (started 2022).</p>	<p><a href="#">Learner Build</a></p>
<p>In response to growth goal 3, the RAD team revised the Student Objectives in 2022.</p>	<p><a href="#">Student Objectives</a> <a href="#">Progress Report</a></p>
<p>In response to growth goal 4, scope and sequence mapping was completed by SY 20-21.</p>	<p><a href="#">Jemar Tisby sessions</a></p>
<p>In response to other self-identified community needs, PLC groups met regularly for the school year 21-22 for a discussion on race and diversity.</p>	<p><a href="#">Progress Report</a></p>
<p>In response to other self-identified community needs, PLC groups met regularly for SY 22-23 to discuss Japanese history and culture led by Morris Yaegashi.</p>	

A5.2. Stakeholder Involvement that is Broad-based, Collaborative and Shows Commitment

<p>CAJ is <b>effective</b> at gaining the involvement of a broad base of stakeholders who are collaborative and committed to the school's mission.</p>	
Findings	Supporting evidence
<p>CAJ offers opportunities to participate in the school improvement process to all stakeholders, including: Leadership Team (LT), Research And Development (RAD) team, staff, parents, and students.</p>	<p><a href="#">Schoolwide Action Plan</a> <a href="#">RAD team meeting notes</a></p>
<p>School Improvement Process effectively aligned with the action plan and with</p>	<p><a href="#">School Improvement Process</a></p>

<p>identified growth areas.</p> <p>Staff provide feedback during department meetings, divisional meetings, and RAD team meetings about the implementation and progress of the school wide action plan.</p> <p>Parent feedback collected through annual surveys.</p> <p>Student feedback collected through annual surveys.</p>	<p>ES, MS, and HS meeting notes</p> <p><a href="#">Staff calendar</a> for meeting schedule</p> <p><a href="#">SY 2022-23</a> <a href="#">SY 2021-22</a>, for comparison</p> <p><a href="#">TfT student survey data</a></p> <p>Course preferences survey (<a href="#">Sample: Bible</a>)</p>
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A5.3. Alignment between all Resources and Implementing the Schoolwide Action Plan

<p>CAJ's resources are <b>highly effective</b> in supporting the implementation of the Schoolwide Action Plan.</p>	
Findings	Supporting evidence
<p>The allocation of time/fiscal/personnel/material resources is aligned with implementing the schoolwide action plan.</p> <p>Allocation of fiscal resources: Budget is allocated to academic departments and classrooms.</p> <p>Allocation of personnel is done as shown in the job descriptions</p> <p>Allocation of material/resources is done through providing supplies for use in the classroom in the staff workroom and library, and providing textbooks, iPads, chromebooks, printers, copiers, etc.</p>	<p><a href="#">Progress report</a></p> <p><a href="#">Budget</a></p> <p>Budget and Expense Report</p> <p><a href="#">Job descriptions</a></p> <p><a href="#">Job list</a></p> <p><a href="#">Supplies, Work</a></p> <p><a href="#">Staff Workroom</a></p> <p><a href="#">Library</a></p> <p><a href="#">Capital Budget Request</a></p> <p><a href="#">Pro-D funds request form</a></p>

A5.4. Innovation and Transformation of the School

<p>CAJ has systems in place that provide opportunities for <b>effective</b> innovation and transformation within the school.</p>	
Findings	Supporting evidence
<p>The school leadership, staff and other stakeholders reflect and evaluate what currently exists, analyze research and</p>	<p>LT meetings, board meetings, RAD team meetings, curriculum meetings</p>

<p>determine what programs should be strengthened and/or redesigned to be more creative, forward thinking and responsive to current and future student needs and interests through:</p> <p>Staff effectively reflect, evaluate, and redesign programs through department meetings.</p> <p>Staff effectively reflect, evaluate and redesign programs through divisional meetings.</p>	<p>LT Meeting notes</p> <p>Board meeting notes</p> <p><a href="#">RAD meeting notes</a></p> <p><a href="#">Curriculum meeting notes</a></p> <p>Eg: Math-</p> <ul style="list-style-type: none"> <li>● Redesigning courses</li> <li>● Looking at new curriculum</li> <li>● Seeking math specialist support for learning needs</li> </ul> <p>Eg: Science-</p> <ul style="list-style-type: none"> <li>● Looking at using open resource curriculum in MS level</li> <li>● ES and MS Science curriculum changes to align with Scope and Sequence</li> </ul> <p>Eg: MS/HS English</p> <ul style="list-style-type: none"> <li>● Using data to evaluate and improve assessment practices</li> <li>● Using data to improve plagiarism policies</li> <li>● Using classroom feedback to evaluate department goals (improving student reading and writing skills)</li> </ul> <p>ES, MS, and HS meeting notes</p>
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## A6. Adequate and Sufficient Resources and Resource Management

The resources available to the school are sufficient to sustain the school program and are effectively used to carry out the school’s purpose and desired outcomes: schoolwide learner outcomes, global competencies, academic standards and major student learner needs. The school has developed policies, procedures, and internal controls for managing the financial operations that meet local laws, accepted international practices, and ethical standards.

### A6.1. Resource Allocation to Support the School Purpose, Desired Outcomes and the Schoolwide Action Plan

<p>CAJ <b>effectively</b> allocates resources to support the school purpose and the Schoolwide Action Plan.</p>	
<p>Findings</p>	<p>Supporting evidence</p>
<p>We believe that CAJ provides effective resource allocation through personnel based job responsibilities.</p>	<p>Business manager: Selwyn Chua Facilities manager: Steve Willson IT Director: Nate Rudd</p>

<p>Capital Budget Requests/Fund are sent out to all staff in mid-January for needs/purchases larger than ¥50,000 and are vetted by the Business Manager and Facilities Manager.</p> <p>CAJ allocates Department Budgets, which are listed on the Account Numbers document listed on the Staff Web Page. The amounts for each teaching department are specified on the Revenue Expense Report. This is accessible via the Business Manager.</p> <p>CAJ effectively allocates their resources for the furthering of the school's mission. Pro-D requests include a rationale for how resources will fulfill a school vision, mission, Student Objectives or Pro-D goal.</p> <p>CAJ has an effective maintenance and tech request online system.</p> <p>The facilities at CAJ are well maintained and up to date.</p> <p>Technology is allocated to staff, students, and classrooms.</p>	<p><a href="#">Revised Action Plan</a></p> <p><a href="#">Capital Budget</a></p> <p>Principals consult with Department Heads, Business Manager meets with Principals to finalize budgets.</p> <p><a href="#">Pro-D request</a> review follow up After a Pro-D opportunity is completed, staff are invited to write a review of what they learned.</p> <p><a href="#">Maintenance Request</a> <a href="#">Technology Request</a></p> <p>Maintenance and Pro-D requests - teachers are invited to request and respond to needs in their own area of specialization and work.</p> <p>Facilities: new field, new building, playground structures, remodeling/reform of current buildings</p> <p><a href="#">Master Plan CAJ</a></p> <p>Master Plan Higashikurume City (zoning conversations)</p> <p>Resources: vehicle purchasing cycle</p> <p><a href="#">Technology guide</a></p> <p>Staff are provided with a new MacBook every 4 years.</p> <p>HS students are provided with a new Chromebook for their 4 years of HS.</p> <p>MS students are provided with Chromebooks for their 3 years of MS.</p> <p>ES students are provided with iPads on a 4 year life cycle.</p> <p>All classrooms are equipped with projectors, speakers, Apple TV and</p>
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	Chromecasts that are on life cycles.
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A6.2. Financial Practices, Budgeting, Annual Audit, and Fiduciary Responsibilities

CAJ is **highly effective** in developing an annual budget and conducting frequent audits.

Findings	Supporting evidence
<p><b>Annual Budget:</b> Based on past and expected yearly income and expenses, and long term project plans (capital budget, building plans, long term maintenance of buildings) the business manager makes the school budget and presents it to the board for approval.</p> <p><b>Annual audits:</b> External organization visits campus and audits accounts once every other month to check accounting entries. The company visits again annually once a year at the end of the fiscal year to do a thorough audit</p> <p><b>Internal audit:</b> Annual auditor (supervisor auditor) performs some internal audit functions during the year.</p> <p><b>Quality business and accounting practices:</b> In addition to everything said above, everyone reports spending to a superior/supervisor. The school staff and teachers report spendings and receipts to each principal and manager that are in charge of said individual budget. The principals and managers report spending to the business manager. In turn, the business manager reports all spending and budgets to the board.</p> <p><b>Tokyo Metropolitan Government (TMG) Private School Bureau/Division</b> requires CAJ to have a minimum 25% annual expenditure in liquidatable funds in the bank at all times.</p> <p>All staff can ask their supervisor/manager for purchase requests. Managers and supervisors (ie: principals) are in charge of their own budgets. Near the end of the fiscal year everyone gets a chance to make a capital budget request for the next school year.</p>	<p>Can request Business Manager for basic yearly budget</p> <p>Public budget / spendings posted: <a href="#">Budget, Monthly Reports</a></p> <p>Evidence of external audits is found in resulting auditing reports as presented to the board</p> <p>Business manager sees report from audits</p> <p>Copy of external audit is presented to the board by the Business Manager</p> <p>We are not big enough to need a specific internal auditor.</p> <p>Established hierarchy of supervision for financial spending.</p> <p>Conversation with Business Manager. Principals and managers and those with spending accounts can check their account progress/summary on their individual staff portal page (Me@CAJ)</p> <p>In the rules book provided by the TMG Private School Bureau, kept in the Business Office.</p> <p><a href="#">Budget</a></p>

A6.3. Safe, Functional and Well-maintained Facilities

CAJ **effectively** ensures the school's facilities are adequate, safe, functional, and well-maintained through a variety of means.

Findings	Supporting evidence
<p>CAJ has a master plan that is currently under review due to rezoning questions.</p> <p>Building Committee meets as needed with input from stakeholders</p> <p>New structures have been put in place, completed during the 2022-23 school year.</p> <ul style="list-style-type: none"> <li>● Ark (band, multipurpose, cafeteria)</li> <li>● Playground</li> <li>● Turf Field</li> </ul> <p>Structural reforms for fire proofing and other building code requirements are being conducted. CAJ cooperates with local police and fire stations for annual drills. We have security cameras, hand-sanitizing stations, and well-lit areas outdoors for student safety.</p> <p>While on the playground or at after school events, students are supervised by staff members.</p>	<p><a href="#">Master Plan</a></p> <p>Building Committee Notes</p> <p>Reform schedule is made with a construction company</p> <p>Fire drills, earthquake drills, lockdown drills are conducted annually.</p> <p>Playground area stays lit at night</p> <p><a href="#">Supervision schedule</a></p>

A6.4. Child Protection Policy and Application in Facility Building and Design

CAJ is **effective** in ensuring that building and facility design support child safety.

Findings	Supporting evidence
<p>Building design meets Japanese building code; buildings are reviewed for safety and compliance regularly. Windows are coated with wire mesh and shatter proof coating. All doors have windows to comply with visibility and accountability.</p> <p>CAJ is considering the gym locker rooms to see if a better layout and usage process is required. Gym locker safety is enhanced by security cameras in entryways, and locks are provided to each student.</p> <p>Crisis team implemented and evaluated annually: teaching/support staff closest to certain entries required to monitor those doors. Evacuation drill maps are visibly posted in classrooms near doors.</p> <p>Campus has fences/defined boundaries,</p>	<p>Conversation with Facilities Manager &amp; Safeguarding Lead</p> <p><a href="#">Child Protection Policy</a></p> <p><a href="#">Lock policy</a></p> <p><a href="#">Crisis Plan</a></p> <p>Conversation with Facilities Manager</p>

<p>gates that close for the safety of people on campus. For wheelchair accessibility, CAJ has elevators in two locations and a ramp leading to the auditorium. Elevators are inspected regularly.</p>	
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A6.5. Sufficient Resources to Support and Retain a Well-Qualified Staff

<p>CAJ <b>effectively</b> provides sufficient resources to support and retain well-qualified staff.</p>	
Findings	Supporting evidence
<p>CAJ and the HoS are committed to supporting and retaining well-qualified staff.</p> <p>We have effective policies and procedures in hiring, support, professional development, and providing materials for teachers..</p>	<p><a href="#">Hiring Process</a></p> <p>Support</p> <ul style="list-style-type: none"> <li><a href="#">New Staff Orientation</a></li> <li><a href="#">New Staff Information</a></li> <li><a href="#">Staff Training</a></li> <li><a href="#">Housing Guidelines</a></li> </ul> <p>Professional Learning</p> <ul style="list-style-type: none"> <li><a href="#">PD Resources</a></li> <li><a href="#">CPR Training</a></li> </ul> <p>Material Resources</p> <ul style="list-style-type: none"> <li><a href="#">Tech hardware</a></li> <li><a href="#">Atlas</a></li> <li><a href="#">Laptops</a></li> </ul>

A6.6. Instructional Materials and Equipment, Acquisition, Adequacy and Maintenance

<p>CAJ has <b>effective</b> processes in place for the acquisition and maintenance of quality instructional materials and equipment.</p>	
Findings	Supporting evidence
<p>There are policies/procedures for acquiring and maintaining adequate instructional materials and equipment.</p> <p>Every department and K-5 classroom has a budget that has been approved for the school year.</p> <p>Textbook orders are done systematically each year on a five-year rotation.</p> <p>Technology plan is in place and reviewed annually.</p>	<p><a href="#">Textbook Request</a></p> <p><a href="#">Student Technology Guide</a></p> <p><a href="#">Laptops</a></p> <p><a href="#">Budget</a></p> <p><a href="#">Capital Budget Request</a></p> <p><a href="#">Textbook Orders</a></p> <p><a href="#">Technology Purchase Plan</a></p>

**A7. Ongoing Resource Planning, Implementing and Monitoring**

The governing authority and the school leadership executive are responsible for planning

to ensure the sustainability of the school's program and operations in the face of planned and unplanned future needs.

