

# Kilohana Academy Revised Narrative



21 Pepeluali 2016

A luna au o Nounou la e, ike aku i ka nani o ke kihene pua.  
Hua wale mai ka halia no Kapaa, he kupaa, onipaa hemoole ia ua ike ia ai?

Aloha mai kakou e na poe aloha na'auao! Greetings to the Charter School Commission!  
We are Kilohana Academy a fledgling school seeking to serve community in traditional practice and innovative ways. We have come together from various backgrounds in education, community and public service, in an effort to pass tradition on to our communal descendants and assist them to sustain our community and the world based on the beliefs of Kapu Aloha and Aloha Aina.

Please accept our revised attempt to verbalize our commitments, in this charter application and know that everything is a work in progress always seeking to improve upon current practice.

Me ka oia io no,        Kilohana Academy Faculty and Ohana

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# I. School Overview

## A. Executive Summary

1. **Mission.** A mission describes the fundamental purpose of the school. The proposed school's mission statement should:
  - a. Describe the core school design components, what the proposed school will accomplish in concrete terms, and what methods it will use;
  - b. Be attainable and consistent with high academic standards;
  - c. Reflect the key values that teachers, administrators, and students know and support;
  - d. Be concise and clearly describe the proposed school's purpose for the entire school community, external stakeholders, and individuals who may not be familiar with the proposed school; and
  - e. Be able to operationalize and guide the work and school culture.

Kilohana Academy has a threefold mission to prepare its students for graduation: to build a strong foundation in self and place through the language and traditions of Hawaii; achieve rigorous academic requirements; and engage with community mentors to fully prepare for careers and college.

### **Mission:**

**Kilohana is a creative and cultural Arts and Science Academy. Kilohana engages Kauai students in authentic academic experiences grounded in the values and traditions of Hawaii and our Pacific Island neighbors. Kilohana Academy is founded on the principles of Aloha Aina and Kapu Aloha or *love of land and reverence for aloha.***

**Kilohana prepares students for local and global employment by exposing them to the values and practices of Kokua, Ikena and Paahana, *Service, Knowledge and Work.* Kilohana students' interests, talents and skills become service to others and themselves. These interests will then guide them to college and careers.**

**Kilohana Academy builds and maintains healthy relationships with the local and global community to create networks that encourage students to bring Aloha Aina and Kapu Aloha to the world.**

2. **Vision.** The vision statement describes the proposed school's highest priorities and long-term goals, identifying what will be accomplished when the school is successful in executing its mission over the long term. The vision statement should explain what success looks like in terms of students' life outcomes and the impact on the community and society. A vision statement is a broad, powerful goal whose scope is bigger than daily activities and should indicate the school's valued measures of success.

Our **Vision** of a Kilohana graduate:

**Confident, creative, actively engaged, passionate at work, locally and abroad, committed to aloha aina and kapu aloha.**

**3. Geographic Location. Briefly describe the geographic location and, if known, the address of the facility the proposed school plans to use.**

Our formal learning site is at the Kapa‘a Boys and Girls Club of Kapaa, Kauai.

4695 Mailihuna Rd. Kapaa 96744.

In Year 1, Kilohana Academy will partner with the Boys and Girls Club through a formal MOU for use of facilities, utilities and an adjacent property. We will have the option to extend the MOU if we decide to continue the school at The Kapa‘a Boys & Girls Club.

**4. Anticipated Student Population. Briefly describe the anticipated student population, including, the geographic area(s) that the proposed school plans to serve, students’ anticipated educational needs, and the non-academic challenges the proposed school is likely to encounter.**

Given the socioeconomic demographic of Kapaa, Kauai, we anticipate that our average student will come from a multicultural home; Native Hawaiian, mixed with Asian, Polynesian, Caucasian, and or Hispanic bloodlines; with a median family income of \$53,000.

We anticipate a high number of students enrolling who are Native Hawaiian and considered at-risk, based on factors including but not limited to poverty and disadvantaged family life. Students whose parents are incarcerated will be actively recruited.

**5. Community Engagement. Briefly describe how the applicant has assessed demand and/or solicited support for the proposed school. Include a description of any significant relationships or partnerships established to generate community engagement in and support for the proposed school.**

Since 2011, Kaiāulu, our main non-profit partner, has engaged youth in ‘Ahupua‘a Restoration projects based on the Hawaiian notion of Aloha ‘Āina. Each year they focus on projects that facilitate student achievement in science, math, language arts, and the arts, looking at environmental issues through the lens of both Western Science and Traditional knowledge, using culturally driven project, place, and strength-based curriculum. Each year they work with 50 to 150 students, over 90% of which are Native Hawaiian.

To date Kaiāulu youth have: restored confidence in traditional knowledge tools by designing and executing monitoring protocols to manage coastline natural and cultural resources; published two Hawaiian Calendars; created public service announcements in Hawaiian and English; and published two children’s books.

Kaiāulu also partners with agencies DLNR and NOAA to provide mentoring opportunities for students in science. In years 1-3 Kilohana will incorporate Kaiāulu projects into its curriculum and build on the relationship with these partnering agencies. Based on all the formal and informal surveys conducted as an outreach program over the past four years, the community

has been extremely supportive of Kaiāulu merging with a school to offer like programs in an academic setting. Kaiāulu is aligned with the mission of Kilohana Academy.

Kilohana is currently working with community consultants to market Kilohana Academy through social media and traditional marketing strategies. We will also use the local media resources available like Public TV Access, Community Radio, and Community Newsletters to recruit board members, students, partners, and teachers. A community event to formally introduce our proposed school to the community is scheduled for February 2016 at Kapaa Boys and Girls club.

