Aloha LJA Ohana,

On behalf of our leadership, faculty, staff, and students, I’d like to thank you for your support during the 2021-22 school year. There is no question that 2021-22 brought unprecedented challenges as a result of the pandemic – but the nature of our community is such that collectively, we were able to focus on creating opportunities to care for one another, to strive, and to grow. The generosity and large number of supporters that made charitable gifts in support of student learning during 2021-22 is humbling – in fact, we would not be where we are today without it. However, when we reflect on the year, it is the caring and empathy for others that giving emanates that is most memorable and should serve as inspiration for us all. Our goal is to be a community that values service to and care for others. This is evidenced in the relationships nurtured between faculty and students, our commitment to social-emotional wellbeing across our learning community, and the many ways our students create impact in the communities of which they are a part.

The desire to make a difference, paired with a zest for excellence and innovation, are features core to the strong character profile of a LJA graduate. Our faculty work tirelessly to cultivate these characteristics from PK through 12, with confidence that our students will be equipped to thrive on whatever pathway they choose, regardless of the challenges they might face. We thank you for your commitment to these ideals, your support of our students, and for the care that you lend to our fabric of community.

Mahalo,

Jennifer Meehan
Chair, Board of Trustees

Earl Kim
Head of School
EXECUTIVE MANAGEMENT TEAM

Earl Kim  
Head of School

Courtney Chow, CFRE  
Executive Director of Advancement

Melissa Handy  
Director of Strategic Planning and Technology

Stacy Kilty  
Executive Director of Business and Operations Management

Leah Magaña  
Head of Primary Division

Alex Ramsvig  
Head of Secondary Division

BOARD OF TRUSTEES

Jennifer Meehan, Chair & Treasurer
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Art Gladstone
Dewey Hess
Shane Jackson
Duff Janus
Dave Kennedy
Makani Maeva
Evan Scherman ’88
Scott W. Settle
Connie Smales
Dean Spagnoli
Roger Ulveling

* Mahalo to Steven Ai and Dan Schaberg for their dedicated board service during the 2021-22 school year.
Summary of Gifts

Total Gifts
by Constituency*
with % participation

- Trustees (100%)
  - $197,767
- Faculty & Staff (53.63%)
  - $52,456
- Parents (62.34%)
  - $579,061
- Grandparents (12.75%)
  - $66,912
- Alumni & Alumni Affiliates (0.45%)
  - $16,250
- Alumni Parents & Alumni Affiliate Parents (4.04%)
  - $207,247
- Students (2.10%)
  - $609
- Friends of LJA (4.72%)
  - $21,685
- Trustees (100%)
  - $197,767
- Faculty & Staff (53.63%)
  - $52,456
- Parents (62.34%)
  - $579,061
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  - $207,247
- Students (2.10%)
  - $609
- Friends of LJA (4.72%)
  - $21,685

* Gifts are credited to all relevant constituencies

Total Gifts
by Fund

- Annual Fund (55%)
  - $758,821
- Restricted Giving & Endowment (45%)
  - $616,668
- $1,375,489
Your Gifts Funded...
- Roof repairs
- Furniture for Lower School
- New controls for basketball hoop
- Laptops for learning
- Pool locker refresh
- Picnic tables
- New basketball hoops
- Electrical and plumbing repairs

Capital Expenditures by Area
- Lower School (5.52%)
- Junior School (2.25%)
- Middle / High School (9.04%)
- Administration (15.25%)
- Athletics (9.19%)
- Facilities (58.75%)

Income
$22,600,348

Expenses
$21,569,671

Tuition & Fees (83.76%)
Tuition Assistance (12.97%)
Professional Development (0.73%)
Facilities & Utilities (7.5%)
Auxiliary & Noncurricular Programs (9.41%)
General Administrative Support (22.88%)
Instructional & Student Services (43.84%)
Debt Service (2.68%)
Celebration of the LJA Fund

LJA Giving Day

**IN A TRUE CELEBRATION** of the power of community to create impact, LJA Giving Day’s theme, Together We Strive, inspired unprecedented generosity and participation from the LJA ‘Ohana. On October 22, 2021, the event broke its own record when 429 donors made 464 gifts to raise $251,000, unlocking $100,000 in matching funds from trustees. Participation was so great that donors Mankwan and Chanel Wong posted a second match challenge of $30,000 midday to sustain the momentum! In total, the activity mobilized $351,000 in support of the LJA Fund, a flexible fund dedicated to the school’s priority growth areas of scholarship, innovation, and facilities.

Student groups – including the Robotics team, National Honor Society, and Volleyball team – joined with faculty and parent volunteers to create a contagious energy on campus through their cheering, sign waving, and expressions of gratitude for the LJA community’s continued support and generosity of spirit. Special appreciation goes to the Maeva, Connors, Khan, Kreiger, and Scherman ‘ohanas for sharing their reasons for giving back as part of our Giving Day video project, available for viewing on the school’s Vimeo channel.