#### A7.1. Broad-based and Collaborative Planning for Long-range Resources

CAJ is **effective** in its long-range resource planning to ensure the availability of resources.

Findings	Supporting evidence
<p>To achieve effective long-range resource planning, we plan for textbook renewal, have an established laptop/Chromebook cycle, acquire and maintain library resources, and effectively manage supplies using barcodes.</p> <p>Textbook resources are reviewed and renewed every 5 years for MS and 6 years cycle for HS.</p> <p>Our laptop/Chromebook cycle (staff laptops, student Chromebooks, iPad) is every 4 years.</p> <p>Resource management includes maintaining equipment and facilities, conducting regular inventory management, and allocating resources efficiently to various departments and activities. With a comprehensive long-range resource plan in place, we provide students with access to up-to-date technology, library resources, and essential learning materials to support their education.</p>	<p><a href="#">Curriculum planning and evaluation system</a></p> <p><a href="#">Staff laptop expectations (4 year cycle)</a></p> <p><a href="#">Student device cycle plan</a></p> <p><a href="#">Library</a></p>

#### A7.2. Adequate Compensation, Staffing and Reserves

The leadership **effectively** strives to achieve adequate compensation to faculty, administrators, and staff while balancing a reasonable accumulation of reserves to consider other unknown contingencies.

Findings	Supporting evidence
<p>CAJ has adequate reserves to operate in case of emergencies, including liquid and illiquid assets that can be cashed out.</p> <p>CAJ's primary source of income is tuition, which accounts for over 95% of its revenue. Despite the school's dependency on tuition, the compensation for staff and faculty is low but fair, with the staff getting a ¥60,000 yen annual increase in salary for 23-24.</p>	<p>¥100,000,000 (minimum) cash reserves in the bank (Business Office representative)</p> <p>Business Office data</p> <p><a href="#">Salary Information</a></p>



<p>A retirement benefit has been announced, which is dependent on a staff member's years of service and will be given in a tax-free lump sum payment upon retirement or staff leave.</p> <p>The monthly staff salary is approximately 28.9% of cash reserves, providing for around three months of salary payments for 84 full-time equivalent staff.</p> <p>The school is committed to continue to balance compensation and reserves effectively to ensure the longevity of staff while managing potential contingencies.</p>	<p>Business Office accounting financial statements</p>
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A7.3. Informing the Community and/or Governmental Authorities about the School's Financial Plans and Needs

<p>CAJ's governing authority and school leaders are <b>effective</b> in informing the school community and appropriate governmental authorities of the financial plans and needs of the school..</p>	
Findings	Supporting evidence
<p>The school submits an annual report to the Tokyo Government. By doing so, the school can ensure transparency and accountability in the use of public funds and demonstrate their commitment to sound financial management practices.</p> <p>This approach fosters public trust and confidence in the school's leadership, while enabling the government to make informed decisions and allocate resources effectively to support the school's needs.</p>	<p><a href="#">Access to Financial Statement Regulation</a></p> <p>Government liaison on Business Office staff can answer additional questions</p>

A7.4. Marketing Strategies to Support the School

<p>CAJ is <b>effective</b> in using marketing strategies to promote the school within the greater community.</p>	
Findings	Supporting evidence
<p>CAJ has implemented various initiatives to promote the school within the community, including:</p> <ul style="list-style-type: none"> <li>• Appointing a Director of Development to focus on alumni, fundraising, marketing, and communications in August 2023</li> <li>• Holding meetings with mission heads for prospective new missionary families</li> </ul>	<p>Director of Development (Marie Wahl)</p> <p><a href="#">Mission Representatives Meeting</a></p>

<ul style="list-style-type: none"> <li>● Producing videos for the community</li> <li>● Publishing biannually in our regular publication “The Chronicle”</li> <li>● Advertising on websites and other publications</li> <li>● Upgrading its website</li> <li>● Coordinating the visual aspect of its school paraphernalia</li> <li>● Maintaining a social media presence on Facebook, Instagram, and a Wikipedia page.</li> </ul> <p>By utilizing these marketing strategies, CAJ aims to attract prospective families, staff, and donors, as well as to promote its mission and programs to the wider community.</p>	<p><a href="#">Videos about CAJ</a></p> <p><a href="#">CAJ Chronicle</a></p> <p><a href="#">Japan Harvest Magazine</a> <a href="#">JEMA endorsed ministries</a></p> <p><a href="#">School website</a></p> <p>Director of Development (Marie Wahl)</p> <p><a href="#">CAJ Facebook page</a> <a href="#">CAJ Instagram</a> <a href="#">CAJ Knights Instagram (Sports)</a> <a href="#">CAJ Wikipedia page</a></p>
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## Category A: Organization for Student Learning Summary Impact on Student Learning, Priorities, and Next Steps

Impact on Student Learning: *How does the school's organization based on the Category A criteria affect the impact on student learning?*

Christian Academy in Japan is organized to **effectively** meet the learning needs of its students. Everything about the school's organization and resourcing is designed to give students a positive learning experience and achieve the school's objectives for its students.

### Strengths

1. Our vision statement is clear and well advertised and almost all staff know it by heart.
2. General Board policies are clearly written and annually presented to staff.
3. Board follows the role established for it (Policy Governance; Big Picture focus).
4. CAJ provides a wide range of professional development opportunities for furthering staff learning and growth.
5. Child safeguarding policy is solid, upheld by all staff at a high standard, and continues to be considered and reevaluated.
6. CAJ is highly effective in promoting global mindedness through curriculum, student activities, and staff training.
7. The school has sufficient resources for effective student learning and maintains these resources well.
8. School has an effective system of resource management (i.e. textbook, laptop, equipment) in place and is financially sound.
9. CAJ has adequate reserves to operate in case of emergencies, including liquid and illiquid assets that can be cashed out.

### **Growth Areas for Continuous Improvement**

1. Lack of clear definition and documentation of non-class responsibilities for staff, such as SWOW, Student Councils, and before and after school activities.
2. Need to provide clear documentation of the philosophy and description of co-teaching.
3. Improved recruitment and vetting of volunteers, speakers and individuals working directly with students.
4. Bringing gym locker rooms up to modern standards to improve child safety and functionality.
5. Exploring additional marketing strategies or channels (i.e. fundraising events, programs, partnering with community organization/businesses) to reach a wider audience and attract prospective families, staff, and donors.
6. Improve use of generated data, for example, survey results, TFT curricular changes, findings from Action Research in staff meetings.

## Category B: Curriculum, Instruction, and Assessment

### B1. What Students Learn Criterion

The school provides a challenging, coherent, and relevant international curriculum for each student that fulfills the school's purpose and results in student achievement of the desired outcomes: schoolwide learner outcomes, global competencies, academic standards, and major student learner needs.

B1.1. Indicator: Comprehensive International Curriculum Based on Learner Outcomes, Global Competencies and Academic Standards

CAJ is <b>effective</b> in having a research-based, comprehensive international curriculum, based on standards and student learner outcomes.	
Findings	Supporting evidence
<p>CAJ has assessments aligned to standards in our curriculum mapping program, Atlas. All three divisions have systems and processes in place for students to reflect on their achievement of the standards and objectives. Student feedback indicates that most students are effectively achieving standards and objectives across all three divisions.</p> <p>The senior comprehensives project shows that CAJ's curriculum is effective by allowing seniors to demonstrate their understanding of the standards and Student Objectives when they choose a local or global issue to research.</p> <p>Some examples of current educational research that has impacted our curriculum and student learning:</p> <ul style="list-style-type: none"> <li>• Understanding by Design is used as the model for developing curriculum</li> <li>• Teaching for Transformation guides our biblical perspective implementation in our teaching</li> <li>• Co-teaching model used in elementary and middle school to support students</li> </ul>	<p>Atlas</p> <p>Self reflections that students complete</p> <p><a href="#">Student Led Conferences</a></p> <p><a href="#">Senior Comprehensives</a></p> <p><a href="#">UBD resource folder</a></p> <p><a href="#">Teaching for Transformation website</a></p> <p><a href="#">IfT resource folder</a></p> <p>Elementary and middle school did a book study on <a href="#">Co-Teaching for English Learners</a></p>

B1.2. Indicator: Processes for Implementation and Evaluation of a Challenging, Coherent and Relevant Curriculum

We believe that CAJ is <b>highly effective</b> in the implementation and evaluation of curriculum. The curriculum and resources are regularly evaluated through the co-teaching relationship, reviewed by administration, and are regularly accessed and updated through department and divisional meetings.	
Findings	Supporting evidence

<p>Teachers, principals, the Director of Teaching and Learning, and department chairs evaluate the curriculum.</p>	<p>Atlas - There is a place for teacher review, department chair review, unit taught/updated information</p>
<p>Curriculum is regularly discussed and evaluated at department meetings once a month. Co-teachers often reflect together and discuss curriculum.</p>	<p>Department agendas For example: <a href="#">Math Dept</a></p>
<p>We have a curriculum review cycle that guides our curriculum evaluation.</p>	<p><a href="#">Curriculum Planning and Evaluation</a></p>

B1.3. Indicator: Curriculum Alignment and Vertical/Horizontal Articulation

CAJ is **somewhat effective** in its horizontal and vertical articulation of curriculum.

Findings	Supporting evidence
<p>Horizontally, we have teachers in ES and MS either covering multiple subjects or co-teaching within different subjects to connect learning across curriculum standards. Within the HS, our senior project intentionally draws together cross-subject learning with a student chosen issue.</p>	<p><a href="#">Descriptions of Senior Comps projects</a></p>
<p>Vertically, through department meetings, multiple grades meet together to discuss how common subject standards are taught and assessed, and where any gaps or overlaps are in our curriculum.</p>	<p>Department meetings</p>
<p>However, since elementary teachers teach many subjects, K-12 subject area department meetings are not able to happen often and this can cause lack of communication between divisions.</p>	<p>Example of a gap found in a department meeting: One weakness we found was in student research skills, especially within the areas of a common vocabulary and common tools. Students report feeling unprepared for Capstone project</p>

B1.4. Indicator: Access to the Curriculum by All Students

CAJ is **effective** in providing students access to challenging, relevant, and coherent global curriculum that addresses a wide range of diverse needs with differentiated global educational options.  
At some levels, CAJ is **somewhat effective** in addressing the needs of learners at the ends of the learning spectrum, both learners who need intervention and learners who need enrichment.

Findings	Supporting evidence
<p>Teachers use Google Classroom to post assignments, resources, and materials to</p>	<p>Google Classroom</p>

<p>access within and outside of school hours.</p> <p>One-to-one iPads or Chromebooks are available from K-12.</p> <p>We have a variety of accessible textbooks available to all students, including paperback and online options both at home and at school. This access gives us the opportunity to provide accommodations for CAJ's large EAL population and students with specific learning needs/disabilities.</p> <p>Textbooks, e-texts, audiobooks, and e-books available to students in class. Second textbooks available to students with learning needs to take home and audiobooks are available in multiple languages.</p> <p>Because of the range of abilities in the classrooms, teachers need more resources and training to be able to personalize instruction for students who have different academic needs. We do not have a dedicated EAL director.</p>	<p><a href="#">CAJ Technology Plan</a> (rotation for replacing old Chromebooks/iPads)</p> <p>5th grade Harcourt Social Studies (second copies available when students need to take one home)</p> <p>Digital textbooks (e.g. <a href="#">Cengage</a>)</p> <p>Library resources/audiobooks (<a href="#">Destiny Discover Home</a> /<a href="#">E-platform</a>/ <a href="#">World Book Online</a>)</p> <p>Digital database (<a href="#">Ebsco</a>)</p>
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B1.5. Indicator: Student Understanding of Standards-based Curriculum and Schoolwide Learner Outcomes

CAJ **effectively** provides opportunities for student conversations that demonstrate the understanding of Standards-based Curriculum and Schoolwide Learner Outcomes. To accomplish this, students progress through CAJ learning and growing through grade-appropriate projects/activities that build from conversations to application.

Findings	Supporting evidence
<p>Student-Led Conferences once a year, student comments, parent conversations and surveys help students discuss their academic growth using standards and schoolwide learner outcomes.</p>	<p><a href="#">Student-Led conferences</a></p>
<p>At least once a year, we have FLEx Projects and Tft (Teach for Transformation) sharing times that show how students practically apply schoolwide learner outcomes and allow time for student reflection.</p>	<p>Lesson plans, Tft celebration folder from Google Drive <a href="#">Sample slideshow</a> from 3rd grade</p>
<p>Once a year, 8th Grade Extravaganza results and comments show student understanding of standards and schoolwide learner outcomes.</p>	<p>8th grade Extravaganza: <a href="#">prompt</a>, photos (Vidigami), <a href="#">rubric</a></p>
<p>Once a year, the 12th grade Capstone</p>	<p><a href="#">Senior comprehensives prompts</a></p>

<p>Project shows how students practically apply schoolwide learner outcomes on global issues.</p>	<p><a href="#">Videos of Senior Comps presentations</a></p>
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B1.6. Indicator: Performance Measures to Assess and Monitor Satisfactory Progress of Student Learning

CAJ is **effective** in using performance indicators to assess student learning through our use of Student Objectives, Senior Comprehensives project, and standards-based curriculum.

