

REPORT OF THE VISITING COMMITTEE

WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES

FOR

**CHRISTIAN ACADEMY IN JAPAN
1-2-14 SHINKAWA-CHO
TOKYO, JAPAN**



February 26 – March 1, 2012

Visiting Committee Members

Mr. James D. Fontana, Chair
Superintendent (Retired)
Watsonville, CA

Mrs. Karen Rohrs, Director of Professional
Development
Hong Kong International School
Hong Kong, P.R. of China

Ms. Dawn Rock, High School Principal
Kaohsiung American School
Kaohsiung City, Taiwan

Mr. Orlando R. Salazar, Teacher Leader
American International School
Hong Kong, P.R. of China

Acknowledgment

Acknowledgments are made to the entire administration, faculty, and staff of Christian Academy in Japan for their service and conscientious participation in the accreditation process and their warm and friendly acceptance of the Visiting Committee. Further acknowledgments are made to the Headmaster, WASC Coordinator and Advisory Council for the willingness to evaluate the effectiveness of the Christian Academy in Japan's educational program.

Table of Contents

| | |
|--|----|
| Chapter I: Student/Community Profile | 1 |
| Description of the Students and Community Served by the School | 1 |
| Student Achievement Data | 2 |
| Comments on Significant Findings by the Profile | 5 |
| Chapter II: Progress Report | 6 |
| Comments on the School’s Major Changes and Follow-Up | 6 |
| Discussion on How the School through its Action Plan has Accomplished each of the Critical areas for Follow-Up | 6 |
| Chapter III: Self-Study Process | 9 |
| Expected Schoolwide Learning Results | 9 |
| Comments on the School’s Self-Study Process | 10 |
| Chapter IV: Quality of the School’s Program | 12 |
| A. Organization for Student Learning | 12 |
| A.1. School Purpose Criterion | 12 |
| A.2. Governance Criterion | 12 |
| A.3. School Leadership Criterion | 13 |
| A.4. Staff Criterion | 14 |
| A.5. School Environment Criterion | 14 |
| A.6. Reporting Student Progress Criterion | 15 |
| A.7. School Improvement Progress Criterion | 15 |
| Areas of Strength for Organization for Student Learning Category | 16 |
| Key issues for Organization for Student Learning Category | 16 |
| Importance Evidence | 17 |
| B. Curriculum, Instruction, and Assessment | 17 |
| B.1. What Students Learn Criterion | 17 |
| B.2. How Students Learn Criterion | 19 |
| B.3. How Assessment is Used Criterion | 20 |
| Areas of Strength for Curriculum, Instruction, and Assessment Category | 21 |
| Key Issues for Curriculum, Instruction, and Assessment Category | 22 |
| Importance Evidence | 22 |
| C. Support for Student Personal and Academic Growth | 23 |
| C.1. Student Connectedness Criterion | 23 |
| C.2. Parent/Community Involvement Criterion | 23 |
| Areas of Strength for Support for Student Personal and Academic Growth Category | 24 |
| Key Issues for Support for Student Personal and Academic Growth Category | 24 |
| Important Evidence | 24 |
| D. Resource Management and Development | 26 |
| D.1. Resource Criterion | 26 |
| D.2. Resource Planning Criteria | 26 |

| | |
|--|----|
| Areas of Strength for Resource Management and Development Category | 27 |
| Key Issues for Resource Management and Development Category | 27 |
| Important Evidence | 27 |
| Schoolwide Areas of Strength | 28 |
| Schoolwide Critical Areas for Follow | 29 |
| Chapter V: Ongoing School Improvement | 30 |
| Summary of the Action Plan | 30 |
| Existing Factors that Support School Improvement | 30 |
| Impediment to School Improvement | 30 |
| Soundness of Follow-up Process to Monitor Accomplishments of the Schoolwide Action Plan | 30 |

CHAPTER I

STUDENT AND COMMUNITY PROFILE

1

Description of the Students and Community Served by the School

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 the Christian Reformed World Mission, WorldVenture, Evangelical Covenant Church Board of Directors of World Missions, OMS International, SEND International, and The Evangelical Alliance Mission (TEAM). 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 Headmaster of the school. The Tokyo Metropolitan Government has registered the school as a foundation juridical person. The Japan Christian Academy Association, CAJ's non-profit sponsor, is incorporated in the state of Illinois as a tax-exempt, nonprofit organization under section 501(c) (3) of the U.S. Internal Revenue Code. The school is currently in the process of changing the school's legal status from foundational juridical person (zaidan houjin) to a school (gakko houjin). This will result in a change in accounting systems, budget, and other regulatory requirements.

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. Approximately one thousand foreigners live in the area. 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 460 and consists of an elementary school, middle school and high school. The student body is made up of 40% dependents of missionaries and 60% of dependents of business and professional people. Since the last WASC visitation, the percentage of students from missionary homes has decreased while the percentage of students from non-missionary homes has increased. Thirty five nationalities are represented in the student body including 31% dual passports, 21% Japanese, 17.6% Korean, 16.7% American and 13.6% Other. As a trend, dual passport students and Korean students have increased and North American students have significantly decreased. Japanese students have also decreased in total enrollment. The average class size is 17.3 with a slightly higher class size at the elementary level and a slightly lower class size at the middle school level.

CAJ has a staff of 80 full-time equivalents representing 9 countries with 41 full time and 18 part-time teachers. A total of 63% of faculty members, an increase of 19% since the last WASC Mid-Term Visitation, have been affiliated with CAJ for five or more years. In addition, there are various volunteers who assist with maintenance, the dining hall, special events, and academic needs. Since the last full WASC Visitation, there have been several staff changes including

Headmaster (2008-09), high school principal (2008-09), elementary school principal (2006-07), and curriculum coordinator (2010-2011).

School Achievement Data

CAJ utilizes a variety of student assessments schoolwide and by departments and classrooms. These include standardized test scores (Iowa Test of Basic Skills – ITBS, PSAT, SAT and AP), grade point average, assessments of the Student Objectives, standards-based assessments and classroom content assessments. The assessment data of CAJ indicates students to be generally high achievers in academic areas.

The following student data was submitted by the school:

ADVANCED PLACEMENT (AP), 2008-2011

CAJ is committed to AP and is offering 10 AP classes in 2011-2012.

| Year | <u>2011</u> | <u>2010</u> | <u>2009</u> | <u>2008</u> |
|------------------|--------------------|--------------------|--------------------|--------------------|
| Exams | 121 | 154 | 136 | 88 |
| Pass rate | 72% | 68% | 71% | 82% |
| Students | 68 | 89 | 82 | 58 |

SPECIFIC AP TEST RESULTS, 2011

| <u>Test</u> | <u>Pass Rate</u> | <u>Exams</u> |
|------------------------------------|-------------------------|---------------------|
| English | 78% | 41 |
| Foreign Language | 100% | 20 |
| Mathematics | 53% | 17 |
| Natural Sciences | 67% | 18 |
| Social Sciences and History | 54% | 26 |

SAT SCORES OF GRADUATING CLASSES, 2008-2011

Mid 50th percentile of scores for the past 4 years. Scores include native and non-native English speakers.

| Year | <u>2011</u> | <u>2010</u> | <u>2009</u> | <u>2008</u> |
|-------------------------|--------------------|--------------------|--------------------|--------------------|
| Critical Reading | 470-680 | 520-630 | 440-620 | 490-660 |
| Math | 540-690 | 560-680 | 520-660 | 570-730 |
| Writing | 470-660 | 490-620 | 460-590 | 480-630 |
| Total | 1480-2030 | 1570-1930 | 1420-1870 | 1540-2020 |

PSAT SCORES, 2008-2011

Mid 50th percentile of percentile scores for the past 4 years. Scores include native and non-native English speakers.