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**LJA Fund by Constituency**

<table>
<thead>
<tr>
<th>Constituency</th>
<th>$ Raised</th>
<th>% Participation</th>
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</thead>
<tbody>
<tr>
<td>Trustees</td>
<td>$107,826</td>
<td>100%</td>
</tr>
<tr>
<td>Faculty &amp; Staff</td>
<td>$40,753</td>
<td>51.4%</td>
</tr>
<tr>
<td>Parents</td>
<td>$321,376</td>
<td>59%</td>
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<tr>
<td>Grandparents</td>
<td>$44,607</td>
<td>13.5%</td>
</tr>
<tr>
<td>Alumni &amp; Alumni Affiliates</td>
<td>$8,930</td>
<td>.33%</td>
</tr>
<tr>
<td>Students</td>
<td>$589</td>
<td>1.97%</td>
</tr>
<tr>
<td>Alumni Parents &amp; Alumni Affiliate</td>
<td>$98,416</td>
<td>3.41%</td>
</tr>
<tr>
<td>Parents</td>
<td>$1,765</td>
<td>2.28%</td>
</tr>
</tbody>
</table>
Annual Fund Totals

Total Raised $758,821
Number of Gifts 1,125
Total Donors 601
Average Gift/Donor $1,266

Parent Champions Committee

EACH YEAR, a Parent Champions Committee is assembled. This group, working closely with LJA Advancement and the Parent Faculty Association (PFA), proactively inspires parent participation through gifts of time, talent, and treasure to support LJA’s fundraising goals and initiatives. Mahalo to our exceptional volunteers!

Mercedes Fagundes
Barbara Bumatay-Picayo
Johanna Katzman
Denice Kolodny
Ariel Hylton
Jenny Jamrog
Cindy Macfarlane-Flores
Amy Lu
Cheryl Polliard
Krista Hopkins-Cole
Priscilla Seabourn
A MOMENTOUS TIME was had by all on April 30, 2022 as more than 350 stakeholders gathered for the LJA Gala: Celebrating 60 Years. The gathering, which marked the first time back on campus for the majority of attendees since before the pandemic began, featured live entertainment on the cocktail stage by Brant Swigart and Kaia de Los Reyes with the LJA Honors Chorus. Na Hōkū Hanohano Award Winner Sean Nau’auao headlined the main stage during the dinner hour, which featured a delectable menu curated by Chef Jason Kiyota of Threadfin. The “Fleur Chic” theme inspired attire that ranged from floral to fantastical as guests raised funds through participation in both silent and live auctions, a “pledges of excellence” paddle raise, and in-kind support of the event itself. In all, the record-breaking event raised $340,000 in support of the LJA Fund by showcasing our campus and stories of impact told, filmed and curated by our students.
GEER Innovation Award Launches Ko‘olaupoko Impact Collective

WITH SEVERAL significant grant awards in 2021-2022, great strides were made in the areas of academics and impact. Le Jardin Academy was one of 34 recipients of Governor David Ige’s GEER Innovation Awards in August 2021. The grant provided $225,000 to support the launch of the Ko‘olaupoko Impact Collective (KIC), a collaborative effort to address the social emotional strains of the pandemic on windward area youth by creating partnerships and opportunities for community engagement for sustained impact. The funding enabled LJA to partner with Kailua and Kalaheo High Schools, along with more than 15 community-based organizations and local businesses, to support student engagement. Alongside other grant awardees, LJA leaders engaged in a GEER Community of Practice around innovating for change in education, laying the foundation for a better tomorrow for Hawai‘i’s youth.
Investing in CHANGE

LJA’S STEADY COMMITMENT to excellence in early childhood education and high school and post-secondary excellence earned a $30,000 grant as part of Hawai’i Community Foundation’s CHANGE Framework, funded by the Hawai’i Resilience Fund. The framework identifies education as one of six sectors believed to affect the overall wellbeing of our community and its ability to thrive.
INDIVIDUAL Pathways

Flexible scheduling to support individual pathways

WE SET OUT THIS YEAR to bring intention to how we schedule students’ time. The value of creating pathways for students to feed their wellbeing was amplified by the conditions of the pandemic. With an underlying sense that students needed to be spending their time in a different way during a time of unprecedented crisis, the pandemic gave us the permission we needed to push outside the box.

Many asynchronous school models give students the opportunity for experiential learning within their daily school schedules. Along these lines, LJA moved to flexible scheduling in 2021-2022 to carve out the space to meet each individual student’s needs. In a pivotal shift, scheduling was reimagined. The addition of support blocks increased 1:1 support for students through learning support and more time with their teachers. Students who needed more time to focus on their learning were given the space necessary to connect with their teachers and counselors or work on their studies.

By adding impact blocks to the schedule, students excelling in their academics gained the flexibility to pursue diverse, student-centered opportunities. Paths taken included wellbeing support, peer tutoring (math, language acquisition), community engagement, career-based learning options (e.g. internal and external internships, teaching assistance, online leadership training), outdoor learning and fitness (e.g. hiking, weight room for wellbeing), and passion projects (e.g. Happiness Hut, more time for Personal Project). This change also expanded opportunities for multi-age collaboration, enabling students to engage with one another, public school peers, kupuna and other community partners across a variety of fields.