**6. Contribution to Public Education System.** Describe any anticipated contribution the proposed school would make to Hawaii’s public education system as a whole, including, if applicable, the Priority Needs identified in Section I.C of the RFP. If the proposed school would address either or both Priority Needs, provide an analysis, with relevant data, about that Priority Need and how the school would help address it. In addition to the Priority Needs, the examples of contributions to the public education system could include things like serving student demographic groups that the existing system has had challenges serving, meeting a particular curricular or instructional need or challenge in a way that has system-wide benefits, and forming partnerships or feeder-school relationships with existing public schools. Where the proposed school would model innovation in ways valuable to the system as a whole, describe any specific plans to disseminate the knowledge gained at the school to other public schools.

Kilohana Academy provides Kauai Youth with a unique opportunity to actively engage in diverse experiences as a means to build appropriate relationship with place and community, as opposed to a “classroom only” delivery of knowledge.

The “at-risk” youth in our educational complex will greatly benefit from a smaller, more personal school that is focuses on the student strength and affirms their learning style. A smaller school will also insure that students will have teachers for consecutive years, which will make it easier to serve students that might normally fall through the cracks in a larger school. Truancy and other educational factors appear to indicate a need for this kind of educational choice to exist. There are a number of children in this community who have become alienated, disenfranchised, and in general resist any kind of association with the current public school system.

**7. Reason for Conversion (Conversion applicants only).** Explain the rationale for applying to convert to a charter school.

- a. How will the charter school model lead to improved academic outcomes and non-academic operations?
- b. Describe the stakeholder groups that were engaged in the conversion decision making process, and explain their roles in the transition process.

Not applicable because the proposed school is not a conversion charter school.

8. Conversion Transition (Conversion applicants only). Explain if and how any programmatic elements of the school design will change or evolve with the transition to operation as a charter school, as opposed to the current school model.

Not applicable because the proposed school is not a conversion charter school.

## **B. Enrollment Summary**

1. Enrollment Plan. Complete the Enrollment Plan (Exhibit 1), and include it as **Attachment A (required form)**, illustrating the proposed school's five year enrollment plan. Include a breakdown between students receiving a primarily on-site, face-to-face learning experience (brick-and-mortar) or *blended learning* and students receiving a primarily *online learning* experience (*virtual learning*).

The Enrollment Plan is provided in **Attachment A**.

2. Enrollment Plan Rationale. Describe the rationale for the number of students and grade levels served in each year and the basis for the enrollment plan illustrated in the attachment. Include a discussion of the rationale for including non-entry level grades. Entry level grades are generally kindergarten, sixth grade, and ninth grade.

Kilohana Academy uses a systematic comprehensive approach to assist youth in preparing to become future leaders. Therefore the desired enrollment age is 11-12 years of age in order to paa ke kahua or set a strong foundation. Based on funding and budget constraints, the Governing Board considers a ratio of 1 teacher to 15 students an ideal situation for optimal progress of learner and teacher.

Students desiring late enrollment may do so if space becomes available, knowing that they must make up the previous years mandatory courses.

3. Enrollment Plan Justification. Provide evidence justifying the enrollment plan described above. Include the estimated number of students in the geographic area(s) the proposed school plans to serve, including the number of students that currently attend existing schools (both public and private) in the geographic area for the grades the proposed school plans to serve. If research data, censuses, surveys, or other data sources were used, please describe these sources and provide a citation or attach copies of the sources, as **Attachment B (no page limit)**.

Please find Attachment B, which highlights the Enrollment Plan Justification. The plan is to partner with community to co-sponsor community events, use social media, put tables at community events, word of mouth, and do a walk through our community to recruit students. Attachment B is the letter of support we put together as a first step to recruit students, along with our current Facebook Account information. Justification of the enrollment plan is provided in **Attachment B**.

## II. Academic Plan

### A. Academic Plan Overview, Academic Philosophy, and Student Population

1. [Academic Plan Overview](#). Provide a concise overview of the academic plan of the proposed school, including instructional methods, assessment strategies, and any non-negotiable elements of the proposed school's academic plan. Include a brief description of any *virtual* or *blended learning programs*, as defined in [Section IV.J of the RFP](#). Briefly describe any evidence that promises success for this academic plan with the anticipated student population.

#### **Paa ke kahua ma hope kukulu na paia.**

Build first the foundation and then the walls.

Kilohana instructional strategies are build on the foundation of Hawaiian values and tradition, and the belief that all students have strengths and interests that they can further pursue that will provide them with a livelihood and career choices.

- **6-8 grade Overview** includes foundations in the language, culture and values of Hawaii, Polynesia, Pacific Rim, India and Asian countries; focus on diet, exercise and emotional well-being; meeting all Math and LA standards to grade level.
- **9-10 grade Overview** focus on GED prep; American and World History and International Relations; Quarterly place based, and project based curriculum introduce career and community formats: Kealia Farms - Farm to Market to table, Kealia Kai- Coastline resource management. Wailua Smiths Boats- Tourism, property managment, river resource management. Fred Aki- Entertainment industry.
- **11-12 grade Overview** pass GED test, career centered; Engage in career goals as aligned with ILP ( ex. pre trade school course work. pre university entrance course work, employment, internship, mentoring programs); increase community engagement. Refine Art.

Kilohana students must declare a career “pathway” by 11th grade. Options are: Natural Resource Management, Entrepreneur, Government. The ILP shall reflect student progress towards career pathway goals. These assessments are compiled towards graduation requirements.

*This Hawaiian values curriculum* is created based on the work of George Kanahale, Pua Kanahale, Kameelehiwa, and Meyer. Hawaiian values and proverbs guide our beliefs and therefore our behavior. These are reading/writing intensive courses conducted in Olelo Hawaii.

- **Na Honua Maoli Ola**- Guidelines for developing culturally appropriate environments developed by UH Hilo, Includes Assessments.

<http://www.olelo.hawaii.edu/pub/NHMO.md1.msw.pdf>

- **Papaku Makawalu**- Culturally appropriate curriculum developed through Edith Kanakaole Foundation, Hawaii Community College, Hilo, shows connections between arts and sciences through a uniquely Hawaiian cultural lens. Includes Assessments.