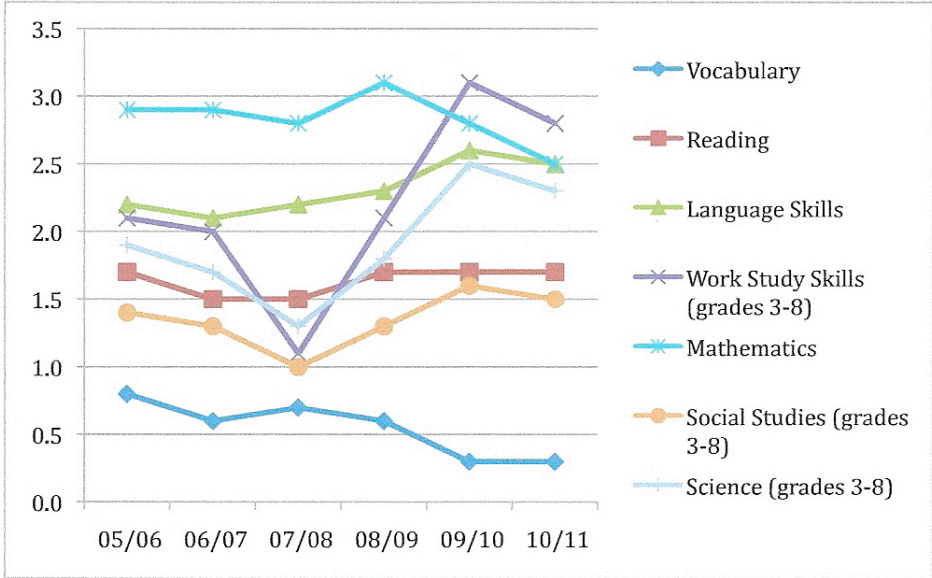
| Year | <u>2011</u> | <u>2010</u> | <u>2009</u> | <u>2008</u> |
|-------------------------|-------------|-------------|-------------|-------------|
| Critical Reading | 39-88 | 37-88 | 32-74 | 29-85 |
| Math | 65-95 | 51-91 | 45-92 | 59-89 |
| Writing | 48-83 | 33-86 | 40-75 | 49-86 |

FINAL CUMULATIVE GRADE POINT AVERAGE

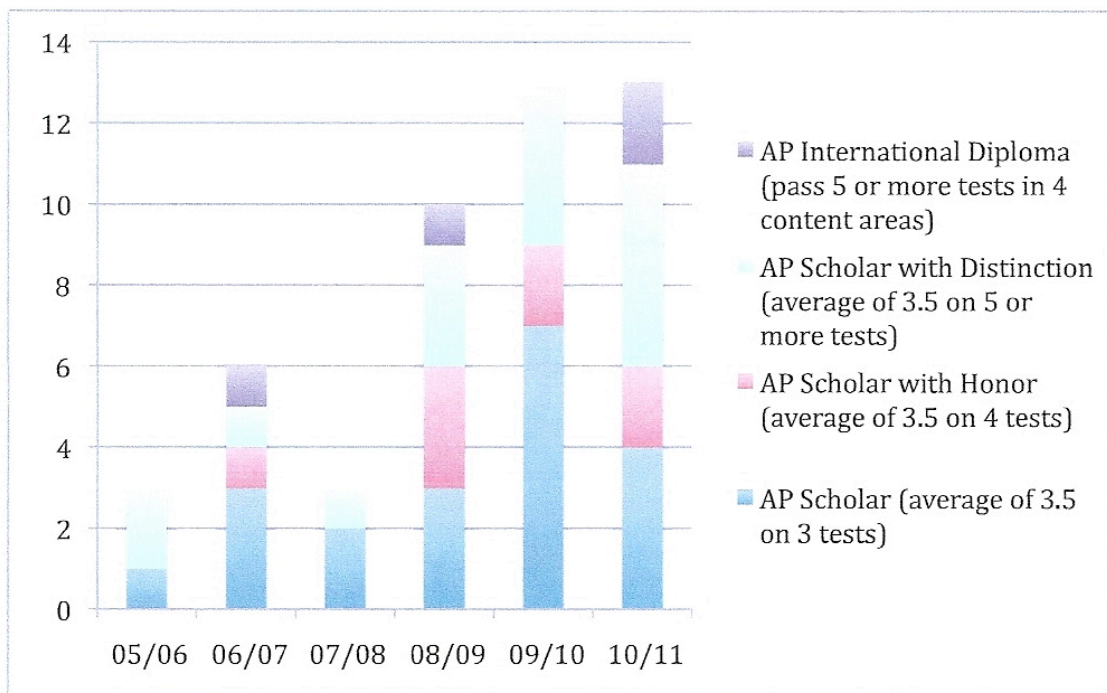
| | | |
|--------|------------|-------|
| 38% at | 3.7 - 4.0+ | (A) |
| 51% at | 2.7 - 3.69 | (B) |
| 11% at | 1.7 - 2.69 | (C) |
| 0% at | 0.0 - 1.69 | (D/F) |

CAJ Iowa Test of Basic Skills Data (average years above grade level)

Over the past 6 years, our overall averages in all test areas are consistently above grade level. The amount of “above grade level” average varies in different test areas: math and language skills have been higher than those of science, reading, social studies and vocabulary. Vocabulary has consistently been the lowest. Starting in 08/09 a new test given to students in grades 2 - 9. Previously the test was given to students in grade 2 - 8 and 10.



Over the past 6 years, the number of advanced placement awards earned by graduating seniors has increased.



Comments on Significant Findings by the Profile

- The school is in the process of making changes in accounting, budgeting, Board of Directors structure, job descriptions and other processes as a result of CAJ changing its legal status registration with the Japanese Government from foundation status to school status. Health benefits have also changed since the Mid-Term review.
- The school provides an expansive educational program that addresses the educational needs of students.
- In general, students demonstrate high achievement in academic areas as measured through a variety of assessments.
- There has been a continual shift in student demographics. English as a Second Language (ESL) for students with a home language other than English has increased and planning is on-going.
- Parents indicate a level of satisfaction with the school and its program.