A soaring 92% IB Diploma pass rate, as well as improved academic performance in learning support students, are early evidence of the value of flexible, individualized scheduling, making this one pandemic adaptation that is sure to endure.
Student Success Reviews

ENHANCING SCHOOL PRACTICES through the Student Success Review process is an ongoing initiative that started prior to the pandemic, but nothing could stop us from making incredible progress on this crucial goal in 2021-2022.

Fifteen case studies of students across all divisions provided performance measures on our programs and resulted in interventions for the individual students. Family members, coaches, teachers, and other important stakeholders who could speak to each student’s strengths were interviewed to identify areas where practices could be maintained or improved.

This quality assurance process evaluating 10 school-level and 10 student-level factors enabled us to refine communication between our learning support and counseling team members, as well as with our families.

The work helped LJA to update its Learning, Diversity, and Inclusion policy as well as to define clear protocols in our Learning Support internal handbook.

Student Success Reviews will continue to act as a check on LJA’s approach to supporting all learners on their individual paths to success and happiness.
PYP Exhibition

THE PRIMARY YEARS PROGRAMME (PYP) Exhibition is the culminating experience in which students demonstrate the competencies and dispositions that have been taught since the beginning of their time in the PYP. Although the PYP Exhibition arguably begins in Grade 5, students have been preparing for it for much longer through developing Approaches to Learning (ATL) Skills, growing in the Learner Profile Traits, and exploring an issue of global significance in a conceptual way. Through inquiring into global issues and areas of great interest, students lead their learning by selecting a wide range of topics ranging from Climate Change to Virtual Reality. The PYP Exhibition is a collaborative learning experience. Students are placed in groups and rigorously research their issues together, make important group decisions, and communicate their learning in a creative way to the school community. Each year, Grade 5 students demonstrate that while becoming knowledgeable about their issue is important, through group work, perseverance, and reflection, something truly great can be achieved. The magic of collaboration can be observed during the annual PYP Exhibition evening through conversation with students.

The projects are also available for viewing on the LJA Exhibition 2022 website.

This year’s student topics included:
- COVID-19
- Global Warming
- Racism
- Stereotypes

- Nutrition and Health Living
- Anime
- Animation
- Fashion
MYP Personal Project

As the capstone project of the Middle Years Programme (MYP), the Personal Project offers an outstanding opportunity for both personal discovery and the rapid development of critical academic skills. Completed over the Sophomore Year, our students develop deep reflection and research skills while studying and learning about something they are passionate about. No matter the outcome of their individual projects, all students will learn essential lessons and skills in a “safe” environment where a failure can turn into a later triumph.

The class of 2024 (sophomores during the 2021-2022 school year) completed many outstanding personal projects and helped to create a magical celebration of their learning in the spring.

A highlight for LJA in 2021-2022 is that our official moderation from the IB provided confirmation that our faculty are consistently successful in grading within IB requirements. In every case that was reviewed, our teachers were successful in assessing student reports. This is a crucial indicator of our faculty capabilities as well as the presence of structural programs to ensure our students have the tools and resources the IB wants available to them.
Extended Essay

THE DIPLOMA PROGRAMME CORE is, in many ways, anchored by the Extended Essay (EE). Our class of 2022 was able to benefit from enhanced structural supports, individualized writing instruction, and thoughtful research seminars throughout the two-year process. The IB aims for the EE to be a “practical preparation for undergraduate research,” and this year saw that in action. For example, during their interviews at Oxford University, a student was able to use the research completed through the EE to answer a challenging Psychology question. The professors conducting the interview remarked that it was one of the best answers they had heard from any candidate. As a core component of the IB, all full DP candidates must earn at least a “D,” which 100% of our students did this year.

Topics for the Class of 2022 included:

- Blockchain Technology for Supply Chains in Hawai‘i
- Successes and Limitations of United States Agency for International Development in Building Basic Education Infrastructure and Closing the Gender Gap in Primary Education in Afghanistan
- The Effect of Classical Music on Anxiety in Adolescents
- The Influence of Classic Treatises on Storytelling
Class of 2022 Achieves 92% DP Pass Rate

THE CLASS OF 2022 demonstrated exceptional results following the May 2022 IB examination session. The IB Diploma pass rate this year was a record-high 92%, surpassing the global average from this round of exams by several percentage points. This is particularly impressive considering that many — if not most — IB schools use the DP as an exclusive, ‘gifted and talented’ curriculum only for their highest-achieving students, requiring interested students to apply to enroll. LJA, however, is a non-selective school, meaning that we ask that all of our students pursue the full IB Diploma. Taking into account LJA’s relatively small size, limited resources, and the many disruptions that the class of 2022 faced during the pandemic, a second consecutive year of pass rates over 90% is an incredible achievement.

Beyond the numbers, these scores also represent powerful stories. Several students came down with Covid-19 during exams. Another student sat exams despite recently losing her vision. One student completed the first half of the DP from Tahiti while in distance learning. These stories speak to the intangibles of the program, and LJA is honored to have played a part in the successes of this amazing class of students.