[\(https://www.edithkanakaolefoundation.org/current-projects/papaku-makawalu/\)](https://www.edithkanakaolefoundation.org/current-projects/papaku-makawalu/)

**2. Academic Philosophy. Provide a concise description of the applicant’s core beliefs and academic values and how those beliefs and values inform the design of key elements of the proposed school.**

A concise description of our core beliefs and academic values are articulated in the following bullet points. These bullets inform the design of key elements of our proposed school:

- We believe that the language and culture of these islands and its Pacific neighbors can provide a solid foundation for academic learning experiences.
- We believe that all students can become conscientious contributing members of planet earth.
- We believe that supporting student interests and strengths can greatly assist student progress academically, and towards lifetime achievement.
- We recognizing the value of diversity and global exchange and encourage our students to be actively involved.

Having a strong sense of self and place is important to cognitive development. Therefore, mandatory courses in Hawaiian Language and Culture lay the foundation of place based knowledge. Additional courses in Pacific Island and Asian Studies support multicultural knowledge already existing in community.

Project based, place based learning experiences engage students in real life scenarios. Products and services reflect real world quality. Mentors and leaders present lectures for the school community to increase knowledge and awareness of current local and global conditions and potential career opportunities. Focus is on student personal interests, strengths and career goals. These are mapped out in the ILP, Individual Learning Plan (or IEP if applicable).

Middle School students focus on physical and emotional health; the language, culture and values of Hawaii; and confirming their understanding of English LA and Math concepts and standards. Ninth-Tenth grade students are encouraged to prepare for the GED exam to be taken in years 11-12. Students participate in intensive engaging work in various career fields. Eleven-Twelve grade students are engaged in career preparation and employment.

**3. Anticipated Student Population. Describe the anticipated student population the proposed school plans to serve, including, among other things, the projected percentage of students eligible for free and reduced lunch. Explain why the proposed school anticipates that the student population described above will enroll in the proposed school. Include, as **Attachment C (5 page limit)**, a listing of the DOE complex area(s) that these students will most likely come from and a listing of both public and private schools with the grades the proposed school plans to offer that are located in the same areas that the proposed school plans to pull its student population from.**

Given the socioeconomic demographic of Kapaa, Kauai, we anticipate that our average student will come from a multicultural home; Native Hawaiian, mixed with Asian, Polynesian, Caucasian, and or Hispanic bloodlines; with a median family income of \$53,000.

We anticipate a high number of students enrolling who are Native Hawaiian and considered at-risk, based on factors including but not limited to poverty and disadvantaged family life. Students whose parents are incarcerated will be actively recruited. Enclosed find **Attachment C**

## **B. Curriculum and Instructional Design**

### **1. A clear description of course outcomes for each course at each grade level.**

#### **Grade 6**

*English LA/ Math follow Common Core Standards.* All students meet these standards. Math students use ALEKS virtual classroom to compliment their applied coursework.

Beginning *Hawaiian Language* course is assessed using the HCPS for World Languages. Students use 100 words or more. Students recite 2 chants. Students recite 5 proverbs. All students meet these standards

*Civics* focus on the History of the Hawaiian Ahupuaa systems, this is a place based, project based learning environment and requires knowledge of cultural protocol. Students are required to recite (2) chants. HCPS and Student /Teacher created rubrics are used for assessments. All students must meet these assessments.

*Health and wellness* focus on strength and endurance, 100 minutes a week/ cardio activity, yoga or meditation. HCPS and Student /Teacher created rubrics are used for assessments. All students must meet these assessments. Students receive instruction on how to prepare their own healthy home lunch and assess their own success.

*Arts and Sciences* come together in a Pacific islander worldview and therefore are practiced together. This is a place based, project based learning environment and requires knowledge of cultural protocol. Students are required to recite 2 chants and 1 dance. HCPS and Student /Teacher created rubrics are used for assessments. The Kumulipo guides instruction, students must be knowledgeable of native flora and fauna and their uses (10). All students must meet these assessments.

#### **Grade 7**

*English LA/ Math follow Common Core Standards.* Students consume literature, both informational and non-fiction; and students produce writing worthy of real world publication. Math students use ALEKS virtual classroom to compliment applied coursework. Students create products (3) resulting from math principles. All students must meet these standards.

Second Year *Hawaiian Language* course are assessed using the HCPS for World Languages. Student vocabulary shall exceed 250 words. Students translate articles from 19<sup>th</sup> century Hawaiian language newspapers; and transcribe recordings of kupuna. All students must meet these standards.

*Civics* focus on the Hawaiian History Period called the Monarchy; and the history and culture of Pacific Island Nations. This is a project based learning environment and requires knowledge of cultural protocol. Students are required to recite (2) songs. HCPS and Student /Teacher created rubrics are used for assessments. All students must meet these assessments.

*Health* and wellness maintains 100 minutes a week/ cardio activity, yoga or meditation. Students are engaged with Hawaiian and Polynesian medicinal plants, their preparation and uses. All students must grow, acquire, and prepare meal items from the indigenous diet of the people of Hawaii and Polynesia. HCPS and Student /Teacher created rubrics are used for assessments. All students must meet these assessments.

*Arts and Sciences* is a place based, project based learning environment and requires knowledge of cultural protocol. Students are required to recite (2) chants and 1 dance. Students have knowledge of native flora and fauna and their uses (10). Students have experience of tools and implements used by people of Hawaii prior to contact. (3) HCPS and Student /Teacher created rubrics are used for assessments. All students must meet these assessments.

TGG1106 Career and Academic Planning

**Grade 8** *English LA/ Math follow Common Core Standards.* Students consume literature, both informational and non-fiction; and produce writing worthy of real world publication. Students use evidence found in textual analysis, apply reasoning and write arguments to support claims. All students engage in public speaking opportunities. (5) All students must meet these standards

*Math* students use ALEKS virtual classroom to compliment applied coursework. Students understand proportional relationships; linear equations; scale drawings; geometric constructions; and can make inferences about population based on samples; functions; and quantitative relationships. Student create (5) products resulting from math principles. All students must meet these standards.