CHAPTER II PROGRESS REPORT

6

Comment on the school's major changes and follow-up process since the last self-study

The school's critical areas for follow-up have been integrated into the School Improvement Plan. The school reports activities that it sees as leading to accomplishing these. Major changes since the 2009 Mid-Term Visitation include the following:

- Legal status: The CAJ Board of Directors began working on changing the school's legal status from foundation juridical person to a school. This has resulted in the Board of Directors revising its constitution and act of endowment, and in the Board of Directors changing its structure.
- Staff: Full-time staff now receives payments for federal health benefits and for government pensions. Full-time staff is eligible for contract re-signing bonuses, and incoming staff are eligible for relocation funds.
- Finances: As a requirement for acquiring new legal status, the accounting system has changed and the school is working to increase cash reserves to 25% of the annual operating budget. Tuition has been increased by 4% since 2009.
- Resource Management: The playground has been resurfaced to promote better drainage and student safety. A 1:1 laptop program is being implemented this school year for students in grade 12. Four laptop carts, clusters of netbooks in elementary classrooms, and fourteen digital classrooms with built-in LCD projectors and sound systems have been added.
- Improvement Process: CAJ has developed, and the Board of Directors has approved in principle, an ongoing school improvement planning process.

Discussion on how the school through its action plan has accomplished each of the critical areas for follow-up

The Mid-Term Visitation Committee of 2009 left the school with three critical areas for follow-up:

CRITICAL AREA FOR FOLLOW-UP # 1 – (continuing) *Despite progress made, CAJ needs to continue a schoolwide effort to unpack academic content standards, revise and maintain scope and sequence for all courses and departments, and create unit plans of instruction. These unit plans should be created by unpacking targets and then creating powerful and diverse student assessments that drive instruction. These assessments and the school grade reporting should provide clear information to all stakeholders about student academic achievement and progress by all students on the ESLRs.*

The school's goal is to communicate clearly what all students are to know, do, and understand by the end of each grade level and/or course. Twelve of twelve subject area standards (all or part) have been loaded into mapping software. Four of twelve subject areas have made revisions this school year to their standards and benchmarks (K-12 Bible, K-12 Computer, K-12 Social Studies, K-5 Science). One of twelve subject areas (vocational arts) needs to develop standards and benchmarks.

Academic departments use their standards/benchmarks as the basis of their scope and sequence. Some standards/benchmarks scope and sequences have been further defined by content and skills fields in unit maps. The school recognizes that this is an area where more work is needed.

K-12 teachers use Rubicon Atlas mapping software and the Understanding by Design (UbD) framework to create and revise unit maps that include fields for benchmarks, enduring understandings, essential questions, content, skills, assessments, and resources. In the 2010-2011 school year, some teachers began assessments and standards/benchmarks, and this school year more teachers are aligning assessments and standards/benchmarks. In June of 2011 the school added a mapping field for enduring understandings to help further unpack academic standards/benchmarks.

The school uses a variety of formative and summative unit assessments, including projects, presentations, essays, and discussions. Academic department chairs have set goals regarding Stage 2 of Understanding by Design and using assessment to drive instruction.

Assessment results are used to report progress by all students. Portfolios report progress on Student Objectives. Grades K-5 provides semester report cards, and secondary provides online grades with category breakdowns. Other ways CAJ reports progress include parent/teacher conferences and student lead conferences.

CRITICAL AREA FOR FOLLOW-UP # 2 – (continuing) *CAJ needs to continue to implement a clearly articulated professional development plan driven by schoolwide improvement goals that will train and prepare staff to show ongoing improvement on the delivery of the curriculum and that can be clearly tied to increased student achievement and progress by all students on the ESLRs.*

The professional development plan addresses beliefs, goals, calendar, opportunities, resources, funding guidelines, application procedure, and process for reimbursements. The plan has been explained to staff, posted on-line, and implemented.

The professional development is aligned with school improvement plans, contains both 2-year and 1-year targets, and provides staff with Y40,000 of professional development funds for approved activities. To be approved, professional development activities must support the achievement of schoolwide improvement plans and, consequently, progress by all students on the Student Objectives.

As a result of implementing the professional development plan, staff have received a variety of

training, including schoolwide training on curriculum mapping, Understanding by Design, and differentiation, resulting in improved delivery of the curriculum. Schoolwide trainings are increasingly connected to improved student learning, and when applying for individual professional development, staff are asked to identify how this opportunity will increase student learning. Teachers across grade levels are given opportunities to access and share strategies they have developed and/or implemented in their classroom.

CRITICAL AREA FOR GROWTH # 3 – (continuing) *CAJ needs to continue implementing schoolwide communication, planning, and evaluation systems that address curriculum development skills, instructional and assessment skills for teachers and adequacy of resources (including technology, human and time) to deliver the curriculum, all in an effort to improve student achievement and progress by all students on the ESLRs.*

The curriculum and evaluation system is updated annually as necessary and is published on the staff portal. In addition, annual subject area goals are published on the school wiki.

The Learning Team (academic department chairs, curriculum coordinator, principals, and Headmaster) now share responsibility for implementing a curriculum planning and evaluation system that addresses curriculum development skills, instructional assessment skills for teachers and adequacy of resources (including technology, human, and time).

The Learning Team will use the curriculum planning and evaluation system to set the timeline for curriculum development and to identify the professional development for staff regarding curriculum development, instructional skills, and assessment skills.

As a result of implementing the curriculum planning and evaluation system, there has been increased technology, human and time resources. Teachers are using a database (PHOENIX) for collecting and analyzing classroom assessment results (in terms of ESLRS). In addition to teacher planning time, the Leadership Team provides time for curriculum development through professional development days, twice monthly subject area meetings, and monthly Learning Team meetings.

SELF STUDY PROCESS**Expected Schoolwide Learning Results**

The following statements reflect the goals of the school community in regards to student learning at Christian Academy in Japan:

**STUDENT OBJECTIVES
(ESLRS)*****Responsible Learners who . . .***

1. Understand Bible stories, the plan of salvation, and a Christian worldview
2. Understand subject content and skills
3. Integrate content and skills from different subjects
4. Value learning
5. Use appropriate learning strategies

Discerning Thinkers who . . .

1. Use a biblical perspective
2. Solve problems
3. Organize and use information to support conclusions
4. Make creative products and presentations

Productive Collaborators who . . .

1. Respect themselves and others as being created in God's image
2. Work with others

Effective Communicators who . . .

1. Communicate through writing, speaking, reading, listening, graphs and charts, and the arts
2. Integrate different forms of communication

Faithful Caretakers who . . .

1. Serve God and others, and care for God's creation
2. Value and maintain physical, social, emotional, moral, and spiritual health

Comment on the school's self-study process

1. The involvement and collaboration of school community members in the self-study

CAJ made a good faith effort to honor the integrity of the self-study process and produce a volume of work which verifies the effort of staff, students and parents. What students are doing and learning is clear and supported by evidence. The school's self-study was conducted with the intention of presenting an accurate reflection of the school's program for students. Regularly scheduled time was used to engage staff in the self-study. Administration and faculty were represented and involved in the writing of the self-study. Information from parent surveys and parent meeting as well as student surveys were considered in the self-study. Students were involved in the review of the Student Objectives. Parents and students were not otherwise involved in the writing of the self-study. The completed self-study was posted on-line and presented to the Board of Directors.