Excellence in the DP additionally confers great benefits beyond students’ time at LJA. The class of 2022 included the highest individual IB score attained by a student at LJA, 44 out of 45 points. This feat enabled David Hays ’22 to meet all conditions to attend the University of Oxford and earn a merit-based scholarship, breaking ground for LJA at one of the world’s most prestigious post-secondary institutions.
### 2022 List of College Acceptances

**Final destinations in bold**

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<tr>
<th>Acceptances</th>
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<tbody>
<tr>
<td>Academy of Art University</td>
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<tr>
<td>American University</td>
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<td>American University of Paris</td>
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<td>American University of Rome</td>
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<td><strong>Arizona State University</strong></td>
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<td>Barton College</td>
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<td>Bates College</td>
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<td><strong>Baylor University</strong></td>
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<td>Belmont University</td>
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<td>Berklee College of Music</td>
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<td>Binghamton University</td>
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<td>Boston College</td>
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<td>Boston University</td>
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<tr>
<td><strong>Brigham Young University, Idaho</strong></td>
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<td>Brigham Young University, Utah</td>
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<td>California College of the Arts</td>
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<td><strong>California Polytechnic State University San Luis Obispo (3)</strong></td>
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<td>Central Michigan University</td>
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<td><strong>Chapman University</strong></td>
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<td>Clarkson University</td>
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<td>Colgate University</td>
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<tr>
<td>College of Charleston</td>
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<td><strong>Colorado College</strong></td>
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<td><strong>Colorado State University (3)</strong></td>
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<td>Columbia College Chicago</td>
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<td>Corban University</td>
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<td>Creighton University</td>
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<td>Denison University</td>
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<td>DePaul University</td>
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<td>Dickinson University</td>
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<td>Elon University</td>
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<tr>
<td>Ecole Superieure d'Aviation (France)</td>
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<td><strong>ESMOD International Fashion Institute</strong></td>
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<tr>
<td>Fashion Institute of Design &amp; Merchandising</td>
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<td>George Mason University</td>
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<td>George Washington University</td>
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<td>Georgia Institute of Technology</td>
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<td>Hawai'i Pacific University</td>
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<td>James Madison University</td>
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<td>Pepperdine University</td>
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<td>Pitzer College</td>
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<td>Southern New Hampshire University</td>
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<td>Saint Mary's College of California</td>
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<td>SUNY at New Paltz</td>
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<td>Syracuse University</td>
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<td>Temple University</td>
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<td>University of Alaska, Fairbanks</td>
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<td>University of Bath</td>
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<td>University of California, Berkeley</td>
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<td>University of California, Davis</td>
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<td><strong>University of California, Los Angeles</strong></td>
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<tr>
<td>University of California, San Diego (3)</td>
</tr>
<tr>
<td>University of California, Santa Barbara (2)</td>
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</tbody>
</table>
University of California, Santa Cruz
University of Connecticut
University of Colorado Boulder
University of Delaware
University of Denver (2)
University of Edinburgh
University of Exeter
University of Georgia
University of Hawai‘i at Manoa (4)
University of Hawai‘i at West Oahu
University of Indiana
University of Massachusetts Amherst
University of Michigan (2)
University of Minnesota
University of Montana

University of Nevada, Reno
University of Notre Dame
University of Oregon
University of Oxford
University of Portland
University of Puget Sound
University of Redlands
University of San Diego (2)
University of San Francisco
University of Southern California (2)
University of Surrey
University of Utah
University of Vermont
University of Victoria
University of Washington (2)
University of Wisconsin

Utah State University
Villanova University
Virginia Tech University
Western Colorado University
Western Washington University
Whitworth University
Windward Community College
Worcester Polytechnic University
Embracing Excellence

HOW DO WE KNOW when we have evidence of excellence? Of course, we can look to external indicators such as DP Examinations or college acceptances, but we can also speak to our students about how they have experienced our programs. Izzy Eastmond, a junior during the 2021-2022 school year, provided the following feedback related to math and science:

Q: What do you like most about Physics?
A: “Small class size, very engaging and personable, exciting labs and real-life applications.”

Q: How prepared did you feel for DP Science?
A: “Ms. Brown’s integrated science classes helped set up the foundation for IB DP Chemistry and Physics and the Personal Project taught time management skills necessary for success.”

Q: How do you “strive for excellence”?
A: “I put in consistent effort in classes and community and strive to do well academically and socially. I also want to continue to contribute to the community.”

Izzy, who is enrolled in two lab science classes (Physics and Chemistry) while also taking Higher Level Math (arguably one of the most challenging courses in the DP), exemplifies a student who has personally embraced the ethos of excellence. Beyond this, her deep interest in innovation through design and robotics at LJA shaped Izzy’s engineering pathway and forward trajectory. Izzy was recommended for the University of Hawai’i’s Junior Engineering Program, where she put her skills to work on a NASA satellite project!
Professional Development

PUT SIMPLY, our faculty is our greatest asset. While we have many resources as a community, without our gifted and hard-working teachers, our programs would fail to thrive. For the 2021-2022 school year, we sought to reinvest in Professional Development which had necessarily been somewhat stifled during more extreme times of the pandemic.