Findings	Supporting evidence
<p>Student objectives are displayed throughout the school and connect to assessments in the Atlas curriculum maps. The Elementary School also includes the Student Objectives on their report cards to show student development.</p>	<p>ES report card Teachers use <a href="#">this list</a> of indicators to help as they grade</p> <p>Student Objectives are displayed in classrooms and outside of the Academic Office</p>
<p>Teachers use developmentally appropriate standards for students in each grade level to develop curriculum and lessons, as shown in curriculum plans in Atlas.</p>	<p>Atlas</p>
<p>Even beginning in elementary, students practice skills to prepare them for the Senior Comprehensives project. Students are challenged to grow in global competencies through learning about issues around the world and practicing research and synthesis skills to explore current solutions and propose new solutions.</p>	<p><a href="#">Fourth grade Passion Project (Atlas)</a></p> <p>Conversations with graduates (graduates have stated that their Senior Comprehensives project spurred them to further pursue their topic in their university studies and career choices)</p>

B1.7. Indicator: Programmatic Follow-up Studies in Relation to Impact on Student Learning

CAJ does very little follow up studies with feeder schools, colleges/universities, and alumni because of the international nature of our student body. However, we give information about our school and visit feeder schools and also communicate to our alumni through CAJ Chronicle.

Findings	Supporting evidence
<p>The CAJ Chronicle is a way we communicate to our alumni community updating them of what we have been doing and going to do.</p>	<p><a href="#">CAJ News</a></p>
<p>We invited CAJ alumni who attend Japanese universities to do a Panel at Meet and Greet about their school life and experiences our high schoolers should expect.</p>	<p>Alumni panels speak to students and parents about their experiences, especially in Japanese universities</p>
<p>Information of feeder schools and</p>	<p><a href="#">High School Profile</a></p>

<p>colleges/universities</p> <p>CAJ Chronicle - To showcase our achievements and progress at school.</p> <p>Email sent to Classes of 2016-2022 by the Guidance Counselors</p>	<p><a href="#">CAJ Chronicle</a></p> <p>Asking for them to submit short videos with their advice for current seniors</p>
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## B2. How Students Learn Criterion: Student Engagement

All students are engaged in challenging and relevant learning experiences to achieve the desired outcomes: schoolwide learner outcomes, global competencies, academic standards, and major student learner needs. A majority of students become advocates for their own needs and interests, and the school strives to assist those who struggle to reach this goal with dedicated support systems.

B2.1. Indicator; Student Understanding of Performance Levels:

<p>CAJ is <b>effective</b> in student understanding of their own performance levels because we intentionally engage students in a variety of reflection activities and give them quick access to assessments and feedback.</p>	
Findings	Supporting evidence
<p>High school students spend time processing their learning after a week of team-building activities (SWOW) immediately following the activity as well as later in the month. Other teachers actively engage in reflection activities after major assignments and activities.</p>	<p>After School WithOut Walls (<a href="#">SWOW</a>) team-building activities</p> <p>Reflection in Elementary through Google Forms Sample: <a href="#">Fifth grade math</a></p>
<p>Students also engage in more comprehensive reflection in Middle School and High School as they prepare and lead Student Led Conferences and Personal Academic Reflection Conferences. These conferences are where students lead their parents through each subject highlighting satisfactory and challenging pieces.</p>	<p>Student portfolios created by each student in MS and HS</p>
<p>Students also have access to online grades which include standards and formative and summative assessments. In this way, they can see throughout the year how they are progressing on each standard. High School teachers give students rubrics ahead of the assignment and students can self-assess before handing in the assignment.</p>	<p>Online platforms: Learner Build, SeeSaw, Google Classroom</p> <p>HS rubrics accessible through Google Classroom or photocopies</p>

B2.2. Indicator: Results of Student Observations and Examining Work

CAJ is **effective** in having students demonstrate high-level learning including critical and creative thinking, problem-solving, knowledge attainment, and transfer and



application of knowledge and skills because we expect our students to meet the standards presented on our rubrics, assessments, and projects.

Findings	Supporting evidence
<p>Grade 2 - Dinosaur Research Project and Rubric The students chose their own topic, researched, and presented their research project in front of the class.</p>	<p><a href="#">Grade 2 Dinosaur Research Project</a></p>
<p>Grade 2 - Math Center Small Group The students collaborated to solve various math problems and applied their knowledge and skills.</p>	<p><a href="#">Grade 2 Math Centers</a></p>
<p>HS Japanese - Group Skit Presentation (student-centered) Students chose their topic, wrote the script and props, and created a video to show creative thinking and application of language skills.</p>	<p><a href="#">Sample movie</a></p>
<p>Grade 6 - Math assessment Math assessments show critical thinking, problem-solving, knowledge attainment, and application of skills.</p>	<p><a href="#">Grade 6 Math assessment</a></p>
<p>We also have our Senior Comprehensives project for 12th grade students.  The junior class organize a charity event to sponsor a student from the school the seniors visit in Thailand.</p>	<p><a href="#">Senior Comprehensives Description</a></p>

B2.3. Indicator: Opportunities for Student Voice and Feedback In and beyond the Classroom

CAJ is **effective** at providing students with the opportunity to give feedback in multiple areas of school life.

Findings	Supporting evidence
Comparative Government classes present school improvement ideas to school leadership and some have been implemented, including incorporating more health education into the 10th grade curriculum.	Comparative Government <a href="#">Atlas maps</a>
There is a survey to express feedback to Cezar’s Kitchen, our food provider.	<a href="#">Cezar’s Kitchen Feedback Form</a>
Students can suggest books to be purchased by email or in person to the librarian.	See <a href="#">Librarian Wish List</a> document
Teachers offer time for students to give feedback on what they liked and didn’t like learning in the semester. However, this is not standardized throughout the school.	HS teacher feedback forms Example: <a href="#">Fifth grade end of year math reflection</a>
Our SEL curriculum teaches appropriate cultural and social interaction.	SEL curriculum ( <a href="#">The Core Project</a> )
Students are allowed to speak in groups in the classroom using various collaborative strategies and may use their first language to help comprehension.	<a href="#">Photo</a>

**B3. How Students Learn: Student-Centered Instruction Criterion**

The professional staff a) applies current knowledge about teaching and learning; and b) designs and implements a variety of learning experiences, including technology, that actively engage students at a high level of learning consistent with the desired outcomes: schoolwide learner outcomes, global competencies, academic standards and major student learner needs. We assist students who struggle to reach our outcomes.

B3.1. Indicator: Application of Research-Based Planning Processes and Professional Collaboration

CAJ is **effective** in using current educational research to develop the teaching and learning process.

Findings	Supporting evidence
CAJ provides school-wide training for applying co-teaching strategies and Teaching for Transformation.	<a href="#">Teaching for Transformation</a> See Staff <a href="#">Calendar</a> “search TFT” for dates. Gayle Monsma visit April 2023 ( <a href="#">report from that visit</a> )
Teachers collaborate to research and	

<p>suggest changes to curriculum and teaching practices through group research and independent study.</p> <p>PD provided regarding co-teaching techniques that allow teachers to teach smaller groups on a variety of topics using different methods.</p> <p>ES uses the Daily 5 framework in Language Arts so that students can read and write in a variety of ways that addresses learner needs</p> <p>HS action research groups are researching and presenting findings to suggest changes in High School.</p> <p>ES worked streamlining Science and Math curriculum from K-grade 5</p>	<p>Co-teaching seminar provided by Beth Puma in 22-23 school year</p> <p><a href="#">Daily 5</a></p> <p>Discussions on <a href="#">OpenUp math</a> and NGSS science</p>
<p>The Leadership Team <b>effectively</b> uses research to schedule all-staff meetings, divisional meetings, grade level meetings and professional development days to support professional collaboration practices and meet student needs.</p>	
<p>Findings</p>	<p>Supporting evidence</p>
<p>Time during divisional and grade level meetings is set aside to discuss how to better support EAL students and support SST students.</p> <p>All-Staff meetings have provided an opportunity for everyone to look at the Student Objectives and the school handbook</p> <p>Pro-D days have been used to discuss or provide training on different topics such as co-planning and Teaching for Transformation. Time has also been provided to collaborate and complete report cards.</p>	<p>School calendar, meeting minutes Sample: Elementary divisional meeting <a href="#">agenda</a></p> <p><a href="#">Teaching for Transformation</a></p>

B3.2. Indicator: Application of Research-based Knowledge to Instructional Content and Lesson Design and Delivery

<p>Each year, CAJ is <b>effective</b> in aligning teacher training on a certain focus, strategy, or topic, in order to stay current in research-based methodologies.</p>	
<p>Findings</p>	<p>Supporting evidence</p>
<p>During the 22-23 school year, Beth Puma, a specialist in English Language Learners, came to help teachers understand who our students are and how best to teach them. In addition to professional day seminars, she</p>	<p><a href="#">Beth Puma</a>, consultant</p>

<p>did some online coaching with specific teachers.</p> <p>The Teaching for Transformation framework helps us integrate biblical perspective into our teaching and Understanding by Design undergirds our curricular mindset. New teachers are trained each year to be able to use these frameworks.</p> <p>Teachers are encouraged to pursue professional development through a generous professional development fund which allows for them to join and learn on or off site training.</p> <p>Current multimedia and technology is used such as Canva, Procreate, 3D printers, Ableton Live, CNC.</p>	<p><a href="#">Teaching for Transformation</a></p> <p><a href="#">UbD</a></p> <p><a href="#">ProD Funding Guidelines</a> Staff may apply for up to ¥50,000 per year, or more if accumulated for up to three years.</p> <p><a href="#">Procreate</a> <a href="#">Canva</a> <a href="#">Digital Rooters for furniture design</a></p>
<p>Lessons design and instructional practices are coherent with and aligned to educational research as CAJ leaders and staff discover, unpack and implement it. Implications are considered carefully before changes are made.</p>	
<p>Findings</p>	<p>Supporting evidence</p>
<p>CAJ curriculum and instructional practices are on par with current research.</p> <p>CAJ uses a research-based curriculum for SEL/executive functioning.</p> <p>CAJ uses current standards for each subject.</p> <p>Teachers use EAL best practices to assist students with language acquisition through visual aids and vocabulary/content scaffolding.</p> <p>CAJ offers co-teaching PLCs (professional learning communities) to all relevant staff.</p> <p>Our math curriculum, Open Up, receives highest ratings from Edreports for Focus, Coherence, Rigor, Usability.</p>	<p>Department/Divisional meetings (Google Documents) Sample: <a href="#">Elementary divisional agenda</a></p> <p>Educator training and ProD <a href="#">ProD opportunities</a> <a href="#">Pro-D Resources</a> <a href="#">Pro-D Reviews</a></p> <p><a href="#">Academic &amp; Emotional Student Support</a></p> <p><a href="#">Atlas</a></p> <p>EAL (giving visuals), differentiation Visual aids posted in the classroom, canva/slides, google classroom, and Seesaw</p> <p>Flipped videos used in Middle School</p> <p>Co-teaching PLC, book study on <i>Co-Teaching for English Learners</i> by Andrea Honigsfeld and Maria Dove</p> <p><a href="#">EdReports review of curriculum alignment to standards</a></p>


B3.3. Indicator: Student Engagement in Higher-level Learning

CAJ is **effective** in asking students to think critically, synthesize, and evaluate in order to complete different assignments like persuasive writing, debates, and perspective writings.

Findings	Supporting evidence
STEM activities allow students to put all their learning together to create a functional whole.	STEM sample: Pinewood Derby, Egg Drop (pictures) <a href="#">Photo</a>
FLEx has students applying what they've learned outside their classroom. Effectiveness of this is reported through student self-reflection.	FLEx sample: <a href="#">PE buddies</a>
In all divisions, students learn to write persuasively and give reasonable evidence to support points of view.	Sample: <a href="#">5th grade argumentative essay</a>
In Elementary and Middle School, students learn to write for a variety of perspectives.	Perspective writing sample: <a href="#">Red Scarf Girl project</a>
These activities go beyond simple memorization of facts to asking students to evaluate and create their own ideas.	

B3.4. Indicator: Application of Learning

CAJ is **effective** in providing many learning experiences built into the curriculum within each grade level that occur at different times throughout the year in order to have students demonstrate their knowledge and skills.