Third Year *Hawaiian Language* course are assessed using Hawaiian Language Oral proficiency Exam and Student /Teacher created rubrics. Student vocabulary shall exceed 500 words. Students will create chants (2) and mele (1). Students participate in public speaking (3). All students must meet these standards and proficiency.

*Civics* focuses on the history and culture of Pacific Rim nations; Asia; and India. This is a place based, project based learning environment and requires knowledge of cultural protocol. Students will be required to recite (2) songs. HCPS and Student /Teacher created rubrics are used for assessments. All students must meet these assessments. All students enroll in Pono choices, abstinence curriculum.

*Health* and wellness maintains 100 minutes a week/ cardio activity, yoga or meditation. Students are engaged with Pacific Rim; Asia; and Indian medicinal plants, their preparation and uses. All students must grow, acquire, and prepare meal items from the indigenous diet of the people of the Pacific Rim; Asia; and India. HCPS and Student /Teacher created rubrics are used for assessments. All students must meet these assessments.

*Arts and Sciences* is a project based learning environment and requires knowledge of cultural protocol. Students experience sailing as a means of transportation. Students build hale. (1)

Students are required to recite (4) chants and (2) dance. HCPS and Student /Teacher created rubrics are used for assessments. All students meet these assessments.

**Grade 9** Students prepare for **GED**, enroll in online **GED** prep course. All students engage in public speaking opportunities. (5) All students meet HCPS standards required for their grade level, and other requirements.

*English LA* (ACCN LCY1010, LCY2010)

*Math Algebra 1* (ACCN MAX1155) Math students use ALEKS virtual classroom.

*Civics* focuses on World History (ACCN CHW1100). This is a project based learning environment and requires knowledge of cultural protocol. HCPSII and Student /Teacher created rubrics are used for assessments. All students meet these assessments.

*Physical Education* (ACCN PEP1010) *Health* (ACCN HLE0100) All students engage in Healthy team sports; Basketball, Track, Volleyball, Beach Volleyball, Swimming, surfing, paddling, sailing. Makahiki, Robotics, Debate. All students meet standards of CERT training.

*Arts and Sciences* is a place based, project based learning environment and requires knowledge of cultural protocol. Focus on Biology (ACCN SLH2203). HCPS and Student /Teacher created rubrics are used for assessments. All students meet these assessments.

**Grade 10** Students prepare for **GED**, enroll in online **GED** prep courses. All students will engage in public speaking opportunities. (5) All students meet HCPS standards for their grade level and other requirements.

*English LA* (ACCN LCY3010/LCY4010)

*Math Geometry* (ACCN MGX1150) Math students continue to use ALEKS virtual classroom.

*Civics* focuses on American History and the United States (ACCN CHU1100). This is a project based learning environment and requires knowledge of cultural protocol. HCPSII and Student /Teacher created rubrics are used for assessments. All students must meet these assessments.

All students engage in Healthy team sports; Basketball, Track, Volleyball, Beach Volleyball, Swimming, surfing, paddling, sailing. Makahiki, Robotics, Debate.

*Arts and Sciences* is a place based, project based learning environment and requires knowledge of cultural protocol. Focus on Physics (ACCN SPH5603). HCPS and Student /Teacher created rubrics are used for assessments. All students meet these assessments.

**Grade 11** 4 year students meet all standards related to these courses. All students meet HCPS standards for their grade level and other requirements.

English LA focus on *Journal Writing and Publishing* (ACCN LWY5250), Math focus on *Calculus* (ACCN MCX1040)

Multilingual/multicultural courses, dependent on student ILP: *Japanese 1a/1b* (ACCN WAJ1010/1020) or *Spanish 1a/1b* (WES1010/1020) First Year *Japanese/Spanish Language* course are mandatory and assessed using Language Proficiency Exams and Student /Teacher created rubrics. Student vocabulary exceed 100 words. Students recite chants or songs (2). Students participate in public speaking (2). All students meet these standards and proficiency.

Civics focus on *World* relations; laws, policy and economics through the perspective of *Modern Hawaiian History* MHH (ACCN CHR1100); *Participation in Democracy* (ACCN CGU 1100)

All students engage in Healthy team sports; Basketball, Track, Volleyball, Beach Volleyball, Swimming, surfing, paddling, sailing. Makahiki, Robotics, Debate.

*Arts and Sciences* focus on STEM (ACCN XEP1100).

**Grade 12** 4 year students meet all standards related to these courses. All students meet HCPS standards for their grade level and other requirements.

English LA focus on *Expository Writing* (ACCN LWH5213)  
Math focus on *Logic and Reasoning* (ACCN MXX1200/1250)

Multilingual/multicultural courses, dependant on student ILP: *Japanese 2a/2b* (ACCN WAJ2010/2020) or *Spanish 2a/2b* (WES2010/2020) assessed using Language Proficiency Exams and Student /Teacher created rubrics. Student vocabulary shall exceed 250 words. Students recite chants or songs (5). Students participate in public speaking (5)

Civics focus on *Asian Studies* (ACCN CHR2100), and *Economics* (ACCN CSD2500)

All students engage in *Healthy* team sports; Basketball, Track, Volleyball, Beach Volleyball, Swimming, surfing, paddling, sailing. Makahiki games, Robotics, Debate.

*Arts and Sciences* focus on STEM (ACCN XEP1100)

Students completing the GED can sign up for Career and Technology Education courses:

ACCN:

(TAC2010) Arts and Communication Career Pathway

(TBC3010) Business Management and Technical Core

(THC4010) Health Services

(TIC5010) Building and Construction

(TNN6010) Forestry Core

(TPC7010) Public and Human Services

2. A clear description of the rigorous academic standards that will be used at the proposed school. The description must include, provided as **Attachment D (no page limit)**, a map or list of each standard that will be addressed in each course at each grade level and demonstrates vertical alignment from grade level to grade level. The description must also include a rationale for inclusion each set of standards that proposed school plans to adopt that demonstrates an understanding of how each set of standards will contribute to the success of student learning under the Academic Plan.