Our teachers engaged in professional development throughout the year within their divisional and subject area meetings, online with official IB certification and conferences, and once again traveling worldwide to events over the summer. The topic of social-emotional learning was emphasized, highlights of which included:

- LJA faculty, alongside local public school teachers, engaged in a zoom session with experts Lauren Porosoff and Tina Payne Bryson, examining cutting-edge social-emotional learning research and best practices.*

- Author Tracey Tokuhama-Espinosa, author of Mind, Brain and Education Science: A Comprehensive Guide to the New Brain-Based Teaching, delivered a rousing keynote address to our faculty exploring how to make our classes effective social-emotional learning incubators.*

- Faculty also focused on personal and student wellness with curated activities throughout the year to encourage best practices in the classroom.

*Training made possible through HIDOE Title II Funds for Enhancing Effective Instruction.
LJA Athletics

OUR STUDENT ATHLETES emerged from the restrictions of the pandemic with increased resilience, appreciation for community, and a competitive edge! In an unprecedented feat, we celebrated 10 of 11 sports programs making it to state tournaments, making this the most decorated year in LJA’s history. This achievement was a first for our LJA Boys Varsity Soccer Team, LJA’s Track and Field Team, and our Mixed Crew Canoe Paddling Team!

“Our program focused on the journey rather than the destination.”

- JANA FRASER, ATHLETICS DIRECTOR
Individual student athletic achievement provided additional cause for celebration as:

- **Danicka Sailer ’22** was nominated and one of three award finalists for the Outrigger Duke Kahanamoku Foundation in May 2022
- **Duke Thomas ’22** was named Boys Basketball D2 Player of the Year
- **Ben Schuetz ’22** was named Boys Soccer D2 Player of the Year
- **Joel Saito** was celebrated as Boys Varsity Soccer D2 Coach of the Year
- **Scottie Freitas** was celebrated as the ILH Mixed Crew, Canoe Paddling Coach of the Year
- **Thomas Caps ’22** was named two time State Champion Swimmer in the 50 meter freestyle and 100 meter breaststroke events
Koʻolaupoko Impact Collective

THE KOʻOLAUPOKO IMPACT COLLECTIVE (KIC) is a network of schools, businesses, and community organizations that work together to coordinate opportunities for Windward students to engage in meaningful, sustained community work across a variety of sectors. Through collaboration with public and nonprofit partners, KIC was conceived in 2021 from a vision to heal the disconnect, isolation, and increased mental health issues brought on by the pandemic.

LJA’s existing experiential education programs and bounty of partnerships provided a natural foundation from which to launch KIC. It was a natural choice given the project’s potential that when a 2021 GEER Innovation Award from the Governor’s Office provided $225,000 in startup funds for KIC, LJA matched the investment from its operating budget to ensure the program’s sustainability beyond the grant period and into the future. In this effort, we (1) sponsor experiences that allow all students to access and explore ‘individual pathways to success’, (2) model ‘striving for excellence’ and include other talented young people who may not have access to an LJA education, (3) promote interactions between our students and other young people across Koʻolaupoko to ‘serve peace’ and ‘nurture relationships’, and (4) prudently ‘steward resources’ by leveraging our investment in collective initiatives with community partners.

Through ongoing investment and youth involvement in these curated community projects, we aim to both maximize growth and healing for young people in the wake of the COVID-19 pandemic, and help ensure that critically-needed work is completed in our community, including:

**Wetland restoration and cultural preservation at Kahanaʻiki and Nā Pōhaku**

- Planting and cultivation of native and canoe plants and food crops, including ōhi'a lehua, kukui, carex, ti, pohinahina, ae'ae, ili'e'e, ʻuala, and papaya.
- Initial investigation into stormwater runoff through water quality and soil testing.
- Maintenance and expansion of water catchment, reclamation systems.
• Expansion of existing infrastructure at sites, including construction of trails, stairs, and amphitheaters to enable greater community engagement.

• Creation of educational outreach materials for the general public, including flora and fauna signage, data and information stations, and Hawaiian protocol and mo’olelo signage.

• Restoration of historic loko i‘a, including removal of invasive water hyacinth, and snail species.

• Removal of invasive flora, including guinea grass, koa haole, christmas berry, juniper berry, wedelia.

• Clearing of trail systems historically used by Native Hawaiians at sites, including clearing of overgrown ʻānapanapa.

Windward Plastics Makerspace

Students bridged interests in design, engineering, art, and conservation through the Windward Plastics Makerspace initiative. Students transformed ghost nets and plastic pollution collected by our partner organization, Papahānaumokuākea Marine Debris Project (PMDP), into powerful art installations designed to evoke action and civic responsibility. PMDP has created opportunities for LJA Alumni to support this initiative through expedition experiences, internships, and relationship outreach.

During its launch, KIC focused on the natural resource conservation sector. This was in part due to its proximity to campus and accessibility during the pandemic as well as the need to develop a strong sense of place for our learning community. Looking forward, KIC aims to engage students in a broader variety of industries, leveraging partnerships in health care, the arts, urban development, and agriculture.
LJA’s Koʻolaupoko Robotics Team Reaches Windward Students

THE FIRST ROBOTICS COMPETITION is a global robotics competition that aims to inspire young people to pursue careers in science and technology. The goal is to build a robot that can compete in the competition’s challenges, which include picking up blocks or balls, moving or stacking field elements, walking up steps or doing a pull up — and robots even use advanced vision targeting to know how to move about the field. Hawai‘i teams compete with and against other teams from across the state and from countries like Australia, Taiwan, China, and Japan.