2. The clarification of the school's purpose and the expected schoolwide learning results

In carrying out the self-study process, the school maintained a clear focus on trying to achieve a better understanding of the impact of the school's programs and services on students. The school reviews the Mission statement, philosophy and Student Objectives triennially to coincide with the full WASC self-study and mid-term WASC review. In August through September 2011 staff and students reviewed the Student Objectives. The initial review of the Student Objectives was completed by staff in August 2011. Staff worked in divisional teams to do research by reading documents, watching videos and have discussions in order to respond to key questions. In divisional teams, staff rated the Student Objectives in terms of how effectively the Student Objectives identify what students need to know and be able to do in order to impact the world for Christ in the 21st century. The High School Student Council brainstormed answers to key questions. The Student Council used its brainstorming as a basis for rating the Student Objectives in terms of how effective the Student Objectives identify what students need to know and be able to do in order to impact the world for Christ in the 21st century. In September of 2011, the Leadership Team assessed feedback from staff and students on Student Objectives. Based on overall satisfaction with the Student Objectives, the Leadership Team decided to retain the current Student Objectives. The CAJ Student Objectives are communicated to students and the school community in a variety of ways.

3. The assessment of the actual student program and its impact on student learning with respect to the criteria and the ESLRS

The school uses a variety of assessments to determine student growth including norm-reference standardized tests, teacher developed assessments, student work, standards-based assessments, rubrics, and writing samples. The school is working towards the goal of completing a standards-based curriculum. The school uses a rubric assessment and rating of the Student Objectives to ascertain how well Student Objectives are being met. The culminating student objective competency is the Senior Comprehensives Process.

4. The development of a schoolwide action plan that integrates subject area, program, and support plans to address identified growth

5. The development and implementation of an accountability system for monitoring the accomplishment of the schoolwide action plan

The School Improvement Plan was developed and maintained as part of the established school improvement process. The Leadership Team considered the growth areas identified by focus groups and identified central themes. The School Improvement Plan is composed of several action plans. The school developed the School Improvement Plan and process to align with accreditation requirements. Identified personnel monitor the implementation and accomplishment of the School Improvement Plan with the Leadership Team serving as the central facilitating body. (see Chapter V, Visiting Committee Report)

QUALITY OF THE SCHOOL'S PROGRAM**CATEGORY A. ORGANIZATION FOR STUDENT LEARNING****A1. School Purpose Criterion**

- *To what extent has the school established a clear statement of purpose that reflect the beliefs and philosophy of the institution?*
- *To what extent is the purpose defined further by adopted expected schoolwide learning results that form the basis of the educational program for every student?*

CAJ has a Mission statement which forms the basis on which all else is founded. The latest version of the Mission statement was approved in 2005. This Mission is supported by statements clarifying the Philosophy, the Values and the Vision of the school, as well as the Student Objectives. Together, these guiding statements define the purpose of the school. Each set of statements is reviewed regularly as a part of the established triennial review process which has involved Board of Directors members, parents, teachers, students and administrators. As it currently stands, the Mission statement is not inclusive of the entire student body. However, the Board of Directors has written an Ends statement which does include all students; the Board of Directors and the administration confirm that this statement will become the Mission statement for CAJ once the change in legal status is complete.

CAJ has periodically reviewed each set of its guiding statements to ensure that they are consistent, aligned, and accurately reflect the historical purpose of the school. Notably, recent attention has been given to the centrality of biblical perspectives in the Student Objectives, resulting in a revision which highlights this value clearly.

The Mission statement and other foundational documents are communicated with the community through the school website, posters, parent forums, the school newspaper, and a document called *Understanding a Christian-Focused Western-Style Education*.

A2. Governance Criterion

- *To what extent does the governing authority adopt policies which are consistent with the school purpose and support the achievement of the expected schoolwide learning results for the school?*
- *To what extent does the governing authority delegate implementation of these policies to the professional staff?*
- *To what extent does the governing authority monitor results?*

The governing body of CAJ was recently re-configured into two tiers - the Board of Councilors and the Board of Directors – as a direct result of complying with Japanese legal requirements. The roles and responsibilities, as well as procedures for the election of members, of these two groups, are laid out in the school's organizational chart, although they are still in development. The Board of Directors has adopted a Policy Governance model for their operation and as such is

responsible for establishing Ends for the school and writing policies which delineate the limitations of the Headmaster. Members are selected primarily from the founding Missionary groups, and for the first time in 2011- 2012, two members-at-large were selected to join as well.

Recently, the Board of Directors undertook an analysis to determine the degree of alignment between Board of Directors policies and the Student Objectives. According to the Board of Directors Chair, “the Board of Directors only speaks through policies, and any reasonable interpretation by the Headmaster is allowed, with the understanding that the Board of Directors can change policies when necessary.” Thus, delegation of implementation of policies to professional staff is designed to be complete. However, the self-study presents evidence that the extent to which all constituents in the community understand this varies.

The Board of Directors has recently worked toward establishing a self-evaluation process, and to communicate this process to the community. In addition, the Board of Directors has taken the leadership in changing the legal status of the school. The Headmaster reports his achievements of the Ends in his yearly report to the Board of Directors. In conference with four Board of Directors members, they stated that they receive data on student progress.

A3. School Leadership Criterion

- *To what extent does the school leadership make decisions to facilitate actions that focus the energies of the school on student achievement of the expected schoolwide learning results?*
- *To what extent does the school leadership empower the staff?*
- *To what extent does the school leadership encourage commitment, participation and shared accountability for student learning?*

The leadership team regularly discusses its endeavors to fulfill the Mission of the school. The self-study notes there is a need for a more clear articulation of how the day to day activities of the school and the classroom function to operationalize the Mission statement. In addition, while the students are able to discuss the Student Objectives and how they are demonstrated, conferences with focus groups lent evidence to a need to re-focus efforts on explicitly assessing the Student Objectives.

The school leadership at CAJ empowers teachers by creating and maintaining multiple avenues for communication and participation in decision-making. They have established job descriptions, lines of authority and are working toward a common understanding of roles and responsibilities. Teachers report a high degree of satisfaction with the degree to which they are empowered to fulfill the Mission of the school. The evaluation system in place for teachers is generally considered effective, although the evaluation of support staff are not thoroughly developed nor consistently applied.

The school leadership encourages commitment, participation and shared accountability for student learning through its departmental structure and staff input on processes such as the budget. In addition, there is a substantial amount of information for staff on the goals, Ends,

processes and policies of the school available on the staff portal of the school's website. While there are a number of different teams and structures at the school, such as the Leadership Team, the Learning Team, the Support Team, Professional Learning Communities (PLCs), the Advisory Council, some teachers note that it is difficult to understand them all at first. However, most are comfortable with the roles and responsibilities of each.

A4. Staff Criterion

- *To what extent are the school leadership and staff qualified for their assigned responsibilities?*
- *To what extent are the school leadership and staff committed to the school's purpose?*
- *To what extent does the school leadership and staff engage in ongoing professional development that promotes student learning?*

Board of Directors policy clearly establishes the necessary qualifications for teaching at CAJ, which includes a faith requirement, a Bachelor's degree and either a teaching certification or a plan to work toward one. Policy further grants the Headmaster to make exceptions within certain parameters. Essentially all teachers have a Bachelor's degree, and most have certification in teaching, an improvement since the last self-study. In addition, approximately 40% of the teaching faculty have Master's degrees. Approximately 41% of the faculty has been with CAJ for less than five years, while 20% has been there for more than 20 years.