Findings	Supporting evidence
School Without Walls (SWOW) happens annually for the high school to demonstrate leadership skills. Teaching For Transformation (TFT)-Formative Learning Experiences (FLEx) applied across all grade levels.	<a href="#">School Without Walls</a>  Sample:  TFT FLEx grade 5 2nd grade healthy eating project 6th grade-positive news
Students participate in exchange programs with local Japanese elementary schools.	Daini Elementary School Shinbori Elementary School
Pen pals give students the opportunity to apply language skills, social skills, and cultural sensitivity.	Students in 5th/6th grade
Students have the opportunity several times a year to reach out to our local community.	Second Harvest <a href="#">Food Drive</a> (6th Grade)
Seniors raise money to participate in an overseas outreach to Thailand.	HS Seniors: leadership opportunities in Thailand as well as working on building projects
	6th grade - egg drop

<p>MS science events allow students to extend concepts learned in class to hands-on activities.</p> <p>The Senior Comprehensives project has a project component.</p> <p>The Student Council provides service opportunity awareness boards.</p> <p>Elementary/Middle School students sponsor children through Compassion International.</p> <p>There are service learning opportunities within the classroom curriculum.</p>	<p>7th grade - science expo 8th grade - pinewood derby</p> <p><a href="#">Project samples</a></p> <p>Volunteer board accessible for students to volunteer in their community.</p> <p><a href="#">Compassion International</a> Each grade level takes turns to raise money, pray for and bring awareness.</p> <p>“Fix It Friday”- Industrial Arts Design HS Home EC - serving food</p>
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Students throughout all grade levels have numerous opportunities to evaluate differing perspectives. This includes looking at primary and secondary sources, seeking multiple and diverse perspectives on events, and reading books that open them up to worlds beyond their own. The effectiveness of this is seen in their ability to discuss, debate, and create writings based on their exposure to these perspectives.

Findings	Supporting evidence
Analysis of primary vs. secondary sources happens in social studies class.	MS/HS DBQ 2-4 times a year ES introduced to primary and secondary sources
Students participate in book studies/discussions throughout the year that give them opportunities to consider diverse perspectives.	8th Grade: analysis of literary symbols in <i>The Pearl</i> , individual book talks  6th Grade: Non-Western perspective, <i>A Long Walk to Water</i>  5th Grade: <i>The Boy Who Harnessed the Wind</i>
Students learn to analyze reliable vs unreliable resources.	Library lessons for ES students 5th grade research project <a href="#">library lessons</a> MS units on credible sources

B3.5. Indicator: Teaching and Learning Policies on Use of Digital Technology and Schoolwide Integration and Implementation of Technology

We believe that CAJ implements and assesses teaching and learning policies on using digital technology **effectively**. We have a clear expectation on how students use technology in and out of the classrooms and assess different ways or platforms for students to use.

Findings	Supporting evidence
Digital citizenship is being taught in K-9	<a href="#">Digital Citizenship Curriculum   Common Sense Education</a>
Teachers have expectations on how to use	5th grade stop-motion animation

<p>the technology in their classroom</p> <p>Middle School has a Digital Tools class that all students take in Grades 6-8</p> <p>Google classroom usage in 5th-12th grade and Seesaw in ES as a teaching/learning platform</p> <p>GoGuardian is used by teachers and principals to monitor proper use of technology. Apple Classroom used by ES teachers to monitor student use of iPads.</p> <p>Our technology policy is written in the handbook and is implemented by teachers</p> <p>Students are trained on proper iPad/Chromebook usage.</p> <p>5th grade are taught about digital safety when they receive their email address.</p>	<p>ES students are expected to complete activities as assigned and submit them correctly on SeeSaw</p> <p>Atlas</p> <p><a href="#">SeeSaw</a></p> <p><a href="#">List of the major apps and technology used by students in each division</a></p> <p>Alecia May (tech integrator) trains new teachers in how to use <a href="#">GoGuardian</a></p> <p>Principals receive and follow up on GoGuardian alerts</p> <p><a href="#">Technology Policy</a></p> <p>Samples: <a href="#">Technology pledge</a> <a href="#">3rd grade iPad/tech training steps</a></p> <p><a href="#">Email Resources</a></p>
<p>The integration and implementation of technology in developing all students' technological skills and digital citizenship skills is <b>highly effective</b>.</p>	
<p>Findings</p>	<p>Supporting evidence</p>
<p>With digital devices one-to-one throughout the school beginning in Kindergarten, students have many opportunities to learn how to use technology wisely.</p> <p>GoGuardian shows when students violate policies</p> <p>Completed activities from Common Sense Media Curriculum with teacher feedback</p> <p>Second language classes teach how to change the keyboard to the appropriate language.</p>	<p><a href="#">Student Technology Guide</a></p> <p><a href="#">Features</a> include creating allowed/blocked websites lists to keep students focused on class</p> <p>Fourth grade lesson on safety while gaming (students “create” their own video game with rules on how to keep it safe and friendly): <a href="#">sample work</a></p> <p>Conversation with language teachers</p>

## B4. How Assessment is Used Criterion: Reporting and Accountability Processes

The school leadership and staff use effective and valid assessment processes to collect, disaggregate, and analyze assessment results. School and student performance data is regularly reported to various stakeholders including student progress toward accomplishing the desired outcomes: academic standards, schoolwide learner outcomes, major student learner needs, and global competencies. This is an area CAJ has improved, but desires to expand its skill and become more continuous in its practice.

### B4.1. Indicator: Use of Student Performance Data and Effectiveness of the Assessment Processes

CAJ <b>effectively</b> collects and analyzes student performance data.	
Findings	Supporting evidence
<p>We have a variety of ways of assessing student performance, such as standardized tests, AP tests, teacher/student conversations, and portfolios.</p> <p>Teachers can track expectations and standards through various means. There are a variety of means that are used to communicate students' progress with students and parents to set and meet goals.</p>	<p>Learner Build</p> <p><a href="#">Standardized testing</a></p> <p><a href="#">Additional testing information</a></p> <p>Classroom portfolios; PAR/SLC done by students</p> <p>AP test results (in profile above)</p> <p>Elementary student's work and assignments posted on Seesaw</p> <p>Atlas Curriculum Maps</p>

### B4.2. Indicator: Consistency in Determining, Monitoring and Reporting Student Progress and Performance Levels Within and Across Grade Levels

CAJ is <b>effective</b> in determining, monitoring and reporting students progress and performance levels within and across grade levels as these provide teachers pertinent information on how to teach more effectively and make better decisions about the types of instruction that work best with our students.	
Findings	Supporting evidence
<p>CAJ utilizes varied assessment tools to determine students' performance. The results then are evaluated for redesigning class instruction and communicated to the parents to share information about their children's academic life with the vision of finding ways to further learning.</p> <p>We try to maintain a complete and</p>	<p>Seesaw</p> <p>GoogleClassroom</p> <p><a href="#">Report Cards</a></p> <p><a href="#">Standardized testing</a></p> <p>Learner Build</p>



<p>up-to-date Formative and Summative Assessment Record to determine student progress and restructuring instructions.</p> <p>We believe CAJ is effective in Teacher-Parent Conferences where most changes come into effect with parent-teacher partnership.</p> <p>At Department Meetings, we share our opinions, update our plans and work towards execution of our next steps towards reaching our goals. The department heads ensure that our goals are achievable and support us to reach excellence.</p> <p>Support staff hold annual IEP / OAP meetings with parents, students, and teachers.</p>	<p><a href="#">Parent-Teacher Conferences</a></p> <p><a href="#">AIM process</a></p>
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B4.3. Indicator: Use of Assessment Results to Inform Continuous Schoolwide Improvement, Schoolwide Decisions and Allocation of Instructional Resources

<p>Assessment results are <b>effectively</b> used at all levels of the school to support continuous schoolwide improvement when indicated; make schoolwide decisions, such as program modification, professional development; and allocate instructional resources. We develop our collection of data in order to answer the questions we have.</p>	
<p>Findings</p>	<p>Supporting evidence</p>
<p>The RAD Team reviews assessment results and applies the findings to improvement plans.</p> <p>We have a clear process and plan for school improvement.</p> <p>Each staff member sets goals for their own Professional Development and supervisors support staff as they progress in their goals.</p>	<p><a href="#">Research and Development (RAD) Team</a></p> <p><a href="#">School Improvement Plan</a></p> <p><a href="#">School Improvement Process / Schoolwide Action Plan</a></p> <p>Professional development goals on Me@CAJ (staff portal)</p> <p><a href="#">Professional Development Plan</a></p> <p><a href="#">Professional Growth Rubric</a></p>
<p>Assessment-based decisions have contributed to the development and refinement of the schoolwide action plan and related adjustments to the continuous improvement process in a number of ways. A few examples are listed below.</p>	
<p>Findings</p>	<p>Supporting evidence</p>
<p>A committee was formed to revise the CAJ Student Learning Objectives, which was a part of the schoolwide action plan</p> <p>We have a variety of professional</p>	<p><a href="#">Revised student learning objectives (school-wide learner outcomes)</a></p> <p><a href="#">Professional Development Plan</a></p>

<p>development opportunities and funds for staff seeking professional development.</p>	<p>Pro-D. opportunities shared in the Staff Bulletin from Professional Development Coordinator</p>
<p>Teachers received professional development for transition to block scheduling.</p>	<p>2020-21 development of <a href="#">LearnerBuild</a> to meet the needs of our school.</p>
<p>We made a plan to work on our vertical scope and sequence alignment.</p>	<p>Atlas</p>

B4.4. Indicator: Security Systems for Maintenance of the Integrity of the Assessment Processes

The school's policies and practices **effectively** counter any attempts of cheating and plagiarism. Examples and specifics are listed below.

Findings	Supporting evidence
<p>We believe we are effective by monitoring student computer use to prevent academic dishonesty.</p>	<p>Each ChromeBook is registered on GoGuardian (MS, HS) or Classroom (ES)</p>
<p>We attempt to prevent plagiarism through a clearly communicated policy in the student handbooks and holding students accountable through plagiarism checkers.</p>	<p><a href="#">Plagiarism policy</a> Google Classroom originality reports</p>
<p>We maintain the integrity of assessments.</p>	<p>We follow the SAT proctor policy.  We choose SAT proctors without student-age children.</p>
<p>Staff are expected to protect sensitive information.</p>	<p><a href="#">Information Security policy is explained on SOPHIE</a> ("sensitive information" clearly explained).  High quality paper shredders are available.</p>
<p>CAJ has taken strong action to prevent students from accessing assessment processes.</p>	<p>Our staff portal has a secure login system.  The tech team requires and confirms the use of strong passwords, long pincodes, short auto-lock, and disabling of auto-logout for issued and personal devices used to access assessment processes, etc.</p>
<p>We have continued to prevent students from modifying assessment results.</p>	<p>Our assessment reporting platform – LearnerBuild – also requires secure login.</p>
<p>Physical security is well maintained through our key policy and reporting system.</p>	<p>All staff must read and understand — and can easily access and use – the <a href="#">Key Policy on SOPHIE</a> (standard operating procedures...) and the Security Report System on our staff portal.</p>

<p>Physical security is being maintained through security cameras in sensitive and out-of-the-way locations.</p> <p>We believe that security expectations for teachers are indeed clearly explained and understood.</p>	<p>Security cameras have been installed in all such areas, with signage visible throughout the campus.</p> <p>Our security policies are clearly explained and readily available in our standard operating procedures on our staff portal, which also features a quiz that teachers must pass to earn their security badges.</p>
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**B5. How Assessment Is Used Criterion: Continuous Assessment by Students and Teachers**

Teachers and students integrate a variety of continuous assessment strategies into the ongoing learning/teaching process. As a result, the majority of our students understand what they know and what they need to know; and teachers are able to modify instruction to improve student progress toward the desired outcomes: schoolwide learner outcomes, global competencies, academic standards and major student learner needs.

B5.1. Indicator: Implementation of Appropriate Continuous Assessment Strategies

CAJ's implemented assessment strategies are **effective** and appropriate in ensuring that what is assessed is aligned with the learning targets and other desired outcomes.

Findings	Supporting evidence
<p>Teaching staff in all divisions use curriculum maps to connect standards and learning targets to assessments. Teachers update these maps from year to year, as they revise their instructional strategies and assessments.</p> <p>Some teachers in High School use test retake policy (repeat opportunities to meet the standard being assessed)</p>	<p>Atlas is our database for organizing and storing our curriculum maps and standards for each course and grade level.</p> <p>Elementary teachers use Planbook to write, revise, and share lesson plans to align standards to learning objectives/ outcomes.</p> <p>MS uses standards based reporting on their report cards.</p> <p>Some ES classes use <a href="#">single point rubrics</a> to show student's achievement of aligning to learning targets.</p> <p>HS teachers connect assessments to standards on Atlas curriculum maps .</p> <p>Teacher's syllabus</p>

B5.2 . Indicator: Multiple Assessment Measures to Inform Students and Teachers about Student Progress toward Desired Outcomes

CAJ's teachers **effectively** use appropriate assessment measures to inform themselves and their students about their progress. As new strategies become available, we test and implement them as appropriate.