In 2019, Le Jardin Academy started a rookie FIRST Robotics Competition (FRC) team #7548. Our robot was able to climb a three-foot stair using pneumatics, and due to our community outreach in advance of the Hawai‘i Regional tournament, we won a Rookie Inspiration Award!

Despite reduced resources and personnel, LJA managed to field the only active FRC team on Windward O‘ahu during 2021-2022. In the LJA spirit of innovation, secondary students created a new, broad-reaching team called Koʻolaupoko Robotics. This partnership, which includes Kailua and Kalaheo High School students and also homeschooled students, has helped Le Jardin Academy to reach Windward students who may not have otherwise had the opportunity to participate in the FIRST Robotics Competition.

The Koʻolaupoko Robotics team is an excellent example of how public-private partnerships can benefit both students and educators by providing access to resources and expertise that may not be available otherwise. By engaging in these types of partnerships, we can ensure that more young people have the opportunity to pursue their passions in STEM fields and develop the skills they need to succeed in today’s economy.
STEM Takes Flight in MYP Design

**DEFINED WITHIN OUR VALUES** is the use of curiosity and creativity in innovating for positive change.

In our MYP Design Program, specific goals such as (1) increased student confidence in solving complex problems independently through use of the IB design cycle, and (2) raising students' awareness of their responsibilities as work citizens when taking action on design issues reflect these values and help to advance our learning goals.

In 2021, LJA launched an innovative new Flight STEM Unit of Inquiry (UOI) into the IB Design & Science curriculum. Aviation offered a deep dive into physics, mathematics, and design as students built and launched their own flying planes. Electronics education, fundamentals of electricity and RC technology — combined with hands-on access to laser cutters, 3D printers, and HD cameras — inspire student collaboration and problem-solving. The course made good use of the nearby Kawainui Model Airplane Field, an RC flight park located just 1.7 miles away, which served as a testing ground for student designed planes!

**Skills Assessment:**

- Working knowledge of measurement and tools used for building, cutting and printing
- Use of mathematical formulas for problem solving associated with aviation: speed, velocity, lift, and drag
- Awareness of environmental factors on design
- Students apply teamwork for problem solving
Individual Assessment

IN EVERY DP COURSE, students complete a specialized piece of independent work called the Individual Assessment (IA). This work is completed near the middle of the two-year curriculum once students have enough grounding in the material to conduct meaningful research and thoughtful writing. While each subject area has a slightly different structure for its IA, students have a wide breadth of topics from which to choose, allowing them to explore the same general subject in depth across multiple classes, each time from a different perspective. For example, a student passionate about robotics may find an avenue to study the subject in Computer Science by looking at coding, in History looking at the development of national robotics programs, and in Language and Literature, looking at robots in fiction in different cultures.

In one outstanding example from the Class of 2022, a student completing their Environmental Systems and Society IA explored aspects of our highly localized ecosystem. The research question, “Are subterranean barriers effective in controlling the invasive growth of *Megathyrsus maximus* (Guinea Grass) in Kawainui Marsh?” revealed the penetrating nature of many of the IA’s completed, as well as the deep connection to the environment and natural resources surrounding our school. The fieldwork this student conducted was fully located at Kawainui during the school day.

SERVING Peace

Thoughtful Thursdays

THOUGHTFUL THURSDAYS were an important part of the Grade 5 experience to help foster a community mindset, understand different perspectives, and take time to reflect on growth or achievements. Furthermore, it helped the 5th Grade work toward our shared community value of Serve Peace. From sharing uplifting and positive chalk messages throughout campus to weeding and participating in campus clean ups, Grade 5 students showed the community that serving peace leads to beautiful spaces for everyone to enjoy. Grade 5 students also engaged in learning experiences in which they explored differing and conflicting perspectives on global issues in order to help cultivate shared understanding and peaceful outcomes.
Student Spotlight: Arwen Revere Takes Action

THE WILD KIDS ACTIVISM TEAM has been revived! Pre-pandemic, our LJA high schoolers would often give oral testimony to the state legislature during each legislative session. Notably, several students testified for Hawaiʻi’s Bill 40 — one of the strongest single-use plastic bans in the country — prior to its passage. With COVID-19 came a halt to most in-person testimony, but Arwen has persisted in her dedication to the issues she’s passionate about.

As the student lead of the Wild Activism Team, Arwen now teaches other students how to submit their own testimony and make a difference in their community. She works closely with a multi-age team of secondary students.