Kilohana Academy uses the ACCN codebook to provide the outline of courses required for graduation under Hawaii State BOE graduation requirements. Teachers use HCPSII to guide grade level benchmarks. Common core standards are used to guide reading, writing and mathematics courses. All standards are adopted to contribute to student success and achievement under the academic plan.

**English LA and Mathematics Standards are included in Attachment D**

3. A description of the materials that have been selected and an explanation that clearly demonstrates how the materials support the Academic Plan. For grade levels and courses that do not have curriculum materials selected, a reasonable and sound timeline and

description of how the materials will be developed or selected and a list of individuals that will be involved in the development or selection process. If the proposed Academic Plan includes a *virtual or blended learning program*, include a clear description of the online learning curriculum program(s) and a reasonable rationale for the selection of the curriculum program(s).

Kilohana is a place based, project based learning experience and therefore materials are relevant and current and different in each learning environment. Aleks math is used to support math standards. Other curriculum materials are under development.

4. A clear list of academic goals and targets and a description of how the proposed school assesses the progress of individual students, student cohorts, and the school as a whole on the identified goals and targets. The description must clearly explain the how the identified assessments will accurately measure progress toward the identified goals and targets.

Kilohana uses the ILP process to plan and evaluate individual student progress. Aforementioned objectives for each grade and content area describe general education requirements. Additional graduation requirements are detailed in that section. As a whole progress is indicated by student graduation rates, student and community satisfaction, increase student employment and job satisfaction. Other assessment to indicate school progress are underdevelopment.

5. A clear and comprehensive description for how instructional leaders and teachers will use student data to administer, collect, and analyze the results of diagnostic, formative, benchmark/interim, and summative assessments to inform programmatic and instructional planning decisions and make adjustments to curricula, professional development, and other school components. The description must clearly explain the roles and responsibilities of the instructional leadership team in overseeing teachers' progress toward helping students meet their identified goals and targets and clearly describe the formalized process and supports that will enable teachers to reflect on student progress and adjust their instruction accordingly.

In using the ILP process, weekly collaboration and communication between student, teachers, mentors, and lead teacher occur to plan, implement and evaluate each goal in the ILP. Careful review of goals and assessment of progress occur in these collaborations.

6. A clear description of the instructional strategies that the proposed school will use that adequately explains how these strategies support the mission, vision, and academic philosophy of the proposed school and are well-suited to the anticipated student population. The description must also include the interventions and modifications that will be made to instructional strategies if students are not meeting identified goals and targets. If the proposed school's Academic Plan contains a *virtual or blended learning program*, the description must adequately explain how the proposed instructional strategies will work with the online learning components to result in a coherent instructional program.

Students **not able to fulfill requirements** will be given more time. Students **not desiring to fulfill requirements** will communicate this in the ILP, which then may be adjusted to serve the students personal goals.

**7. Graduation Requirements.**

- a. A clear description of the course and credit requirements for graduation, including a description of how GPA will be calculated, that meets BOE's graduation requirements.
- b. If graduation requirements for the proposed school will differ in any way from BOE Policy 4540, an explanation of how they will differ (including exceeding BOE graduation requirements), including compelling reasons and justification for the differences, and a reasonable and sound plan for adjusting graduation requirements (including any necessary adjustments to other components of the Academic Plan) in the event the BOE does not grant a waiver from its policy.

Kilohana Academy graduates are required to be actively engaged in their chosen field and community; and highly encouraged to present an artistic talent in addition to their chosen academic requirements. This is articulated below:

1. All students pass the GED within grades 10-12.
2. Students choosing to receive a BOE Diploma must meet all BOE's graduation requirements, referenced Policy 4540, and must maintain a GPA of 3.0 or better.
3. Students are actively engaged in their desired career field. (20 hours a week. Employed, volunteer, further education).
4. All students must present Noeau, or artistic interest.
5. All students actively engage in community. (4+) hours a week

**8. Virtual and Blended Learning. If the proposed school's plan contains a *virtual or blended learning program*, as defined in the RFP:**

- a. A clear overview of any *virtual or blended learning program* that is adequate for the anticipated student population and clearly demonstrates that all students receive adequate support, including:
  - i. A description of the level of instruction that uses *online learning* methods (*e.g.*, unit/lesson, single course, entire curriculum);
  - ii. A description of the general organization of the *online learning* schedule (*e.g.*, fixed daily schedule, modified schedule, open entry/open exit), including an adequate explanation of how schedules will be modified, if at all, for students that fail to meet learning goals;
  - iii. For *blended learning programs*, an explanation of whether and how the program enhances or transforms classroom instruction or does both;
  - iv. A description of the teacher's role (*e.g.*, teacher leads instruction, teacher supports instruction, no teacher involvement), the student's role (*e.g.*, teacher driven learning, teacher guided learning, independent learning), and the parent's role (*e.g.*,

are not support required, parent support recommended, no parent involvement) in any *online learning* program;

- v. A description of the degree of support provided to students using any *online learning* program (e.g., little or no support, school based mentoring support, school or home mentoring support); and
- vi. A description of the student to teacher ratio in the *online learning* program (e.g., traditional classroom ratio, 2-3 times traditional classroom ratio, instructional helpdesk model).

Kilohana uses two virtual learning programs. ALEKS for core math, and GED and other test prep courses.

1. All students are required to engage with ALEK virtual classroom for 120 minutes a week. Student accountability and assessment will be monitored through this virtual classroom.

2. All students prepare for and take the GED

b. A video demonstration, as a URL to a video on a browser-viewable platform (like YouTube), of the proposed *virtual or blended learning program* curriculum that clearly portrays the student and teacher experience with the *online learning* curriculum, including both the student and teacher user interfaces.