According to the Staff survey, staff feels that they are committed to the school's purpose. This was verified in group conferences as well as individual interviews on campus.

The Leadership Team has developed a Professional Development Plan which explains the philosophy, goals and calendar, for professional development at CAJ. The strategies for implementation of the activities are not clearly articulated. Overall, the teaching faculty is satisfied with the professional development they receive; the support staff less so. However, it is notable that support staff receives the same PD stipend as the teaching staff, and comprise their own PLC. The Leadership Team supports the plan by communicating opportunities to staff, encouraging participation and providing funding and other resources as necessary.

A5. School Environment Criterion

- *To what extent does the school have a safe, healthy, nurturing environment that reflects the school's purpose?*
- *To what extent is the school environment characterized by a respect for differences, trust, caring, professionalism, support, and high expectations for each student?*

CAJ's explicit values, as well as Board of Directors Policy, state that all individuals at CAJ will be treated with respect, laying the foundation for a safe and healthy environment. Furthermore,

parent, teacher and student surveys suggest that this is in fact borne out in reality. Specific structures are in place to ensure that student needs are met and that all children are safe, such as counseling, resource support, and ESL support. The extra-curricular program provides additional opportunities for student growth and exploration under the guidance of advising staff members. The facilities are well-kept and are inviting for all community members. The school climate at CAJ is considered a significant area of strength by all groups.

The school population has changed in composition considerably in the past six years. As a result, concern that all members of the community are equally comfortable on campus and with school procedures has been raised. Specifically, the number of native English-speaking missionary students has dropped, while the number of Japanese and Korean students has risen, creating the need to reach non-native English-speaking students and parents.

A6. Reporting Student Progress Criterion

- *To what extent does the school leadership and staff regularly assess student progress toward accomplishing the school's expected schoolwide learning results?*
- *To what extent does the school leadership and staff report student progress to the rest of the school community?*

The school leadership and the teachers of CAJ regularly assess student progress through multiple measures, including their progress toward attainment of the Student Objectives. Progress toward academic achievement is tracked through external standardized tests such as the ITBS and the PSAT. Internally, progress is measured both formally and informally by teachers, and all students have portfolios which track their progress over the course of their careers at CAJ. Both Student Objectives and curricular standards are monitored at the high school and middle school through an online assessment system.

CAJ has a process in place for communicating progress to parents, online access to grades and regularly scheduled parent-teacher conferences and student led conferences. In addition, the school publishes college matriculation data, AP and SAT scores as well as other achievement data in several places for the community. The degree to which parents access and understand this information varies.

A7. School Improvement Process Criterion

- *To what extent does the school leadership facilitate school improvement which is driven by plans of action that will enhance quality learning for all students?*
- *To what extent does the school leadership have school community support and involvement?*
- *To what extent does the school leadership effectively guide the work of the school?*
-

- *To what extent does the school leadership provide for accountability through monitoring of the schoolwide action plan?*

CAJ has a thorough school improvement process that is on-going and multi-faceted. The School Improvement Plan, as it currently exists, consists of five major areas with several activities to be completed over the next several years: curriculum, data usage, English language proficiency, legal status change and the establishment of a resource master plan. Some of the activities are borne from initiatives that are not necessarily related to student learning, such as the change in legal status and the development of a resource master plan, while other areas are a direct result of the self-study. The level of involvement and commitment to the process varies, a reality which the leadership acknowledges and is addressing. Each section of the plan is monitored by either focus groups, the Leadership Team or the Learning Team.

Areas of Strength for Organization for Student Learning Category (if any) that need to be addressed to ensure quality education for all students

- **The environment of CAJ is characterized by a high level of care and commitment and is focused on the development of the individual student; it is a source of pride for many members of the community;**
- **The Mission statement, Values, and Student Objectives which guide the educational program for students are well articulated, aligned and embraced by the school community;**
- The Board of Directors appropriately implements its Policy Governance model and the responsibility for Mission focused, instructional based school decisions is delegated to the Headmaster;
- CAJ strives to communicate with its community about a range of issues on a regular basis;
- **A knowledgeable, dedicated and qualified teaching staff that focuses on student achievement.**

Key Issues for Organization for Student Learning

- CAJ develop and formalize an evaluation plan for support staff and leadership that is consistently applied;
- Leadership Team addresses the various levels of commitment to the school improvement process, which helps to ensure depth of implementation;
- **The leadership and staff review the Professional Development Plan to ensure it is linked to instructional supervision and student outcomes, and is informed by assessment data.**

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

- School Report, pp. 21 – 45
- Conference with Advisory Council
- Conference with Organization for Student Learning Focus Group
- Conference with Curriculum, Instruction and Assessment Focus Group
- Conference with Resource Development and Management Focus Group
- Conference with PTA representatives
- Conference with Board of Directors representatives
- Conference with Headmaster and School Improvement Coordinator
- Conference with Student Council
- Interview with Business Manager
- Interview with Headmaster
- Interviews with teachers
- Classroom observations
- Board of Directors Policies
- Administrative Policies
- Evaluation Forms
- Job Descriptions

CATEGORY B: CURRICULUM, INSTRUCTION, AND ASSESSMENT

B1. What students learn criterion

- *To what extent does the school provide a challenging, coherent and relevant curriculum for each student that fulfills the school's purpose and results in student achievement of the expected schoolwide learning results through successful completion of any course of study offered?*

CAJ provides a broad standards-based curriculum for students. Based on external organization standards, including American Education Reaches Out (AERO), CAJ has adapted these standards to fit the relevance of the school's Mission and Student Objectives. CAJ provides a Bible-based program. Most departments have adopted Biblical perspective standards to ensure meaningful incorporation of the Bible into the course content. Department PLCs are responsible

for the development, evaluation and refinement of curriculum.

CAJ is committed to and implements a standards-based curriculum that is developed locally using best practices, including the UbD framework and curriculum mapping. Rubicon Atlas is the curriculum-mapping tool used by CAJ and houses the UbD units so that they are visible and accessible to all teachers. Information stored in the curriculum units includes standards, enduring understandings, essential questions, content, skills, assessment and resources. Departments are at varying stages of completing Stages 1 and 2. CAJ also developed a unit base line set of criteria to evaluate current units and promote improvements. CAJ continues to work on assessing the status of the curriculum through the review process. This will enhance the written and delivered curriculum.

CAJ is seeking to further develop technology integration by implementing updated K-12 technology standards and learning targets, by providing training, and by increasing access to technology. Currently teachers are integrating technology tools into their instruction in addition to using the technology to enhance personal productivity. CAJ continues to look for ways to embed technology as part of subject curriculums, not as a curriculum unto itself.

CAJ offers a comprehensive curriculum, including CORE and elective/specialist subjects. The curriculum is designed to prepare students for pursuing further education, entering the workforce and being positive contributors to the world. The rigor of the school's program is reflected by the achievement of students on the external assessments.