Arwen also authored a bill of her own with State Representative Chris Lee. SB2518 sought to end gender-discriminatory pricing practices. Though the bill did not advance, Arwen’s “Letter to the Editor” about SB2518 was featured in the Honolulu Star-Advertiser in February 2022.
Globally-Minded Graduates Earn GCD Diploma

LE JARDIN ACADEMY participates in the Global Citizen Diploma Consortium, an assemblage of like-minded international schools committed to globally-minded education to offer the Global Citizen Diploma (GCD). Through intentional reflection, students develop a deep understanding of their individual passions and values. The diploma represents a commitment to understanding others, awareness of one’s own impact, and accountability for social and environmental sustainability. As GCD graduates, students journey forward with both the toolkit and inclination to take action in ethical and responsible ways as global citizens. The GCD is a natural complement to the IB in that it encourages self-direction, agency, and awareness of the metacognitive thinking that supports impact.

With GCD elements ranging from academics and public communication to leadership and artistic expression, and from global understanding and multilingualism to work experience and personal accomplishment, each student’s journey to the diploma is unique to their individual pathway. Of the Class of 2022, seven students earned the GCD Diploma with Distinction, the program’s highest honor. In addition, 34 students earned the GCD Diploma and 19 more earned the GCD certificate for their commitments to the values of global citizenship. Ho‘omaika‘i, Class of 2022!
Peace and Conflict Resolution Across Cultures

IN SEPTEMBER 2021, three students from United World College Mostar in Bosnia-Herzegovina partnered with LJA students to engage in a weeklong exploration of peace and conflict resolution comparing the post-civil war era in Bosnia to select post-colonial conflicts in Hawai‘i. The focus of the conflict resolution workshop was on developing key nonviolent communication strategies to serve peace for the purpose of developing open-minded compassionate relationships. Together, the cohort presented their work to students in grades 4-10, expanding the impact of the experience and enriching learning for others.

Minamata Collaboration with East-West Center

IN APRIL 2022, LJA students jumped at the opportunity to participate with the University of Hawai‘i East-West Center in viewing a special screening of the film Minamata. Following the film, 35 LJA students and 4 faculty engaged in a rich community conversation with the film’s research advisors and subjects, including Aileen M. Smith, about the role of activism in ensuring community health. Students quickly drew connections during the compelling discussion to Hawai‘i’s ongoing Red Hill water conflict – evincing the value of instruction in civic engagement!
Teaching Peace

A CORE VALUE of LJA is to serve peace. Within our community, this means creating a strong foundation to build unity. Furthermore, it builds trust and compassion toward understanding differing and diverse perspectives. In their early years, learners are introduced to and practice communication skills in which they listen attentively and speak with mutual respect, two things that are essential to establishing peace. Throughout K to 5, students engage in learning experiences in which they are taught to become aware of their own emotions and practice self-regulation, which helps them foster healthy and positive relationships. In addition, students learn how to respond to the emotional needs of others so they can cultivate a sense of empathy. In grades 6 to 12, students take this further by independently resolving conflicts with peers through mediation and restorative justice practices. This is further cultivated through projects such as I-Term, where students have an opportunity to practice skills as they navigate new experiences, discomfort, and group dynamics.

In their early years, learners are introduced to and practice communication skills in which they listen attentively and speak with mutual respect, two things that are essential to establishing peace.
Relationships that Nurture Individual Pathways

RIGHT-SIZED is a trait often used to describe Le Jardin Academy. It’s a way of saying that there are opportunities for LJA students to explore broad and individualized pathways while also ensuring each student is well-known within the school community. One cannot get lost or overlooked in this tight knit family. In a true example of our newly minted values, the LJA community was treated to an incredible duet that was the culmination of a multi-year partnership between one devoted music teacher and her incredibly talented student.

When Kaia De Los Reyes introduced herself at the start of ninth grade in chorus class, Ms. Louie had already heard wonderful things about her voice. Rumors quickly proved true and Kaia became the rare underclassman invited to a spot in the honors choir. Their close student-teacher relationship started there and continued to blossom as they realized a common appreciation for music genres and songwriting.

Kaia designed her 10th grade Middle Years Programme Personal Project around this passion for music. With guidance from her teacher, Kaia developed a concert that she performed at Hawai’i Public Radio’s Atherton Performing Arts Studio. Kaia even shared one of her proudest moments with Ms. Louie, waiting to read of her acceptance to the prestigious Berklee College of Music until she arrived at her afternoon music class. Today, Kaia is enrolled at New York University, but the pair keep in close contact.

The tradition of mentorship is part of LJA’s social fabric. Ms. Louie may have learned the art of mentoring young musicians from another beloved teacher in the school’s history, Mrs. Bev Allen, but she perfected her teaching craft while coaching Kaia. Ms. Louie, as all her students lovingly call her, would never take credit for this young singer’s stunning voice, drive to improve, or her immense kindness and grace.

“Ms. Louie has such wonderful energy and presence. What really inspired me most about her was how much true passion and love she has for music. She teaches with her heart and it’s conveyed very clearly in her classes. She always assured me with confidence and made me feel comfortable sharing my musical and academic ideas. My last performance at Le Jardin Academy, I had the great pleasure to sing with Ms. Louie. It was a memorable moment and I hope to work with Ms. Louie again in the future.”