A video demonstration of online learning curriculum can be found at this URL:

Math: <https://www.aleks.com>

GED: [http://www.gedtestingservice.com/educators/contact-us?\\_ga=1.31667772.363162783.1452028444](http://www.gedtestingservice.com/educators/contact-us?_ga=1.31667772.363162783.1452028444)

c. For *blended learning programs*, a reasonable and sound description of how classroom instruction and the *online learning* components will be seamlessly integrated to result in a coherent instructional program.

Not applicable because the proposed school does not offer a blended learning program. The proposed on site computer lab will be available during and after school for student use.

d. An explanation of how the proposed school will define, monitor, verify, and report student attendance (e.g., seat time, logins), student participation in a full course load, credit accrual, and course completion that provides sufficient evidence that all students will be accounted for and engaged in a complete and rigorous educational program.

Student “seat time” defined in ILP. Everyone checks in, in the morning before morning protocol. All student evidence is provided for and defined in the ILP.

e. A description of the proposed school’s online attendance policy that adheres to state and federal reporting requirements.

Online attendance policy is indicated in students ILP.

- f. A sound plan for administering and proctoring mandated assessments, including a reasonable budget that is reflected in the Financial Plan Workbook.

The Budget reflects the GED preparation courses, ALEKs Math program. The IT/Math/English teachers will proctor assessments.

- g. A reasonable plan to uphold the academic integrity of the *virtual or blended learning program* that describes the systems and procedures for validating the authenticity of student work.

Kilohana provides authentic learning experiences. Students' work reflects real world publication.

- h. An adequate explanation of measures the proposed school will take to ensure student safety, both technologically and educationally, that are compliant with applicable federal privacy laws (FERPA, CIPPA, and COPPA).

The IT person on staff will insure that the student safety, both technologically and educationally are compliant with applicable federal privacy laws (FERPA, CIPPA, and COPPA).

- i. An adequate explanation of how the proposed model ensures that there are minimal interruptions to learning, should technological challenges arise, including a description of the plan for technical support and troubleshooting for students, teachers, parents or guardians, and administrators.

The IT person on staff will be scheduled during the times when students are using the computer lab to insure there are minimal interruptions to learning and assist with technological challenges including troubleshooting for students, teachers, and administrators.

- j. A clear description of the platform dependencies for the proposed curricular materials and instructional strategies and an adequate explanation of how the proposed technology selection supports those dependencies. (For example, the proposed curriculum runs a Microsoft Windows-based application, and therefore requires Windows-compatible laptops and tablets rather than iPads.)

Chromebooks and school cell phones will be used so a Chrome Web-based Application will be used.

### **C. Special Populations and At-Risk Students**

1. An outline of the overall plan to serve *educationally disadvantaged students* and students with special needs that demonstrates an understanding of, and capacity to fulfill, state and federal obligations and requirements pertaining to *educationally disadvantaged students* and students with special needs, including but not limited to the following subgroups: students with IEPs or Section 504 plans; ELL students; students performing below grade level; students identified as intellectually gifted; homeless students; and students at risk of academic failure or dropping out. The plan must identify any other special needs populations and at-risk subgroups that the proposed school expects to serve, whether through data related to a specifically targeted school or geographic area or more generalized analysis of the population to be served, and describe the evidence or data that was used to determine that the proposed school should anticipate serving the population.

Kilohana Academy's Philosophy stem comes from traditional values and Kapu Aloha. Therefore all student needs are considered, as are strengths and interests and then incorporated into the ILP.

- We believe that the language and culture of these islands and its Pacific neighbors can provide a solid foundation for academic learning experiences.
- We believe that all students can become conscientious contributing members of planet earth.
- We believe that supporting student interests and strengths can greatly assist student progress academically, ensuring a lifetime of positive achievements.

In using the ILP process, weekly collaboration and communication between student, teachers, mentors, and lead teacher occur to plan, implement and evaluate each goal in the ILP. Careful review of goals and assessment of progress occur in these collaborations. Kilohana will employ and include a SPED teacher, funded by the DOE to assist weekly collaboration team appropriately, regarding students who qualify under IEP and 504.

2. For **each** of the aforementioned subgroups of students with special needs (and any other subgroups the applicant identifies), a comprehensive and compelling plan or explanation for:
  - a. The percentage of the anticipated student population that will likely have special needs and how the evidence or data that was used to make this determination was derived;
  - b. The curriculum, daily schedule, staffing plans, instructional strategies, and resources that will be designed to meet the diverse needs of all students;
  - c. Methods for appropriate identification of potential students with special needs, how these methods will be funded, and how misidentification will be avoided;
  - d. Specific instructional programs, practices, and strategies the proposed school will employ to do things like provide a continuum of services; ensure students' equitable access to general education curriculum; ensure academic success; and opportunities the proposed school will employ or provide to enhance students' abilities;
  - e. Monitoring, assessing, and evaluating the progress and success of students with special needs, including plans for ensuring each student with special education needs attains IEP goals and for exiting ELL students from ELL services;
  - f. For proposed schools that have a high school division, plans for promoting graduation;
  - g. Plans to have qualified staff adequate for the anticipated special needs population, especially during the beginning of the first year; and
  - h. If the proposed school's plan contains a *virtual or blended learning program*, a clear description of how the virtual component addresses students with special needs, which may include IEP meetings and modifications, as necessary, for transitioning to a fully or partially online learning program.

The SPED teacher insures modifications are met through the IEP process.

3. A clear illustration of how the proposed curriculum and Academic Plan will accommodate the academic needs of students performing below grade level and a clear description of the supports and instructional strategies beyond special education that will support underperforming students in meeting and exceeding standards.

Kilohana being a place based, project based learning experience, lends itself to students who learn better in this type of environment. Students **not able to fulfill requirements** will be given more time and support. Students **not desiring to fulfill requirements** will communicate this in the ILP, which then may be adjusted to serve the students personal goals.

4. A clear description of how the proposed school will identify students who would benefit from accelerated learning opportunities through its assessment of students' needs, a clear illustration of how the proposed curriculum will accommodate those performing above grade level, and a comprehensive description of the supports and instructional strategies that will ensure these students are challenged and able to access the level of rigor that aligns with students' individualized needs.