Findings	Supporting evidence
<p>Teachers regularly and effectively use multiple assessment measures to achieve desired outcomes.</p> <p>Teachers intentionally differentiate assessment formats and provide choice for students in how to show their learning.</p>	<p>In addition to traditional paper and pencil tests, essays, and projects, teachers use a variety of online resources to assess learning, such as:</p> <ul style="list-style-type: none"> <li>● Nearpod</li> <li>● SeeSaw</li> <li>● Kahoot</li> <li>● Blooket</li> <li>● Canva (<a href="#">sample student work</a>)</li> <li>● Google Classroom</li> </ul> <p>Senior comprehensives</p> <p><i>Screwtape Letters</i> by C.S. Lewis final project (<a href="#">prompt</a>)--Students are able to choose between writing a letter, creating an art piece, or making a video. <a href="#">Student work sample (art piece)</a></p> <p>Comparative Government project (<a href="#">prompt</a>)</p> <p>Biology students were given a choice to take a unit exam or do a <a href="#">project (evaluation)</a>.</p>

B5.3. Indicator: Assessment Processes to Modify Instructional Design and Delivery

Teachers at CAJ <b>effectively</b> adjust their instruction in the light of their assessment results to assist all their students toward achieving CAJ's desired outcomes.	
Findings	Supporting evidence
<p>We use differentiated teaching-learning modalities to maximize our effectiveness in meeting the needs of our diverse student body.</p> <p>We use co-teaching in Elementary and Middle School to support student learning. High School students have student</p>	<p>SeeSaw</p> <ul style="list-style-type: none"> <li>● Student-led teaching</li> <li>● Student-led discussions</li> </ul> <p>Google Classroom materials</p> <p>Class assessments/MAP scores</p> <ul style="list-style-type: none"> <li>● Used to modify instructions and provide learning reinforcement</li> <li>● Used to select reading texts at appropriate levels</li> <li>● Entered into IXL to tailor practice</li> <li>● Replan learning outcomes (re-teach, reassess, reinforce, etc.)</li> </ul> <p>WIDA /AAPPL scores</p> <ul style="list-style-type: none"> <li>● EAL students receive support, materials, accommodations, etc.</li> </ul> <p>Classroom, resource, EAL, and SST teachers</p>

<p>support teachers.</p> <p>We employ differentiated assessments to ensure appropriateness to each student’s needs and strengths. We offer retesting when needed, with appropriate modifications.</p> <p>All instructors of a given student regularly consider, adjust, and apply accommodations, discussing them with parents and students.</p>	<p>Assessment tools</p> <ul style="list-style-type: none"> <li>● Low, mid, high level assessments</li> <li>● Tailored assessments (OAP-informed, etc.)</li> <li>● Online, oral presentations, group projects, drawing, voice recording, etc.</li> </ul> <p>IEPs, OAPs, AP2s</p>
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B5.4. Indicator: Impact of Teacher Feedback to Support Students’ Managing and Monitoring Their Own Progress

At CAJ, we aim for our students to manage and monitor their own learning, and we are **effective** in providing them with feedback to do this well. We seek to aid those students who struggle with this area of school life.

Findings	Supporting evidence
<p>Teachers post grades and feedback online, so students and parents can view academic performance and progress.</p> <p>High School English teachers give feedback on students’ writing in order to help students revise their work and grow their writing skills</p> <p>ES, MS, and HS teachers use teacher-student conferences to give students feedback on their reading and writing work.</p> <p>Teachers use course surveys at the end of their courses to give students the opportunity to evaluate the teachers and the courses.</p>	<p>Grades are posted to LearnerBuild.com, an online gradebook that automatically updates in real-time, and is accessible online.</p> <p>Many teachers’ assignments are posted and scored on Google Classroom, where teachers can leave comments in the text of an assignment or post a comment to the student.</p> <p>Teachers use Google Docs to leave digital comments with writing feedback for students.</p> <p>Teachers’ conference notes in Google Docs and paper conference logs</p> <p>In the course survey sent to students at the end of the course, students are asked to respond to the statements, “Feedback from my teacher helps me know how I am doing in this class.” and “My teacher returns assignments promptly.” This data can be used by the teachers, department heads, and administrators to measure and improve teacher feedback. The data stored in the MySQL database.</p>

## Category B: Curriculum, Instruction, and Assessment Summary Impact on Student Learning, Priorities, and Next Steps

Impact on Student Learning: *How does the school's curriculum, instruction, and assessment based on the Category B criteria affect the impact on student learning?*

CAJ students (almost all of them) achieve high GPAs as a result of our curriculum, instruction, and assessment practices. We can see their growth over the years they are with us, and celebrate the progress they make. We seek to support struggling students as we monitor their individual growth, and we make adjustments to our program as indicated by broader data sets.

### Strengths

1. CAJ does a good job of communicating standards and expected performance so that students can monitor their own learning.
2. CAJ effectively uses and integrates technology at all levels.
3. CAJ is actively implementing research based initiatives such as the co-teaching model, EAL push-in, SEL, and silent sustained reading.
4. We use a variety of ways of assessing, collecting, and reporting our data.
5. We identify the learning needs of students and can adjust lessons and assessments based on that data in order to provide differentiation. Elementary and Middle School utilize a co-teaching model to address differentiation for individuals.
6. CAJ has robust online security measures created and implemented by the highly skilled on-site technology team.

### Growth Areas for Continuous Improvement

1. CAJ could improve in providing support to students at the ends of the spectrum: those needing enrichment and those needing intervention.
2. CAJ could improve in the horizontal and vertical articulation of the curriculum across all grade levels and subject areas (and divisions).
3. Research skills across all grade levels need to be vertically aligned and utilize a common vocabulary and tools for students and teachers, culminating in our Capstone project for seniors. As research is used in every grade level and most subjects, growth in this area would make a major impact at CAJ.
4. Updating mapping regularly has been challenging.
5. There may be a lack of cohesive vision and understanding of what differentiation means and how to do it well.
6. We want to continue improving how to offer differentiation, especially for those students needing more challenges.

## Category C: Support for Student Social-Emotional and Academic Growth

### C1. Student Social-Emotional and Academic Support Criterion

Students are provided with a system of support services that meet their academic and social-emotional needs. Students are also provided with activities, opportunities and/or programs within the school and community that further accomplish the desired outcomes: schoolwide learner outcomes, global competencies, academic standards, and major student learner needs.

C1.1. Indicator: Support for the Social-Emotional and Learner Needs of ALL Students

CAJ has <b>effective</b> programs, policies, and personnel in place to support the social-emotional and learning needs of ALL students.	
Findings	Supporting evidence
CAJ has effective strategies to review student learner needs and provide appropriate services and programs through our AIM (Assessment, Intervention, and Management) process.	<a href="#">AIM at a Glance</a>
We identify student needs through an AP1 (Action Plan 1) and start to help them with AP2 (Action Plan 2).	<a href="#">AP1 Initial Observation Form</a>
Afterwards, we might recommend some students to go for outside testing and then offer further help through OAPs (Official Accommodations Plan) and IEPs (Individualized Education Plan).	<a href="#">Official Accommodations Plan</a> <a href="#">Individualized Education Plan</a>
High School teachers collect surveys to provide feedback for classes HS students have taken.	<a href="#">2023 Grade 11 Student Survey</a> (same survey used in 2023 across HS)
Our EAL program is structured to help students succeed in learning in English.	<a href="#">WIDA</a> testing to assess individual placement is used in ES and MS, and <a href="#">AAPPL</a> is used in HS.
We believe that CAJ is effective in addressing Individual and grade-level concerns through our department and grade level meetings.	MS and HS grade-level meetings SST (Student Support Team) divisional meetings.
Placement tests and / or screening are used to determine qualification for certain classes	Placement tests for math and <a href="#">Japanese</a> /Spanish. Screening for Advanced Placement classes through <a href="#">application form</a> .
CAJ has <b>adequate</b> and <b>effective</b> personalized social-emotional and career/academic	

programs to support all students in the areas of health, career and personal counseling, and academic assistance.

Findings	Supporting evidence
We have a full time elementary and a full time secondary guidance counselor to support our students' social emotional needs and provide in-house social emotional counseling.	<a href="#">Guidance Counselor</a> Referrals to school counselor as well as out from school counselor for external services; case notes; lunch bunch; grade-level workshops
We provide academic counseling to students for their time at CAJ as well as preparing students for life beyond, either in Japan or other countries.	<a href="#">Academic Counselor</a> Individual appointments with students and parents; grade-level workshops during homeroom.
Social Emotional Learning program introduced in 2020-2021 school year school-wide.	The Core Project curriculum at MS and HS; Zones of Regulation, Circle Time, Guidance lessons also in ES

### C1.2. Indicator: Personalized Approaches and Strategies

CAJ has **effective** implementation of schoolwide and personalized learning approaches for all students to have the opportunity to achieve the desired outcomes. Leadership and staff have a shared desire to see all students make progress.

Findings	Supporting evidence
CAJ has implemented co-teaching. ES classrooms have two teachers to support each student learning. MS has EAL teachers in regular classes as co-teachers.	PLC meeting, grade-level meeting
Education plan implemented and tracked with progress reporting.	SST meetings with students and parents Learning Resources Center SST drives, IEP, OAP
Placement tests are used to determine which level of difficulty is appropriate for the student.	Placement tests for math and Japanese/Spanish

### C1.3. Indicator: Alignment of Curricular and Co-Curricular Activities

CAJ is **effective** in having a vision for how curricular and co-curricular activities support one another in the achievement of our goals. We are working to restore and augment our service opportunities after the pandemic.

Findings	Supporting evidence
Students at CAJ have a variety of local and global action and service opportunities embedded in their curriculum at different grade levels.	Grade 12 students go to Thailand for action service focused trip Grade 8 students go to Kyoto and Nara overnight. The trip covers cultural and



<p>Students participate in various curricular/co-curricular activities with emphasis on themes such as leadership and collaboration. They are aimed to foster Student Objectives.</p>	<p>historical study of the region as well as community service projects</p> <p>MS students are offered opportunities to serve the homeless community at Yoyogi Park (Sidewalk Chapel) by serving food, leading a worship service, and sharing fellowship time.</p> <p>5th graders help in PE for other grades as a part of school-wide Teaching for Transformation initiative (FLEx activity)</p> <p>ES divides students into cross-grade community teams to take on various service projects within the school.</p> <p>Student Council students and kindergarten deliver baked goods to the local community during Christmas time.</p> <p>4th grade does a community trash clean up day</p> <p>National Honor Society, available to selected students in grades 10-12, initiate and implement projects that build and demonstrate character, academic excellence, leadership, and service.</p> <p>Student Council is a group of elected student leaders serving the general student population. A successful council demonstrates all 5 of our Student Objectives.</p> <p>Elementary School implements exchange programs with two local schools to foster cultural understanding and effective communication</p> <p>Spiritual Life Emphasis Week takes place each year for MS and HS, targeting the discerning thinker objective</p> <p>School Without Walls (SWOW) is a week-long HS program that fosters teamwork (effective communicator, productive collaborator), take on service projects (faithful caretaker), go on field trips (responsible learner, discerning thinker) depending on grade level</p>
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### C1.4 . Indicator: Student Involvement in Curricular/Co-Curricular Activities

Our processes for evaluating involvement in curricular/co-curricular activities are **effective** for what we need them to do at this stage of our school’s journey. A look at our recent history shows we have continually adjusted our approach.

Findings	Supporting evidence
CAJ High School connects with the NHS (National Honor Society).	<a href="#">National Honor Society</a>
Staff hold the positions of Middle School Student Council advisor and High School Student Council advisor, and oversee the election process.	NHS application from NHS advisor (Minori Nagatomo for SY 2022- 23)  <a href="#">Student Council (MS)</a> <a href="#">Student Council (HS)</a>
CAJ staff work as Senior Shepherds to guide Senior Comprehensives Projects, which focus on a student exploration of and response to a global issue.	<a href="#">Senior Shepherds</a>
A staff member oversees the Senior Council, who is in charge of planning and hosting events and fundraising for senior service project trips, such as the Thailand trip.	<a href="#">Senior Council</a>
ES and MS students sponsor Compassion Children. Students participate in activities to raise money to send to these children.	<a href="#">Compassion International</a>

### C1.5. Indicator: Empowering Student Voice and Student Self-Advocacy

Students have the opportunity to develop their personal and community connections to a **great extent**.

Findings	Supporting evidence
Service learning projects are at all grade levels.	Service Learning Samples (on Atlas)
Students complete Personal academic reflections when preparing for student-led conferences.	<ul style="list-style-type: none"> <li>● 3rd grade Bibles for China</li> <li>● 4th grade community cleaning</li> <li>● 7th grade homeless outreach</li> <li>● Design Tech Fix it Fridays</li> <li>● Leadership training-SWOW (HS divisional file)</li> </ul> Personal Academic Reflection in (HS)/Student Led Conference (MS)
High School students participate in leadership training during School Without Walls.	
Students have access to the Learning	<a href="#">Learning Resource Center</a>

<p>Resource Center (MS, HS) and guidance counselors for social emotional and academic support.</p>	
<p>We believe that we have <b>effective</b> responses to student feedback, but are <b>somewhat effective</b> in ensuring that all students are able to give that feedback.</p>	
Findings	Supporting evidence
<p>CAJ has some programs in place for receiving and responding to student feedback to adjust school programs through surveys.</p>	<p>Atlas</p> <p>Comparative Government project where students propose changes and present them to leadership team members</p> <p>Class surveys</p> <p>Disorientation for seniors (seminars for seniors right before graduation teaching life skills)</p>

## Category C: Support for Student Social-Emotional, and Academic Growth Summary

### Impact on Student Learning, Priorities, and Next Steps

Impact on Student Learning: *How does the school's support for student social-emotional and academic growth based on the Category C criteria affect the impact on student learning?*

The students in our community who struggle are able to receive help directly from our staff, or to receive advice on how to access further help. We have programs and activities for our students to expand their experiences beyond the classroom and the campus. We want to continue helping our students grow in all areas as we refine our SEL program.