Curriculum department assessments, School Without Walls (SWOW), and student portfolios are further examples of where the Student Objectives are part of the fabric of curriculum. Individual curriculum specific courses have integrated the Student Objectives into their content curriculum. Two examples of where the Student Objectives have been intentionally added to the curriculum map are Grade 8 Art and Bible Studies. In both areas, the units have descriptors that describe the specific Student Objective. This is not yet complete across all areas and continues to be a focus for curriculum departments.

CAJ continues to define curricular standards and learning targets that reflect a comprehensive and sequential documented curriculum. PLCs are working on revising the standards and learning targets for K-12 Bible, K-12 computer, K-5 Science, and K-5 Social Studies. Writing the standards and learning targets for subject areas, except for vocational arts, has been completed and are loaded into Rubicon Atlas curriculum mapping software. Subsequent to the delineation and refinement of the learning targets, are the alignment of assessment strategies and the reporting of student achievement. This is an area that requires further focus as the scope and sequence are refined/developed across all divisions.

Some academic departments use the standards/learning targets as the foundation for the curriculum scope and sequence. Not all divisions have scope and sequences, not all unit maps meet baseline expectation, nor are the assessments aligned to the learning targets as yet. CAJ has a list of criteria defining the baseline for unit maps that provide teams clarity of expectations as they move forward developing units. This continues to be a focus at CAJ.

CAJ works to give all students access to a challenging, relevant, and coherent curriculum through ESL support, classroom accommodations, differentiated instruction, and a relatively wide curricular offering. CAJ currently does not have a gifted program. Staff and structures are in place to support students with learning differences (IEP, OAP) or ESL.

Clear policies maintain a high degree of rigor and coherence. CAJ has clear policies, including course completion, certification, credits, grades, homework, that guide student progression through the program. Division Handbooks, available publically on the website, articulate expectations for the learning community.

B2. How students learn criterion

- *To what extent does the professional staff use research based knowledge about teaching and learning?*
- *To what extent does the professional staff design and implement a variety of learning experiences that actively engage students at a high level of learning consistent with the school's purpose and expected schoolwide learning results (student learner outcomes)?*

There is a range of instructional strategies at CAJ, many of which are research-based best practices. CAJ uses a variety of assessment methods, including paper-and-pencil tests, oral, anecdotal notes, portfolio, project, and presentation.

A Professional Development (PD) Plan is in place, articulating needs and resources for faculty development. It outlines the training, time, and tools that staff receives in order to maintain a quality curriculum. Professional development opportunities are varied and include opportunities both onsite and off-site. Research on assessment practices suggests that the analysis of assessment data should drive and inform PD planning and PLC topics.

CAJ personnel are expected to pursue professional growth on an ongoing basis. One way CAJ monitors PD application in the classroom is through teacher evaluation. A teacher performance appraisal system is in place for faculty, including feedback in four domains. The evaluation process includes classroom observation, self-reflection against rubric criteria and setting SMART goals. Principals monitor this process. For support staff, a self-evaluation questionnaire is in place. Faculty is generally satisfied with this process and anecdotally report a correlation between increased teacher competence and improved student learning results.

CAJ recognizes that formative assessment is more heavily used in the elementary school and used less often in the high school. The Middle School and the High School have division goals focusing on types of assessments. As the school moves forward, CAJ needs to continue to look for ways to develop faculty confidence and understanding of formative assessment and how it might be used to enhance student learning within the subject, planning for instruction and when working with students individually. The need for alignment of the written, taught and assessed curriculum is essential.

To increase student achievement of the learning targets, teachers use a variety of instructional strategies and engage students in thinking. Some classrooms were observed using higher level of

learning, including critical thinking, problem solving, application and synthesis of information. Lesson objectives were not always immediately evident during observations.

Teachers and student support services personnel collaborate and share instructional strategies to meet the needs of students.

B3. How assessment is used criterion

- *To what extent are the assessment results the basis for measurement of each student's progress toward the expected schoolwide learning results (student learner outcomes)?*
- *To what extent are the assessment results the basis for regular evaluation and improvement of curriculum and instruction?*
- *To what extent is the assessment results the basis for allocation of resources?*

Board policy states that the Headmaster collects data on student academic performance in meeting Student Objectives. Current practice suggests that data is collected regularly, used by individual teachers, and occasionally by collaborative teams, to monitor learning and modify instruction. CAJ recognizes the need to make decisions about training and resource allocation based on data. Data is collected in many forms and depending on the source and owner of the data, it may be accessible to others. In all divisions, data is collected and reported to students and parents about student learning and progress towards the Student Objectives.

Collaboration between faculty and the Leadership Team happens within divisions and within PLCs. Structures are in place articulating the time, purpose and focus for collaboration. Use of this time includes curriculum development, culminating events (e.g. School without Walls, projects), student concerns and assessing student work. More time is spent on curriculum development and less on looking at student work. In addition, the Learning Team meets to build its capacity in curriculum design, monitor progress of PLCs and discuss student learning. Some teachers have the opportunity to co-teach with colleagues.

Teachers at CAJ use a wide-range of formal and informal assessment to measure student's learning progress and in some departments the results are used to inform instructional decisions and program needs. Common assessments, quizzes, anecdotal records, and portfolios are used in varying degrees throughout the school. CAJ has seven student objective assessments that teachers assess across all subjects and divisions of the school. They include collaboration, competency tests, discussion, labs, presentations, projects and writing. Common rubrics have been designed for writing, presentation and collaboration. Each department uses three different common assessment types to assess student learning. This is documented on Rubicon Atlas, including assessment criteria for some subjects.

Student portfolios are maintained for all students. In addition, secondary students self-evaluate their performance using the Student Objectives in all classes. Student artwork is prominently displayed throughout the school and performances of musical groups also showcase student achievement.

Rubicon Atlas shows that, to varying degrees, courses have assessments aligned to learning targets. Continued progress on alignment of learning targets and assessments will help CAJ more effectively determine the extent to which appropriate assessment strategies are used to measure student progress toward achieving the learning targets.

Assessment results have been used for regular evaluation and improvement in curriculum and instruction to varying degrees around the school. However, there does not seem to be an intentional, systemic review process for evaluating student assessment to improve curriculum and instruction. In order to complete the curriculum loop, the standards and benchmarks need to be linked to the assessment reporting system so that student achievement of the individual benchmarks is identified and analyzed.

It is clear that there is commitment from the faculty to collaboratively develop and refine a strong curriculum that results in deep understanding for students. Focus on how students learn, so that teachers can reflect on and make connections between the instruction and the learning it produces, is not consistent across PLCs.