In using the ILP process, weekly collaboration and communication between student, teachers, mentors, and lead teacher occur to plan, implement and evaluate each goal in the ILP. Careful review of goals and assessment of progress occur in these collaborations. At Kilohana Academy all students have gifts and talents to support.

#### **D. School Culture**

1. A clear and coherent description of the shared beliefs, attitudes, traditions, and behaviors of the proposed school community, and a detailed plan describing how these shared beliefs, attitudes, customs, and behaviors will be developed and implemented and create a school culture that will promote high expectations and a positive academic and social environment that fosters intellectual, social, and emotional development for all students.

Kilohana Academy is a place-based project-based learning environment. All learning experiences on campus, at learning sites, at mentoring job sites, are subject to school rules, Aloha Aina, Kapu Aloha. Everyone and everything are treated with respect and appreciation. All students and teachers demonstrate their understanding of this value, at all times.

2. A sound plan for developing a proposed school culture that is conducive to a safe learning environment for all students and how the proposed school will adequately identify, assess, monitor, and address the social, emotional, behavioral, and physical health needs of all students on an ongoing basis.

Daily, morning protocol, large group gathering every morning are used to open the day to learning, and to check in physically and emotionally during the learning process. Daily, group lunch, gardening and exercise time develops foundational skills and requires good communication as it builds relationships. Weekly ILP meeting with teachers and mentors to confirm progress towards goals and objectives; frequent group activities strengthen learning 'ohana.

3. A reasonable and sound plan for the school culture and staff that will intentionally expose students to post-secondary educational and career opportunities at all grade levels. The

plan must identify the curricular or extracurricular programs that will provide students with access to college or career preparation and include research-based evidence that these programs increase educational aspirations for the anticipated student population.

Kilohana's vision is for Kauai students to grow up, be actively engaged, and passionately at work, locally and abroad. Students are therefore encouraged to embrace workplace readiness skill offered at Kilohana; to prepare for and pass the GED; and to be on a career pathway prior to graduation. As a result, intentionally exposing students to post-secondary educational and career opportunities at all grade levels is our mission and is supported by community mentoring programs already in place.

4. A clear description, provided as **Attachment E (1 page limit)**, of a typical school day from the perspective of a student in a grade that will be served in the proposed school's first year of operation that aligns with the proposed school's vision and plan for school culture.

A description of a student's typical school day is provided as **Attachment E**.

5. Student Discipline.

- a. A clear description of the proposed school's philosophy on cultivating positive student behavior and a student discipline policy that provides for appropriate, effective strategies to support a safe, orderly school climate and fulfillment of academic goals, promoting a strong school culture while respecting student rights.
- b. Legally sound policies for student discipline, suspension, dismissal, and crisis removal, including the proposed school's code of conduct and procedural due process for all students, including students afforded additional due process measures under IDEA.
- c. Appropriate plan for including teachers, students, and parents or guardians in the development and/or modification of the proposed school's policies for discipline, suspension, dismissal, and crisis removal.
- d. Legally sound list and definitions of offenses for which students in the school must (where non-discretionary) or may (where discretionary) be suspended or dismissed.

Kilohana Academy is a place-based project-based learning environment. All learning experiences on campus, at learning sites, at mentoring job sites, are subject to school rules, Aloha Aina, Kapu Aloha. Everyone and everything is treated with respect and appreciation. All students and teachers demonstrate their understanding of this value, at all times. Academic probation may be enforced for consistent infraction of the ILP. Kilohana Academy follows all Chapter 9 rules.

## **E. Professional Culture and Staffing**

### **1. Professional Culture**

- a. A sound plan for the creation, implementation, and maintenance of a professional culture and clear explanation of how the professional culture will contribute to staff retention, how faculty and staff will be involved in school level decisions and in developing new initiatives, and how success will be assessed. Professional development and evaluation is covered in Criteria II.E.2 and should not be discussed here.

The Administration, staff, and mentoring community of Kilohana Academy are residents and long time visitors of Hawaii. They have the same vision of sharing the culture and values of Hawaii and the knowledge and experiences they have had. Everyone is dedicated to Kapu Aloha and Aloha Aina at Kilohana and to provide opportunities for students, staff and community to build on these experiences to fulfill our mission locally and worldwide.

Weekly, quarterly and yearly gatherings of staff and community stakeholders promote the foundational mission of Kapu Aloha and Aloha Aina. Innovation is encouraged, inter-woven with academic and career goals to create a communal pedagogy that supports student success.

- b. If a high proportion of economically disadvantaged students is a part of the anticipated student population, a clear description of how the proposed school will address the anticipated academic challenges posed by the lack of socioeconomic diversity and the concentration of poverty among its students.

The Administration, staff, and mentoring community of Kilohana Academy are residents and long time visitors of Hawaii. They choose to teach and mentor Kauai students of all economic backgrounds. Knowledge of and respect for the mission guides all educators to support student success towards career and community service goals.

Kilohana Academy anticipates there will be high proportion of economically disadvantaged students and will incorporate our professional culture into the plan to address academic challenges posed by lack of socio-economic diversity and the concentration of poverty in our anticipated student population.

Our measure of student of success will go beyond test scores. We also support civic involvement, allow for opportunities for students to experience and address social-emotional growth, and while continuing to develop the character of each student.

- c. A clear description, provided as **Attachment F (1 page limit)**, of a typical school day from the perspective of a teacher in a grade that will be served in the proposed school's first year of operation that aligns with the proposed school's vision and plan for professional culture.

A description of a teacher's typical school day is provided as **Attachment F**.

## 2. Professional Development

- a. A clear description of the appropriate goals and data-driven strategy of the proposed school for ongoing professional development, including whole staff development, grade/level/course teams, and instructional coaching. The description must explain how professional development topics will be identified and how the professional development plan will be driven by data to improve teaching and learning as well as school performance. The description must also include the process for evaluating the efficacy of the professional development.