#### Strengths

1. High School regularly meets to identify student concerns and strengths (glows and grows). Elementary and Middle School maintain documents to allow various teachers to input strengths and concerns.
2. Teachers and students engage well together as a way of building emotional support.
3. We try our best to deepen students' learning and community engagements through meaningful and relevant curricular/co-curricular activities.
4. We are offering all staff training in strategies for instructing EAL students at CAJ
5. We are offering social emotional learning for students in Middle and High School during skinny block/homeroom time regularly throughout the school year.

#### Growth Areas for Continuous Improvement

1. There is a need for tracking EAL students' progress, especially into High School grades.
2. We are thinking about how the EAL program in High School could grow.

## Category D: School Culture, Child Protection, and Parent/Community Involvement

### D1. School Environment Criterion

The school has a safe, healthy, nurturing environment that reflects the school's purpose and is characterized by respect for differences, equity, a commitment to child protection, trust, caring, professionalism, support, and high expectations for ALL students.

D1.1. Indicator: Collaborative Culture of Mutual Respect, Equity, Caring, and Concern for All Students

CAJ is **effective** in valuing the school community and placing a high priority on nurturing and protecting healthy relationships. We also value individual and cultural differences.

The following findings and evidence are **effective** programs or policies that demonstrate our commitment to mutual respect, equity, caring, concern for students, faculty, staff, parents and the community in an environment that honors individual and cultural differences.

Findings	Supporting evidence
<p>One of our three core values is that God created us for community.</p> <p>Teachers give opportunities for students to share their cultures in class.</p>	<p><a href="#">Core Values</a></p> <p>ES programs such as</p> <ul style="list-style-type: none"> <li>• Christmas around the world (1st grade)--parents and staff come in to share about Christmas traditions around the world</li> <li>• Culture Share (grade 4)--weekly routine of one student sharing an aspect of their family's culture</li> <li>• Unit on China in grade 4</li> <li>• Unit on Japan in grade 4</li> </ul>
<p>We prioritize social-emotional learning for all students.</p> <p>There are Leadership Team members that greet students in the morning for gate duty that is evidence of "care."</p>	<p>MS and HS SEL curriculum</p> <p><a href="#">Core Project</a></p> <p><a href="#">Duty schedule</a></p>
<p>We have policies for handling conflict. When properly resolved, this tension can positively impact the school, fostering deeper relationships and spiritual growth.</p>	<p><a href="#">Grievance Policy</a></p>
<p>In Elementary and Middle School, we have cross-grade community groups that meet periodically to build relationships across the grades.</p>	<p><a href="#">Elementary color teams</a></p>

D1.2. Indicator: Student Social-Emotional Well-Being

CAJ has **effective** student social-emotional well-being programs in place. CAJ fosters student social-emotional well-being through high expectations for each student and recognition of successes by providing a variety of systems in academic areas, extracurricular activities, and community building group activities.

Findings	Supporting evidence
<p>CAJ has an established SEL Program.</p> <p>Guidance counselors plan “Lunch Bunch” meetings with students.</p> <p>Mandated reporting and Incident reporting available on the portal for staff, students, and school families to alert leadership to issues.</p> <p>CAJ employs elementary and secondary guidance counselors.</p> <p>CAJ has an active Designated Safeguarding Lead.</p> <p>CAJ has various community service opportunities.</p> <p>CAJ has a leadership program, called SWOW, for High School.</p> <p>CAJ provides a Health curriculum throughout MS PE and 9th/10th grade.</p> <p>CAJ provides numerous extracurricular activities related to sports, academics, or the arts</p> <p>Elementary School has community team building group activities.</p>	<p><a href="#">The Core Project</a></p> <p>MS/HS students have SEL lessons in homerooms.</p> <p>ES guidance counselor provides SEL sessions in some grade levels. All classes have weekly “Circle Time” to teach character skills and conflict resolution.</p> <p>Counselors have a scheduled lunch with all students at some point during the year.</p> <p><a href="#">Mandated Form</a></p> <p><a href="#">Incident Form</a></p> <p><a href="#">Job List, Student Support, Guidance Counselor</a></p> <p>Kiko Howard: <a href="#">Job List, Student Support, DSL</a></p> <p>If students exhibit destructive or harmful behavior, they are sometimes given opportunities to turn their destructive behavior into positive, community-building initiatives. (Teaching for Transformation throughlines: “We want to be community builders, servant workers, Earth Keepers...”)</p> <p><a href="#">TfT Resources</a></p> <p>For example, working with maintenance staff to help prepare for events, picking up trash, etc.</p> <p><a href="#">School Without Walls (SWOW)</a></p> <p><a href="#">Grades 6-12 Health Curriculum</a></p> <p>See lists in student handbooks.</p> <p>Cross-grade teams meet together and do community-building activities in their “color teams.” These color teams also compete together on Sports Day in the</p>

<p>The student objective “Productive Collaborators” strengthens positive relationships and emotional connections in the learning process.</p> <p>Parents are given resources to connect with their children about their school day and schoolwork.</p> <p>CAJ has a Learning Resource Center that is available for students with IEPs and OAPs to help develop a range of skills for school and life.</p> <p>CAJ has EAL support for language learners to help develop a range of skills for school and life</p> <p>Middle School has a Wall of Honor assembly three times per year where students nominate their peers for character achievements.</p>	<p>spring. This provides opportunities for students from different grades to interact with one another.</p> <p><a href="#">Student Objectives, SOPHIE</a></p> <p><a href="#">Questions to ask your child</a></p> <p><a href="#">LRC Info Page</a></p> <p><a href="#">English as an Additional Language</a></p> <p><a href="#">Wall of Honor</a></p>
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D1.3. Indicator: Culture of Teacher Innovation and Support


<p>CAJ is <b>effective</b> in having a positive impact on student learning by providing various funding and opportunities to teachers for professional development. Teachers use innovative approaches and integrate technology practices to educate, assess and evaluate student learning.</p>	
Findings	Supporting evidence
<p>CAJ provides Professional Development opportunities and funds.</p> <p>All teachers participate in Teaching for Transformation training.</p> <p>HS teachers guide SWOW activities.</p> <p>The library maintains a collection of Pro-D books.</p> <p>The tech department provides support for teachers to integrate tech in class. Staff earn electronic badges when online training modules are completed.</p> <p>Yearly professional goals that teachers enter into their page on the staff portal are approved by their supervisor. Teachers also have observations from principals as well</p>	<p><a href="#">Professional Development plan</a></p> <p><a href="#">Teaching for Transformation</a></p> <p><a href="#">School Without Walls</a></p> <p><a href="#">Library</a> has a professional development section</p> <p><a href="#">Tech training plan</a></p> <p><a href="#">Badges</a></p> <p><a href="#">Professional development plan</a></p> <p><a href="#">Teaching staff evaluation</a></p>

<p>as department heads.</p> <p>High School has a variety of action research teams.</p>	<p><a href="#">Department chair, job descriptions</a></p> <p><a href="#">Rules and Policies Action Research</a></p> <p><a href="#">Student Leadership Training Action Research</a></p> <p><a href="#">Grading/assessments</a></p> <p><a href="#">Spiritual formation</a></p>
<p>The Leadership Team is <b>effective</b> at promoting a positive culture at the school amongst staff and faculty by providing for the spiritual, emotional, and physical needs of the staff and their families. Additionally there are appropriate ways for staff to make suggestions or raise concerns should they arise.</p>	
Findings	Supporting evidence
<p>Staff are encouraged to pursue professional development opportunities and are a part of professional learning communities.</p> <p>The Leadership Team provides staff meals during professional development and the accomplishments and years of service of all staff are recognized at an end of year celebration.</p> <p>Staff meetings start with devotion or prayer time.</p> <p>School provides a staff lounge for teachers.</p> <p>Leadership invites the Board Chair to present the grievance policy at the first all staff meeting of the school year.</p> <p>CAJ provides childcare for staff children during Professional Development days.</p> <p>Leadership provides an airfare benefit to encourage staff/faculty to fly 'home' or to family.</p> <p>Leadership ensures all staff is provided with technology resources to assist with our tasks.</p> <p>Staff have appropriate medical leave that can be requested when needed.</p> <p>All staff complete a yearly medical check as well as a stress check.</p>	<p><a href="#">Professional Development plan</a></p> <p><a href="#">Professional Learning Community</a></p> <p><a href="#">Staff Gifts</a></p> <p>Meeting agendas</p> <p>Small lounge–2nd floor of academic building Large lounge–Annex building</p> <p><a href="#">Grievance policy</a></p> <p>See business office secretary for scheduling</p> <p><a href="#">Airfare benefit</a></p> <p><a href="#">Salary information</a></p> <p><a href="#">Staff leave</a></p> <p><a href="#">Staff Physical Examinations</a></p> <p><a href="#">Stress Check Company Info</a></p>



## D1.4. Indicator: Safe, Clean, and Orderly Environment

CAJ is **highly effective** in ensuring a safe, clean, and orderly environment. We have multiple policies & procedures in addition to several staff members ensuring the school is clean, orderly, safe and attractive for the school community and visitors.

Findings	Supporting evidence
<p>We have a well-staffed maintenance team and contract a company for janitorial services.</p> <p>Policies &amp; procedures ensuring cleanliness and safety are regularly reviewed, and new ones are added as necessary. We also acknowledge constantly changing physical, digital and social environments and the difficulty of responding to each change immediately with new policies and procedures.</p> <p>We believe we have an extensive array of evidence, but include it as an appendix rather than put it here.</p>	<p><a href="#">Maintenance staff</a></p> <p><a href="#">Cleaning staff</a></p> <p> D1.4 Extensive list</p>

## D2. Child Protection Criterion

The school has an effective child protection program that includes a clear definition of child abuse, policies and practices, training for stakeholders, and reporting procedures within the legal and cultural context of the host country.

## D2.1. Indicator: Definition of Child Protection

CAJ has taken measures to ensure that the school's child protection policy will serve the community and keep students safe. It is **highly effective**. While getting a full understanding of all of the International Centre for Missing and Exploited Children policy will take substantial time, our initial review shows that CAJ aligns with the ICMEC's statements and policies.

Findings	Supporting evidence
<p>We have an up-to-date child protection policy.</p> <p>CAJ conducts regular training for staff, and is working to train our board and contract staff.</p> <p>CAJ's Child Protection Policy appears to align with the policies from ICMEC, although a thorough audit is likely warranted in the near future.</p> <p>We are a member of JCIS (Japan Council</p>	<p><a href="#">Child Protection Policy</a></p> <p>PD calendar</p> <p><a href="#">CAJ child protection guiding principles</a></p> <p><a href="#">ICMEC Portal</a></p> <p><a href="#">Child Protection Model Law</a></p> <p><a href="#">Japan Council of International Schools</a></p>

<p>International School) that keeps us accountable that we are aligned with other international schools.</p> <p>CAJ acts effectively as an early detector of child abuse in accordance with Japan’s Child Abuse Prevention and Treatment Act (Act No. 82 of 2000)Article 5 (1).</p> <p>CAJ’s reporting system alerts leadership and authorities to suspected abuse.</p> <p>CAJ has a clear Behavior and Abuse Response Flow Chart to make sure that issues are handled appropriately.</p>	<p>Early Detection of Child Abuse: Article 5(1)“Teachers, officials and other staff workers of schools...must endeavor to detect child abuse at an early stage, acknowledging that they are in a position to easily detect child abuse.”</p> <p>Japan’s Child Abuse Prevention and Treatment Act English translation <a href="#">HERE</a></p> <p><a href="#">Response flow chart</a></p>
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D2.2. Indicator: Policies, Practices, and Written Guidelines for Child Protection

CAJ’s policies, practices and the written guidelines (code of conduct) for appropriate and inappropriate behavior of adults towards students, students towards adults, and students towards other students are **effective** and followed by all employees and volunteers. We are working to include the board members and contract staff.