Areas of strength for Curriculum and Instruction Category (if any) that need to be addressed to ensure quality education for all students

- Faculty, administrators, support staff, Board of Directors and parents are committed to and support student achievement of the Student Objectives;
- CAJ staff are using current educational research and thinking to maintain and modify their curriculum. CAJ has written standards and benchmarks in most subject areas. These have been established K-12 to create learning targets in a rich and diverse curriculum. CAJ has provided teachers with opportunities to expand their ability to differentiate and to employ technology strategies to meet student needs;
- **CAJ's Leadership Team and teachers collaboratively examine the curriculum and student performance in order to improve learning and teaching. Time is devoted to PLCs and Learning Team meetings to build the knowledge and skills needed to provide a rigorous and cohesive curriculum;**
- **CAJ works to give all students access to a challenging, relevant, and coherent curriculum through ESL support, classroom accommodations, differentiated instruction, and a comprehensive educational program;**
- CAJ teachers use a variety of instructional strategies to engage students in learning;
- CAJ teachers regularly use a variety of assessment strategies to measure student progress;
- Teachers regularly collect student assessment data from a variety of sources. Assessment data is collected and used to assess progress in the accomplishment of the Student Objectives.

Key Issues for Curriculum and Instruction (if any) that need to be addressed to ensure quality education for all students

- One purpose for school is to provide a challenging, coherent and relevant curriculum for each student. CAJ administration and faculty needs to ensure that there is a written K-12 curriculum in place that is articulated and refined on an ongoing basis by teachers and used to direct teaching and learning in the classroom. Continued work to articulate the scope and sequences in all subject areas is needed. CAJ needs to continue the work of assessing the status of the curriculum through annual reviews; using the baseline criteria for unit maps and provide teachers the tools to evaluate and refine unit maps in all subjects;
- **The alignment of written, taught and assessed curriculum is critical for maximum student learning. CAJ administration and faculty need to continue working towards the alignment of Student Objectives, standards/learning targets, assessments/rubrics, and instructional strategies, as outlined in the UbD framework. Such information should be shared with parents and students to make learning visible;**
- **CAJ administration and faculty must systematically use data to make decisions about curriculum modification at the Professional Learning Community level and decisions about resource allocation and professional development at the schoolwide level;**
- CAJ faculty need to continue developing a repertoire of strategies to differentiate instruction to better meet the needs of individual learners and strengthen student learning results.

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

- School Report pp. 46-62
- Conference with Curriculum, Instruction and Assessment Focus Group
- Conference with Headmaster and Curriculum Coordinator
- Classroom observations
- Documents on Standard Operating Procedures and Helpful Information Encyclopedia (SOPHIE), including
 - Program descriptions
 - Common rubrics for collaboration, presentations and writing
 - Professional Development Plan
 - Student Portfolios
 - Student and Faculty Handbooks
 - Report cards
 - Department developed Student Assessments

- Rubicon Atlas curriculum mapping program

Category C: Support for Student Personal and Academic Growth

C1. Student Connectedness Criterion

- *To what extent are students connected to a system of support services, activities, and opportunities at the school and within the community to meet the challenges of the curricular/co-curricular program in order to achieve the expected schoolwide learning results?*

CAJ has worked hard at providing a wide range of support services to promote maximized student learning. Although targeted for specific student differences, support services are available to all students. Systems and structures are in place such as Assessment Intervention Management (AIM) Lite for students requiring intervention and/or referral to student support services. Technology resources have a crucial role in allowing for collaboration and monitoring students needs. Differentiated instruction is encouraged in the classrooms.

CAJ students requiring academic support are assigned a Student Support Staff member who liaises with classroom teachers, parents and outside professionals to meet individual needs. One way CAJ helps to support the resources available for the students is by providing professional development in the area of differentiated instruction. In addition, lessons are given to develop students' self-esteem, interpersonal relationships, conflict resolution, bullying and others to be proactive about common problems. Services are provided in individual counseling services, career and college advisement and individual health related care. CAJ articulates the need to provide opportunities that challenge more academically advanced students, but does not as yet have a gifted program. Students attending the support services report that their skills have improved with these services. Students and parents understand the role of Student Support Services and are aware of the services available.

A student support system exists for students who are not meeting academic and/or behavioral expectations. System processes are articulated in handbooks and are accessible to students and parents online. Co-teaching supports students through pullout and push-in models. Resource teachers, ESL teachers, and classroom teachers share responsibilities. In Middle School Language Arts, the ESL teacher and the English teacher plan, teach and assess learning collaboratively. In other areas, the Resource or ESL teacher acts as a support teacher rather than as a co-teacher.

Although CAJ does not have a schoolwide process for evaluating the level of student involvement in curricular/co-curricular activities and use of support services, monitoring takes place and records are maintained in three areas - Support Team, Guidance Office, and ESL Department.

C2. Parent/Community Involvement

- *To what extent does the school leadership employ a wide range of strategies to ensure that parent and community involvement is integral to the school's established support system for students?*

CAJ provides a safe, caring, Christian-based school environment where everyone feels welcomed. CAJ communicates with parents about academic/non-academic information through written and online communication as well as personalized meetings. Parents, students and the Board of Directors praise the school's successes in building and maintaining a strong sense of family community. Parents also appreciate the variety of opportunities their children have to participate in extra-curricular activities (such as sports and music) and feel CAJ provides opportunities for parents to volunteer at the school.

CAJ partners with parents in educating students through regular divisional parent/principal meetings, class/schoolwide newsletters and provides opportunities for dialog between parents and school. Although most parents agree that they know what their child is learning, several could not comment on how they were able to monitor their child's progress throughout the year.

Areas of Strength (if any) for Support for Student Personal and Academic Growth Category that need to be addressed to ensure quality education for all students:

- **CAJ provides an extensive variety of support services that are readily available to students and foster student achievement;**
- There is a structured system for identifying, documenting, and monitoring progress for students with learning needs which is clearly communicated to all stakeholders;
- CAJ communicates well with parents regarding upcoming events, current classroom topics, and ways for parents to personally connect with the school principals;
- Collaboration through co-teaching develops student involvement in learning, both inside and outside of the classroom.

Key issues (if any) for Support for Student Personal and Academic Growth Category that need to be addressed to ensure quality education for all students:

- There is no formalized program for high-achieving students at the lower grade levels.

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

- Christian Academy of Japan School Report, pp. 63 - 69
- Conferences with PTA/parent community
- Conferences with Support for academic and personal growth Focus Group
- Conferences with Student Support Services

- Interview with Guidance Counselor
- Interview with Elementary Principal
- Interview with Athletic Director
- Interview with Technology Coordinator
- Interview with School Nurse
- Interviews with individual teachers
- Classroom Observations
- Student Work

D1. Resources Criterion

- *To what extent are the resources available to the school sufficient to sustain the school program and effectively used to carry out the school's purpose and student achievement of the expected schoolwide learning results (school learner outcomes)?*

Resources available to the school are sufficient to sustain the school program and are used to carry out the school purposes and Student Objectives. CAJ uses the resources available to provide a positive, productive, and effective learning environment for its students. Resources and expenditures are intentionally allocated with attention paid to Student Objectives and perceived needs and data-supported needs. Revenue for the operating budget is generated through tuition fees and fund raising. The tuition has been increased by 4% since 2009.

There is an organized annual budgeting process in place that is effective and involves input from various stakeholders. All staff provide input to department heads or designated staff who complete budget worksheets. Department heads review and revise requests and give the worksheets to the principals and Headmaster for approval. The Headmaster, working with the Business Manager, prepares a final budget. The budget is presented to the Board of Directors for approval. The final budget is also submitted to the government as part of the annual report to maintain the school's legal status. An audit is conducted every year by a Japanese firm. Audit findings are made public to the school community after acceptance of the audit by the Board of Directors. According to the staff survey, 96% of staff feel they have the necessary resources to do their jobs.