-Kaia De Los Reyes ‘22
Alumni Give Back

LJA RECENTLY WELCOMED alumnus Sammy Braun ’16 as the first ever LJA graduate to join the school’s Board of Trustees. While at LJA, Sammy was an active community member. He played water polo, was a steersman on the paddling team, served as president of the student government during his senior year, and also received the IB Diploma. After LJA, he attended the University of Colorado, graduating with a Bachelor of Science degree in Political Science and next a Master’s Degree from John Hopkins University in Educational Policy. When he’s not teaching, Sammy can be found surfing at Castle Beach, playing tennis at the Kailua District Park, working across the street from LJA, or somewhere on campus.

The board of trustees is a coalition of volunteers focused on guiding LJA by the school’s vision and strategic plan. As a board member, Sammy hopes to provide a unique perspective as an alumnus that can aid the school in sustaining an alumni program that connects its younger alumni and the broader Kailua community. Since graduation, Sammy has maintained close involvement with Wild Kids and service projects at Kahana’iki and Nā Pōhauku in Kawainui Marsh. He is passionate about increasing awareness of environmental access and instilling an environmental stewardship ethic in current students.

On the board, Sammy serves on the finance committee and is the liaison between the board and the school’s risk management team. These roles align with his background as an educator, outdoorsman, and community member. Sammy believes that LJA is an asset to Kailua and O’ahu at large and that the impact of the work done at the school extends far beyond campus.
Donors Making a Difference: Paul and Susan King

THROUGH THE LONG-STANDING GENEROSITY of Paul and Susan King, LJA students continue to deepen their sense of place and build their lifelong stewardship ethic in the King Forest adjacent to campus. During regularly scheduled Wild Blocks in the forest, high school students and Wild Kids leaders collaborate with lower school teachers in facilitating nature-based learning for our lower school students. Twice a week, secondary students in the Wild Kids Academy work under the guidance of Diana King at Kipuka Pala’a, a section of the King land where they have approved a native forest restoration project. Other collaborations include our annual Enchanted Forest which takes place each October, teachers using the forest for mindfulness and meditation, and our Science classes using the area for living lab experiments. Truly, the King property has become an extension of our campus and this partnership has been key in shaping the identity of our program. Le Jardin Academy wishes to thank the King Family for their generous support and engagement!
Watershed Conversation as an Ocean Guardian School

In 2021, LJA joined the prestigious ranks of guardianship in action as an Ocean Guardian School. The initiative is managed by NOAA’s Office of National Marine Sanctuaries, with funding coordinated by the National Marine Sanctuary Foundation. Participating schools “make a commitment to the protection and conservation of local watersheds, the world’s ocean, and special ocean areas.” Surrounded by Kawainui Marsh, a Ramsar Wetland of International Importance, and just miles from the ocean, the wetlands around LJA are particularly critical for overall ocean health because they collect and drain stormwater runoff from Windward O’ahu mountains. As such, the school has worked hard to build a team of wetland stewards which connects indigenous, local, and scientific knowledge to preserve Kawainui and other threatened natural spaces across Koʻolaupoko. This work supplements existing environmental programs at LJA which focus on cultivating relationships with nature and promoting community education on sustainability through art and engages partners in the work.

“Groups of students, teachers, and other community members from a partner high school come to assist our ecological conservation efforts. These work days allow us to impact our community as part of a greater collective unit, fostering collaboration, promoting new relationships, and galvanizing existing ones.”

- Maile Goldcamp ’22 Student Leader at Kahanaʻiki

The vision for collaborative youth-led stewardship for our island’s sensitive and unique ecosystems does not stop at Kawainui. With funding assistance from NOAA, work is underway to establish the Koʻolaupoko Youth Stewardship Certification program, which recognizes and supports students who consistently devote significant time and energy into guardianship of our local ecosystems. Certification empowers them to act as leaders, educators, and representatives of our projects amongst their peers and broader island community.
A Heartfelt Mahalo to Steven Ai
BOARD OF TRUSTEES 2000-2022

**AS A 22-YEAR VETERAN** of LJA’s Board of Trustees, Steven Ai truly holds the history of our school.

His leadership, and generous gifts of time, talent, and treasure over many years have fueled the exponential growth of LJA – including the addition of the high school, implementation of the IB program, and a commitment to student wellbeing throughout the pandemic. Steven has long been highly regarded for his quiet, sensible, and thoughtful approach to problem solving. In addition to his steadfast character, he is known for going above and beyond to make other people feel valued and appreciated.

Steven is highly regarded for being an active part of our community and an amazing role model to students. As an IB school, LJA works to grow students who exemplify the characteristics of the Learner Profile. We strive to develop students who are principled and thinkers, reflective and caring – all principles that Steven embodies and models in his work and service to our community.

In many ways, Steven has helped to shape the identity and culture of our school community. Although we will miss his routine monthly classroom visits, Steven Ai will forever be an LJA Bulldog!
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Hawai’i State Department of Education
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Whole Kids Foundation
Zilber Family Foundation, Inc.

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Barney Brennan & Autumn Woods
Amy Manso

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Hawai’i State Department of Education

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Anonymous

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NOAA National Marine Sanctuaries

MYP Flight STEM
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Junior School Garden Project
Whole Kids Foundation

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In Honor of Catherine G. Ward,
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Karen Beaton

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Marge Bladet

In Honor of James Arlo K.
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Joseph Sailer

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Mahalo nui loa!