Findings	Supporting evidence
<p>Child protection policy is available on the staff portal.</p>	<p><a href="#">Child Protection Policy</a></p>
<p>Staff are required to revisit this policy each year to keep it fresh in their minds. All staff are required to read and sign the policy each year.</p>	<p><a href="#">Staff Read Annually</a></p>
<p>Students are reminded at the beginning of every school year about the mandated reporting system so that they can alert the Child Protection team about any incidents that occur.</p>	<p><a href="#">Mandated Reporting Form</a></p>
<p>We have a clear behavior and response flow chart and a harassment reporting form available to all.</p>	<p><a href="#">Response flow chart</a></p> <p><a href="#">Harassment report</a></p>
<p>Dress Code Violation button available on our attendance reporting system.</p>	<p><a href="#">Dress code button</a></p>
<p>We have windows in all classrooms and offices.</p>	<p>See Maintenance staff</p>
<p>Auditorium basement practice rooms have been equipped with automatic lights so that students cannot enter and turn off lights.</p>	<p>See Maintenance staff</p> <p><a href="#">K-2 Safety booklet</a></p>

Elementary students and families are required to read and sign a safety handbook that discusses public safety, digital citizenship, abuse, etc.	<a href="#">3-5 Safety booklet</a>
We have a bullying policy and information for staff about what to do if a student is self-harming or having suicidal ideation.	<a href="#">Bullying policy</a> <a href="#">Self-harm or Suicidal Ideation</a>
The school's policies and practices are followed to <b>a great extent</b> to ensure the safety of students.	
Findings	Supporting evidence
We have a clear field trip policy and a field trip request form that teachers submit before planning a field trip.	<a href="#">Field trip policy</a> <a href="#">Field Trip Request Form</a>
We do not have a school-sponsored boarding program.	If families want their students to board they must arrange it with another family themselves, and gain the approval of the Head of School
We have a missing student alert button on the staff portal.	On our attendance webpages for all of our classes there is a missing child mode that alerts the child safety team about a missing child.
We have clear procedures for emergency drills.	<a href="#">Drill schedule</a>
Evacuation map available on Portal and building-specific maps posted in buildings	<a href="#">Evacuation maps</a>
We have a webpage called Vidigami for photo sharing within a closed group (CAJ students, staff, and parents).	<a href="#">Vidigami</a>
Seesaw is a closed application used by Elementary portfolios and assignments. Parents are not allowed to share photos from Seesaw or Vidigami to social media.	<a href="#">Seesaw</a>

## D2.3. Indicator: International Norms of Child Protection

To the <b>greatest extent possible</b> , CAJ has researched Japanese law regarding child protection while also drawing from principles from other countries.	
Findings	Supporting evidence
CAJ is a member of the Child Safety and Protection Network (CSPN) and has received their training for a number of our staff.	<a href="#">CSPN website</a>
We are a member of JCIS (Japan Council	<a href="#">Japan Council of International Schools</a>

International School) that keeps us accountable that we are aligned with other international schools.	
To the <b>greatest extent possible</b> , CAJ has researched Japanese law regarding child protection, applied US ethical expectations, and applied principles of Scripture to create an environment that ensures the highest standards of child protection.	
Findings	Supporting evidence
CAJ has a comprehensive Child Protection Policy (Abuse)	<a href="#">Abuse definition</a>
Staff Code of Conduct (Discipline)	<a href="#">Code of conduct</a>

D2.4. Indicator: Curricular Programs for Child Protection

CAJ is <b>effective</b> in providing age-appropriate programs and activities that focus on child-protection including topics such as bullying, personal safety, physical abuse, manipulation, grooming, online safety, healthy sexual behavior, neglect and negligent behavior, self-harm, safety away from home, commercial exploitation, and disclosing abuse.	
Findings	Supporting evidence
We have a mandated reporting system.	<a href="#">Mandated Report On Portal Behavior and Response flow Chart</a>
We have a clear child protection policy.	<a href="#">Child Protection Policy</a>
Teachers use GoGuardian to monitor student internet activities.	<a href="#">GoGuardian Guide</a>
Health classes in all divisions teach about personal safety. The Middle School and High School have SEL curriculum.	Atlas maps Elementary classes have a health unit entitled "personal safety." The Core Project - <a href="#">sample lesson</a>
We have resources for teaching students about online safety and can share this information with parents.	<a href="#">Online Safety</a>
We also provide students with information about being a TCK (Third Culture Kid).	<a href="#">Third Culture Kid Seminar</a>
As needed, TELL English Lifeline is a resource available to our community.	<a href="#">TELL English Lifeline</a>
We have a Biblically-based policy on third party advocacy.	<a href="#">Third Party Advocacy</a>
We have a clear theft policy.	<a href="#">Theft Policy</a>

D2.5. Indicator: Reporting of Child Protection Disclosures

CAJ's procedures for reporting suspected maltreatment or abuse are **effective**. We deal with cases as they arise. We have no way of knowing if we receive reports about all cases that exist, but we deal with every report we receive to the limits of our authority and capacity.

Findings	Supporting evidence
<p>CAJ has a clear procedure for reporting child safety concerns.</p> <p>All staff are made aware that they are mandated reporters and have access to the Mandated Reporting Form.</p> <p>All staff must annually read and sign CAJ's Code of Conduct.</p> <p>CAJ's Child Protection Policy and Communication Policy (which includes mandated reporting) are part of the "Staff Read Annually."</p> <p>The guidance counselors hold mandated reporting sessions/training with students at the beginning of the year.</p> <p>The Mandated Reporting Form is easily accessible on the Staff and Knights Portal</p> <p>Staff are encouraged to err on the side of safety by reporting unusual or unplanned events that they may observe or be made aware of.</p>	<p><a href="#">Reporting Procedures Flow Chart</a></p> <p><a href="#">Mandated Report</a></p> <p><a href="#">Code of Conduct</a></p> <p><a href="#">Staff Read Annually</a></p> <p><a href="#">HS Homeroom Schedule</a></p> <p><a href="#">Mandated Report Form</a></p> <p><a href="#">Incident Report</a></p> <p><a href="#">Incident Report Form</a></p>

CAJ has **effective** school procedures for reporting suspected or disclosed maltreatment or abuse. The Designated Safeguarding Lead collaborates with teachers and principals to effectively respond to the needs and concerns as they arise through the systems for reporting.

Findings	Supporting evidence
<p>We have a clear flow chart for reporting procedures and a clear child safety policy. We also have a mandated reporting form that students and staff can use.</p> <p>The secondary principles of the Child Protection Policy provide clear and pragmatic protocols for what constitutes acceptable/unacceptable behavior towards children.</p> <p>Designated Safeguarding Lead (DSL) files a report on completion of case.</p> <p>Reports are stored in a secure file by the DSL. Access is also available to the Head of</p>	<p><a href="#">Reporting Procedures Flow Chart</a></p> <p><a href="#">Child Safety Policy</a></p> <p><a href="#">Mandated Reporting Form</a></p> <p><a href="#">Secondary Principles</a></p> <p>Designated Safeguarding Lead: Kiko Howard</p>

School via IT director.	
Reports are filed in the Keystone database.	Keystone

### D3. Parent/Community Involvement Criterion

The school leadership employs a range of strategies to ensure that parental and community engagement and involvement is integral to the school's culture and established support system for students.

#### D3.1. Indicator: Consistent Parent Involvement

In order to build a culture of collaboration with parents as active partners, CAJ has put in practice **effective** ways to communicate with parents through various avenues: through social media platforms, online portfolios, parent communication, and through face to face meetings, workshops and presentations.

Findings	Supporting evidence
<p>CAJ believes that communication is the foundation of good partnership. We are continuing to refine the ways we disseminate information so that it is palatable to all parents from different backgrounds. We also have an active PTA group and various events throughout the year for parents, such as Meet and Greet and Parent Teacher Conferences.</p> <p>All Elementary School teachers send a class newsletter every week and the principal publishes letters, emails and videos as needed. We also use Seesaw to post student work and parents can easily access that.</p> <p>The Middle School and High School use a variety of strategies to build a culture of collaboration with parents that we find highly effective, such as the Google workspace applications, our grade reporting system LearnerBuild, Parent Teacher Conferences, Knights bulletin and portal, our social media accounts, Personal Academic Review (PAR) also known as student led conferences.</p>	<p><a href="#">PTA Guiding Principles</a>  <a href="#">PTA Information</a></p> <p><a href="#">School Year Calendar</a></p> <p><a href="#">Sample Newsletter</a>  <a href="#">Seesaw</a></p> <p><a href="#">CAJ Knights Instagram account</a>  <a href="#">CAJ Facebook page</a>  <a href="#">Vidigami</a>  <a href="#">Vimeo Live Stream Collection</a>  <a href="#">Classlist</a>  <a href="#">Google Workspace Suite</a>  <a href="#">Knights Portal</a>  <a href="#">LearnerBuild</a>  <a href="#">Daily Staff Bulletin</a></p>
<p>CAJ has means for communicating in languages other than English, but we are unable to provide complete translation services.</p>	
Findings	Supporting evidence
<p>CAJ provides some translation and interpreters for non-English parents. We translate some official communications.</p>	<p><a href="#">Translation, Interpersonal</a></p>

<p>Our desire is for students to learn and communicate in English. Research has shown that people become multilingual, when their heart language and English are developed at the same time but not necessarily at the same rate. We require English to be used in our classrooms.</p>	<p><a href="#">Info on ES Communication</a></p>
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D3.2. Indicator: Use of Community Resources

<p>CAJ's vision is "Equipping students to serve Japan and the world for Christ", therefore partnership with the community around us is a vital part of our program. CAJ <b>effectively</b> makes use of community resources.</p>	
Findings	Supporting evidence
<p>We partner with local schools and other international schools to promote collaborative learning.</p> <p>We bring speakers from all around the world to share their knowledge.</p> <p>We also provide a list of resources to our student body and their families that may assist them with academic learning, social emotional needs and outside of classroom learning opportunities (such as volunteer opportunities).</p> <p>We have a variety of community connection activities, such as:</p> <ul style="list-style-type: none"> <li>● Fire station and police box visits (Gr. K and Gr. 1)</li> <li>● Christmas treats given for neighbors</li> <li>● CAJ collects food for donation to Second Harvest.</li> <li>● The Gr. 7 Service Project provides donated items to the Ronald McDonald House and Sidewalk Chapel.</li> <li>● The Junior Service Project provides various service learning to grade 11.</li> <li>● The HS Student Council hosts a Blood Drive (Japanese Red Cross) during the Fall Festival and Bazaar.</li> <li>● Gr. 3 Bible Drive partners with New Life League to send Bibles to China.</li> </ul>	<p>Partnership with Daini Elementary School (ES Japanese classes, Gr. 8)                  We have also started a new partnership with Shinbori Elementary School in Niiza.                  We are a part of <a href="#">KPASS</a> (Kanto Plains Association of Secondary Schools).</p> <p><a href="#">MS Co curricular handbook</a></p> <p><a href="#">PTA Event Calendar</a></p> <p>Gr. 6 Food Drive, ask homeroom teachers for poster/flyers</p> <p><a href="#">Gr. 7 Service Project</a></p> <p>HS Student Council comments</p>

## Category D. School Culture, Child Protection, and Parent/Community Impact on Student Learning, Priorities, and Next Steps

Impact on Student Learning: *How does the school's culture, child protection, and parent/community involvement based on the Category D Criteria affect the impact on student learning?*

The culture of CAJ impacts student learning through fostering positive relationships, promoting safety, and providing enrichment opportunities. Our SEL program places a great emphasis on student relationships in order to help develop social and emotional skills. Our child protection guidelines provide a safe and comfortable environment for students to learn and grow. We value parental involvement and invite parents to participate in various learning activities on campus. Additionally, we offer off campus enrichment opportunities that integrate curriculum and community building activities. We are also proud to have a diverse staff that represents a variety of cultures. These initiatives help create an inclusive environment which encourages students to learn and grow. Overall, CAJ's culture has a positive impact on student learning by providing them with the necessary resources and support to be successful.

### Strengths

1. We care about student relationships so we developed an SEL program.
2. CAJ has well stated child protection guidelines and principles.
3. Parents are invited to be involved in their child's learning activities on campus.
4. In each division, we provide off campus enrichment opportunities which integrate curriculum and community building activities.
5. We have diversified our staff to represent a variety of cultures.

### Growth Areas for Continuous Improvement

1. We need to find out more about child safety to stay up to date. Specifically we need to have secure documentation.
2. We need to be clear about when and where we will provide Japanese language translation for parents.
3. We need a scope and sequence for the SEL program between all divisions.
4. We do not have key staff members to provide leadership, such as Speech and Language Therapist and EAL Coordinator, who would provide support to teachers and students who have specific education needs.
5. Professional Development for teachers on how to support students with learning needs.



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## Chapter IV: Summary from Analysis of Identified Major Student Learner Needs

### Summary of Growth Areas

The Head of School and CAJ Self-Study Coordinator collated the data collected from the critical student needs and, in collaboration with the Leadership Team, identified key areas of follow-up and developed an action plan to address these areas in alignment with our strategic plan. Five areas of growth were identified

### Curriculum Integration

Through past WASC self studies and WASC team recommendations, CAJ has focused time, training, and resources on documenting and improving our curriculum. The self study revealed a need to have clearer K-12 vertical integration of our curriculum. We want to operate as a unified school and not as three separate divisions (Elementary, Middle, High), ensuring that all students are receiving a high quality education that fulfills the vision of the school. In order to achieve this, we want to create time for all teachers, K-12, in each academic department to meet together and discuss topics related to curriculum that will allow us to make decisions to better integrate our whole school learning pathways.

In addition, we want to improve the horizontal integration of our curriculum across departments. Although this can happen seamlessly in Elementary School as teachers teach multiple subjects, it is more challenging in the secondary grades, and we believe there is a need for designated time for cross-curricular collaboration to occur.

We also want to review the effectiveness of our curriculum mapping software, Atlas. The scope and sequence documents that it generates are difficult to read, and many teachers do not utilize the software to align their curriculum.

### Christian Character Integration

As we consider our vision and mission at CAJ of equipping students to serve Japan and the world for Christ, we identified a need for vertical and horizontal integration of our Christian character, student leadership, community service, and social and emotional learning programs.

A sub-committee of the RAD (research and development) team conducted research on service learning at CAJ, and action research teams in the High School researched spiritual formation as well as student leadership. These research studies provided important information on our current situation but also highlighted the need for more alignment and integration between and within the Elementary, Middle, and High School divisions.

Beginning in 2020, following the COVID pandemic, a school-wide focus on improving social and emotional learning (SEL) was the catalyst for the adoption of different SEL resources and programs. However, we do not yet have a clearly articulated scope and sequence of how students will progress in their understanding of SEL as they grow older. This gap needs to be filled.

## Student Support

Through our self study, focus groups identified the need for improvement in supporting our students. Although we have designated resource teachers and a Learning Resource Center for students with identified learning needs, we discovered that other populations of students need more support, in particular academically struggling students not on recognized academic plans, EAL students, and, at the other end of the learning spectrum, students needing greater academic challenges.