Facilities are adequate across all divisions of the school. Elementary level classrooms are bright, pleasant, child-friendly, and contain appropriate furniture. Most middle and high school classrooms are of adequate size. However, science labs are small for the educational program they are intended to support. In addition to standard classrooms, CAJ has special rooms for music including a band room, individual practice and lesson rooms equipped with pianos, science rooms with three labs, a gymnasium, multi-purpose room, cardio room and weight room for physical education, two computer labs, and home economics, art, and industrial arts classrooms. In general, the facilities provide for excellent learning environment for their 460 K-12 students. The campus reflects a commitment to conscientious maintenance and care of all facilities. CAJ uses local vendors for the maintenance of its facilities and are in compliance with Japanese legal codes.

D2. Resource Planning Criterion

- *To what extent does the governing authority and the school leadership execute responsible resource planning for the future?*

The Board of Directors and the school leadership have executed responsible planning for the future. CAJ is in the process of developing a Resource Master Plan. The plan will include and

define cycles for replacing, remodeling, or adding facilities. Currently there are scheduled cycles for technology, maintenance as well as a process for the selection of textbooks in place. Each year the Board of Directors reviews and approves capital and operations budgets for the school year. The change of legal of status from a social welfare institution to a school will require an operational budget reserve of 25% and a change in accounting procedures. It is projected that the school will be able to meet this new requirement by the end of the school year due to the elimination of debt, cash reserves that have been built up, tuition differential between missionary and non-missionary students as the non-missionary student population continues to increase, and conservative budgeting.

CAJ involves stakeholders in the development of action plans and plans for substantial change are not undertaken without their involvement. Marketing strategies are clearly laid out and are tied to Student Objectives.

Areas of Strength for Resource Management and Development Category (if any) that need to be addressed to ensure quality education for all students

- **CAJ has developed and implemented clear processes for purchasing, fiscal management, budgeting and expenditures that support the Mission and Student Objectives;**
- CAJ has developed a budgeting process that allows for input from grade level and department heads resulting in a budget direction that is team-oriented;
- **CAJ has functional and well-maintained facilities that enhance a positive learning environment for students;**
- CAJ's use and application of technology in school operations and the educational program provide a platform for communication, allow for the collection of data to continually improve the educational program, and connect stakeholders in a common direction;
- Financial resources are currently ample for both short and long term planning and help to ensure the future of the school and its educational program.

Key Issues for Resource Management and Development Category (if any) that need to be addressed to ensure quality education for all students

- **The new Resource Master Plan needs to be completed on schedule, and reviewed and adopted by the Board of Directors. The Resource Master Plan should provide clear direction for future facilities and equipment that support the educational program for students and account for student safety.**

Important evidence about student learning from the self-study and the visit that supports

these strengths and key issues for Resource Management

- School Report, pp 75,77 - 80,82
- Conference with Resource Management and Development Focus Group
- Interview with Business Manager
- Interview with Headmaster
- Interview with Science Department Head
- Observations of buildings and grounds
- Classroom observations
- School Budget
- Past and Projected Assets Graph

Part B:

Schoolwide Areas of Strength

1. **The environment of CAJ is characterized by a high level of care and commitment and is focused on the development of the individual student; it is a source of pride for many members of the community.**
2. **The Mission statement, Values, and Student Objectives which guide the educational program for students are well articulated, aligned and embraced by the school community.**
3. **A knowledgeable, dedicated and qualified teaching staff that focuses on student achievement.**
4. **CAJ's Leadership Team and teachers collaboratively examine the curriculum and student performance in order to improve learning and teaching. Time is devoted to PLCs and Learning Team meetings to build the knowledge and skills needed to provide a rigorous and cohesive curriculum.**
5. **CAJ works to give all students access to a challenging, relevant, and coherent curriculum through ESL support, classroom accommodations, differentiated instruction, and a comprehensive educational program.**
6. **CAJ provides an extensive variety of support services that are readily available to students and foster student achievement;**
7. **CAJ has developed and implemented clear processes for purchasing, fiscal management, budgeting and expenditures that support the Mission and Student Objectives.**

8. **CAJ has functional and well-maintained facilities that enhance a positive learning environment for students.**

Schoolwide Critical Areas for Follow-up

1. **The leadership and staff review the Professional Development Plan to ensure it is linked to instructional supervision and student outcomes, and is informed by assessment data;**
2. **The alignment of written, taught and assessed curriculum is critical for maximum student learning. CAJ administration and faculty need to continue working towards the alignment of Student Objectives, standards/learning targets, assessments/rubrics, and instructional strategies, as outlined in the UbD framework. Such information should be shared with parents and students to make learning visible;**
3. **CAJ administration and faculty must systematically use data to make decisions about curriculum modification at the Professional Learning Community level and decisions about resource allocation and professional development at the schoolwide level;**
4. **The new Resource Master Plan needs to be completed on schedule, and reviewed and adopted by the Board of Directors. The Resource Master Plan should provide clear direction for future facilities and equipment that support the educational program for students and account for student safety.**

ONGOING SCHOOL IMPROVEMENT**Summary of the schoolwide action plan**

The School Improvement Plan and planning process integrates and incorporates the WASC self-study and schoolwide action plan. The Advisory Council analyzed the results of their self-study in relation to the School Improvement Plan. The School Improvement Plan defines five action plans: Curriculum, Data Usage, English Language Proficiency, Legal Status Change, and Resource Master Plan. Each action plan identifies steps to be taken, Student Objectives addressed, how it will be assessed, responsible persons, resources, monitoring, and an annual progress report to the Board of Directors. Action plans are described by the school as plans that take a group of people significant time to complete. In addition to the action plans, the school has listed “To Dos” which include items in the following areas: Student Objectives, program, culture, staff, finance, and facilities. The school defines the “To Dos” as things individual or small groups can do in a short amount of time. Each area lists a number of needs, but not how they will be addressed.

Existing factors that support school improvement

The school exhibits a commitment to continuous improvement as it implements the School Improvement Plan, which directs the change agenda. The organizational culture, which is characterized by collaboration and self-reflection in school improvement efforts, should support and provide the foundation necessary to improving the quality of the school program.

Impediments to school improvement that the school will need to overcome in order to accomplish any of the action plan sections

Stable and effective leadership is necessary to accomplish lasting change. The school will need to consider how to balance time, energy and resources to sustain the implementation efforts during other changes occurring in the school such as staff and leadership turn-over and the process to change the legal status of the school.

Soundness of follow-up process to monitor accomplishment of schoolwide action plan

Overall the school community members are committed to a follow-up process and the implementation of the School Improvement Plan. The School Leadership Team will be the group responsible for follow-up and to facilitate implementation of the entire plan. The follow-up process will need to be fully developed including ongoing review and revisions of existing plans when needed, facilitation of the process, evaluation, collection of data and progress reports. Measureable indicators of success need to be elaborated for each action step within each improvement area of the School Improvement Plan so there is clarity regarding what success looks like.