As we consider the changing demographics of our students, teachers especially expressed concern regarding whether they are effectively meeting the needs of their EAL students, despite the co-teaching and additive multilingualism training we have had. We also want to grow in our understanding and implementation of differentiated instruction.

## Child Safeguarding

Child safeguarding is of great importance to our community, and we seek to be strategic and intentional about ensuring the safety and protection of the children in our care. Since our last WASC visit, Telios Law conducted an investigation regarding historical child abuse that occurred at CAJ. As we learned the stories of the abuse survivors, our commitment to continuing to improve our child safeguarding practices deepened.

Focus groups identified the many areas in which we have grown in our child safeguarding practices. CAJ has created a staff position, Designated Safeguarding Lead, to be responsible for responding to reports, as well as training and record-keeping. In the fall of 2023, all CAJ staff members completed a required online child safeguarding training.

However, we acknowledge that we want to continue improving in our child safeguarding practices, particularly in providing additional training, updating and reviewing policies and protocols, being up-to-date in our record keeping, and updating buildings to ensure that students are protected and safe in our care.

## Master Building Resource Plan

The completion of the ARK (Arts, Recreation, and Kitchen) building in 2021 provided us with an updated cafeteria, band room, and multi-purpose room. As we look to the future, we want to develop a campus master plan to guide future development, including providing more learning spaces and common areas and upgrading areas to improve child safeguarding. The school is in the process of buying additional space and is also awaiting a new zoning plan from the city of Higashi Kurume which is expected to make future building on campus easier to accomplish.

## Chapter V: Schoolwide Action Plan

### Academic Curriculum Integration

CAJ will improve the K-12 vertical integration of its curriculum for each academic department and for research skills development. Each department will have a program that intentionally builds toward accomplishing the Student Objectives relevant to its academic area, and that overcomes any barriers between the Elementary, Middle, and High School divisions. Likewise, CAJ will improve the horizontal integration of its curriculum so that learning across departments in support of the Student Objectives is supported. The Leadership Team, in collaboration with department heads, other teachers, support staff, students, and parents, will work together to accomplish this goal.

Goals	Measurement
Year 1	
Leadership Team provides time for departments to meet (be aware of and give priority to the department that is already scheduled for regular curriculum review); Leadership Team reviews organization and effectiveness of Wednesday meeting schedules to accomplish these goals.	Sufficient time in the school calendar is set aside for this purpose; staff professional development days used to make progress on these issues; LT monitors.
Departments discuss and agree the overall objectives for their departments, in light of CAJ's Student Objectives, with input from others, including the RAD Team for academic research, and students and parents as appropriate.	Departments keep records of their discussions and decisions in Google Drive; reports on developments provided to the Academic Leadership Team (Principals, Director of Teaching and Learning, Head of School).
Departments review current curriculum; assess how well it is integrated K-12, and in line with objectives; identify any obvious gaps or duplications.	As above.
Provide time for those involved in teaching research skills to meet and discuss objectives, with particular attention given to Senior Comps; assess current situation and review frameworks being used for suitability.	Time in the school calendar is set aside for this purpose, especially during Wednesday morning meetings; records kept in Google Drive and shared with the Academic Leadership Team.
Provide time in divisional meetings (ES, MS, HS) to assess the current degree of horizontal curriculum integration, grade by grade and through the division; address the question: what needs to be better integrated?	Time in the school calendar is set aside for this purpose, especially during Wednesday morning meetings; records kept in Google Drive and shared with the Academic Leadership Team.
Year 3	
Time continues to be provided for departmental and divisional meetings to take place as needed; keep giving priority	Time in the school calendar is set aside for this purpose, especially during Wednesday morning meetings.

to departments scheduled for regular curriculum review.	
Each department has set academic objectives in line with CAJ's Student Objectives.	Reports made to the Academic Leadership Team, and to the school's Leadership Team.
Each department has a plan in place to implement whatever curricular changes have been identified as being needed; progress on making these changes has started.	Agreed to by the Academic Leadership Team; implementation of changes led by the department head.
Each division has identified areas for better horizontal integration and has begun implementing steps to meet agreed goals.	Agreed to by the Academic Leadership Team; implementation of changes overseen by the relevant principal.
Significant curricular changes are communicated to students and parents.	Through announcements, town hall meetings, or other means as appropriate; led by the principals and the Head of School.
<b>Year 5</b>	
Each department has completed or revised the vertical and horizontal changes needed; curriculum maps have been updated.	Course information, handbooks, and Atlas curriculum maps have been updated to reflect changes.
Changes are monitored and assessed for impact, with adjustments made as needed.	Department heads monitor through course assessments and feedback from students and parents.
Curricular integration remains a key part of the cyclical departmental review process.	Make clear in the expectations; led by department heads with oversight from the Academic Leadership Team.

## Christian Character, Student Leadership, Community Service, and Social and Emotional Learning Curriculum Integration

CAJ will improve the vertical and horizontal integration of its Christian character, student leadership, community service, and social and emotional learning curriculum, in line with its Vision Statement, so that all of these areas are taught in a more coherent and connected manner. The Leadership Team, in collaboration with teachers, support staff, students, and parents, will work together to accomplish this goal.

Goals	Measurement
<b>Year 1</b>	
The Academic Leadership Team, with input from the RAD Team, the Leadership Team, and others, assesses with data what the school is currently doing in these areas, and considers what it would mean to more	Time is set aside in the Academic Leadership Team regular meeting for discussion; notes kept in Google Drive.

effectively integrate them together in line with the school's vision; areas involved include Bible classes, Senior Comps, all other classes, chapel program, SWOW, Spiritual Life Emphasis Week, other Christian activities, student councils, National Honor Society, current student fundraising and support activities, SEL curriculum, counseling, Teaching for Transformation, etc.	
The Academic Leadership Team determines guiding principles and drafts a plan of action with measurable outcomes, to be shared with all relevant parties for feedback.	The plan is drafted in Google Drive and shared; revisions made in response to feedback as needed.
The Academic Leadership Team determines the priorities for action and sets out a schedule, including staff to oversee planned changes in different areas.	A report is shared with the school's Leadership Team for feedback.
<b>Year 3</b>	
The plan is in the process of implementation according to the priorities and schedule as outlined by the Academic Leadership Team, under the leadership of those identified as responsible.	Regular reports are made to the Academic Leadership Team and school's Leadership Team on developments.
Review of changes and impact on student development, with adjustments made as needed.	Academic Leadership track changes through conversations with those leading different areas and through student feedback.
<b>Year 5</b>	
Implementation of changes is complete.	Feedback on the impact on student development and culture continues as part of a regular survey and is monitored by the Leadership Team.

## Academic Support

CAJ will provide more support for academically struggling students not on recognized academic plans, and for EAL students. CAJ will also provide more support for students desiring greater academic challenges. This progress will be achieved through a combination of improving protocols, curricular adjustments, teacher professional development, and any other appropriate means. The Leadership Team, in collaboration with teachers, students, and parents, will work together to accomplish this goal.

Goals	Measurement
Year 1	

The Academic Leadership Team will assess, using formative and summative data, the needs of students who are not on academic plans but need academic support, and the extent to which those needs are not being met, and the reasons why. The Support Team will be consulted.	Time is set aside in the Academic Leadership Team regular meeting for discussion; necessary research is done and data is collected; notes kept in Google Drive.
The Academic Leadership Team will assess the needs of EAL students, and the extent to which those needs are not being met, and the reasons why. The RAD Team will be consulted.	Time is set aside in the Academic Leadership Team regular meeting for discussion; necessary research is done and data is collected; notes kept in Google Drive.
The Academic Leadership Team will assess the needs of students who need greater academic challenges, and the extent to which those needs are not being met, and the reasons why. The RAD Team will be consulted.	Time is set aside in the Academic Leadership Team regular meeting for discussion; necessary research is done and data is collected; notes kept in Google Drive.
Based on the needs and the reasons for the needs, the Academic Leadership Team will agree a plan of action addressing students at both ends of the academic spectrum and EAL students, through curricular changes, teacher professional development, or changes in policies all aimed at improving student learning.	The plan is shared with all appropriate staff and opportunities provided to give teachers what they need to successfully implement the plan. A schedule for plan implementation and review is shared.
<b>Year 3</b>	
The Academic Leadership Team is monitoring the plan's implementation and its impact on student learning for each group of students through appropriate data collection.	The Academic Leadership Team and RAD Team collect and analyze data to monitor the progress of student learning and suggest adjustments to the plan as needed.
The Academic Leadership Team is monitoring the plan's implementation and its impact on teachers through regular communication.	The Academic Leadership Team and the RAD Team communicate with teachers about the plan implementation and suggest adjustments to the plan as needed.
<b>Year 5</b>	
New plans for academically struggling students, EAL students, and students needing more challenges are all in place.	Ongoing monitoring of student learning for these students is carried out by the Academic Leadership Team and the RAD Team.

## Child Safeguarding

CAJ will continue to improve its child safeguarding practices, especially in the areas of training, policies and protocols, record keeping, and facilities updates. This will apply to

safeguarding work with students and staff, and include staff recruitment and volunteers. The Leadership Team, in collaboration with the Designated Safeguarding Lead, teachers, support staff, students, and parents, will work together to accomplish this goal.

Goals	Measurement
Year 1	
The child safeguarding team will meet on a regular basis to review all aspects of child safeguarding and develop a continuing plan for improvements.	A schedule for meeting is put in place and is implemented.
Work will continue on the setting up and rolling out of CPOMS; the Designated Safeguarding Lead will initiate a training plan and schedule for all staff to learn how to use CPOMS.	The Designated Safeguarding Lead will draft a plan for approval by the child safeguarding team; time for training will be set aside.
The child safeguarding team will work on improving the distinction between approaches to child safeguarding and to student discipline.	The child safeguarding team commits to working on this; meeting notes are kept in Google Drive.
Work will continue on assessing where our facilities need to be addressed; work on the gym changing rooms will be scheduled for the summer of 2024.	The Head of School will coordinate the implementation of needed changes with the Facilities Manager and the Business Manager; work on the gym changing rooms is completed before the start of the 2024-25 school year.
Staff compliance with the requirement to take the appropriate online training from <a href="https://childsafeguarding.com">childsafeguarding.com</a> will be monitored.	The Designated Safeguarding Lead will report regularly on this to the HR Manager.
The process for training new staff and volunteers in child safeguarding requirements will be reviewed for improvements.	The Designated Safeguarding Lead will conduct the review, including conversations with the HR Manager, and report back to the child safeguarding team; identified areas to improve will be implemented.
Year 3	
Child safeguarding team meetings are happening on a regularly scheduled basis.	Schedule is in place.
CPOMS is completely set up; all staff have been trained in its use and are using it as appropriate.	Designated Safeguarding Lead oversees and monitors, reporting to the child safeguarding team.
Work on clarifying the distinction between child safeguarding and student discipline approaches has been completed.	Child safeguarding team makes and records decisions; teachers and other staff are informed if this affects their responses in certain situations.
All improvements to facilities that have been identified as needed have been completed or are scheduled for completion.	Work has been done.

There is a clear and well-developed plan being used for the training in child safeguarding of all new staff and volunteers; a plan for parent training is also implemented.	The plan is being implemented via the Designated Safeguarding Lead and the HR Manager.
Year 5	
The child safeguarding team continues to meet regularly and to consider improvements as needed.	Ongoing meetings happening and records being kept in Google Drive.

## Campus Development

CAJ will develop a campus master plan to guide future campus development, with a particular focus in the short term of planning and implementing an upgrade of our gym changing facilities that includes attention to child safeguarding. The Leadership Team, in collaboration with the board, other staff, and students, will work together to accomplish this goal.

Goals	Measurement
Year 1	
The building committee will meet on a regular basis and will seek input from the Leadership Team and other staff on the greatest campus and facility needs that the school has; the committee will build on previous work and this input to draft a long term campus master plan.	The building committee will schedule meetings; records will be kept in Google Drive; a plan will begin to be outlined, although progress will be limited until the city’s rezoning plan is finalized; regular updates will be given to the Leadership Team.
The building committee will produce a report for the city of Higashi Kurume that outlines the future campus needs of CAJ, with a view to having input into the city’s ongoing rezoning process.	The report will be shared with the Leadership Team and the board for feedback before being submitted to the city.
The building committee will plan for upgrades to the gym changing rooms and consider adding air conditioning to the gym, in consultation with architects and builders.	The work is planned for the summer of 2024.
The building committee will propose interim plans for the use of new space in Matsukawa Place, incorporating feedback from the Leadership Team and appropriate staff.	CAJ will take ownership of almost all of the first floor beginning July 1, 2024; no major work planned for the space for 2024-25, but an interim plan is drafted and shared with the Leadership Team for approval.
Year 3	
The city’s rezoning plan should be finalized and so work on a campus master plan should have advanced significantly.	The building committee has developed the plan, recorded in Google Drive; the Leadership Team is regularly updated, and



	the board as needed.
A fundraising campaign for campus development has been developed in conjunction with the Director of Development.	The plan has been drafted and shared with the Leadership Team for approval; the board is also kept updated regularly.
Year 5	
A next step in campus development is in the process of being undertaken, involving architects and builders, even if construction has not yet started.	Concrete plans are being made and a schedule is in place to implement next steps.