Professional Development is continuous and dependent on teacher ILP/Portfolio Development. Our goals and data-driven strategy of the school for ongoing professional development is articulated in the following paragraphs.

Kilohana Academy is dedicated to designing and sustaining a comprehensive positive Professional Culture that unifies faculty, students, parents, and community around a common mission and commitment to quality. We are a school that is held to a high level of accountability by implementing an ongoing commitment to professional development, including whole staff development, developing teams centered around core teaching curriculum philosophies namely, place, project, culture, and strength. Professional topics will be identified collectively as a staff and learning community, which includes, community partners. Professional Development plan will be driven by data to improve teaching and learning as well as overall school performance. A process for evaluating the efficacy of the professional development is also addressed in this section.

Kilohana Academy will implement this empirically derived professional development plan, which incorporates core beliefs so as to elicit the best in teachers, school leaders and others who come into contact with our academy. A key component of professional development are opportunities that will give teachers opportunities to demonstrate ethical citizenship, engage in scholarly research, engage the larger community in professional development and research findings, and engage students in the process that will allow for students to contribute to the teacher and/or school leaders growth.

Working with colleagues in the field with experience in project/place-based learning, Kilohana has created a list of offerings that will form the core professional teaching/leadership standards. Teacher, community, and student feedback will be solicited at the appropriate time in our school evolution to increase more professional development opportunities for teachers and school leaders.

Core Kilohana Academy Professional Development workshops with include: 21<sup>st</sup> Century Skills, Anti-bullying, Brain-Based Learning, Classroom Management, Team-teaching Strategies, Common Core State Standards, Content Instruction – Math, Science, and Literacy, Data Driven Instruction, Differentiated Instruction, Singapore Math, Educational Technology, Hawaiian language, Place, Project, Culture, and Strength-based Curriculum, Community Engagement, Aloha ‘Āina curriculum, Assessments, School Policies/Procedures, etc.

Kilohana will implement a teacher/leadership portfolio system that is normally used at the university level as a factor to evaluate professional teaching and leadership. Efficacy of Evaluation at Kilohana Academy will include collecting feedback from stakeholders, developing a teaching/leadership portfolio. This system will use various methods for collecting information about instructors/leadership activities, accomplishments, and effectiveness in teaching/leadership in the classroom, on project, and in the community. There will be opportunities for students to provide feedback in the process. Peer review, teaching portfolios, project portfolios, and current research portfolios will also be a part of the efficacy of

evaluation. This is an approach consistent with Kilohana Academy's philosophy of reaching higher than what is expected as highlighted in the Hawaiian Proverb, "Kulia I Ka Nu'u."

Kilohana Academy acknowledges that there are many dimensions to pedagogical work and leadership construct and as such will use multiple measures involving multiple sources of data to evaluate the range of instructional/leadership activities, which can include the following:

Instructional Delivery (including quality, amount, and level of classroom instruction), Course Planning (including development of course materials, course revision, development of new courses, Grading and Assessing Student Learning (including appropriate level of assignments, exams, grading standards, Course Management, Oversight of Independent Studies, Honors, Research, Support for Student Internships, Experiential Learning, Service Learning, School and Curricular Work (including participation in curriculum revision, efforts to focus on teaching/leadership), Advising and Mentoring, and Professional Development and Innovation Around Teaching/Leadership

To ensure that an evaluation system adopted is credible and acceptable, faculty at Kilohana will have a strong hand in its development. Faculty and staff will build consensus on their criteria for effective teaching and leadership. Our evaluations systems will be flexible enough to accommodate diversity in instructional/leadership methods e.g. lecture, discussion, lab, case study, small group interaction, practicum, studio teaching, field work, clinical work, etc.

**b. A description of professional development opportunities, leadership, and scheduling that effectively support the Academic Plan and are likely to maximize success in improving student achievement, including an adequate induction program. The description must explain what will be covered during the induction period and how teachers will be prepared to deliver any unique or particularly challenging aspects of the curriculum and instructional framework and methods.**

The Administration, staff, and mentoring community of Kilohana Academy are residents and long time visitors of Hawaii. They have the same vision of sharing, the culture and values of Hawaii and, the knowledge and experiences they have had.

Community mentors will undergo a rigorous screening process, after which they receive a brief multicultural training class to better prepare them to work within our unique community.

Core teachers are chosen for their depth of knowledge in content but also their appreciation for the philosophy and mission of Kilohana. Team building experiences provided quarterly are created to challenge beliefs and strengthen relationships.

Weekly, quarterly and yearly gatherings of staff and community stakeholders promote the foundational mission of Kapu Aloha and Aloha Aina. Innovation is encouraged, woven into academic and career goals to create a communal pedagogy that supports student success.

**c. A clear description of the expected number of days or hours for regular professional development throughout the school year that includes an explanation of how the proposed school's calendar, daily schedule, and staffing structure accommodate this plan; the time**

scheduled for common planning or collaboration; and an explanation for how such time will typically be used. The description must identify ways the professional development scheduling conflicts with Master Collective Bargaining Agreements, explain any specific amendments that may be needed through supplemental agreements, and provide an adequate contingency plan in the event such amendments cannot be negotiated under supplemental agreements.

Kilohana Academy supports and provides opportunity for teacher and staff Professional development, daily, weekly and quarterly.

Core staff members meet daily and weekly to collaborate on projects, and/or plan for school wide experiences. Quarterly retreats, day long staff meetings, and outside professional development opportunities are created to sustain school mission, increase staff productivity, and build school capacity.

A description identifying the person or position with the time, capacity, and responsibility for coordinating professional development and a reasonable plan for identifying ongoing professional development needs, including sufficient funds and resources (Title II funds, etc.) for implementing the professional development plan.

- d. A description identifying the person or position with the time, capacity, and responsibility for coordinating professional development and a reasonable plan for identifying ongoing professional development needs, including sufficient funds and resources (Title II funds, etc.) for implementing the professional development plan.

Kaee Ah Loo, Co-Director will be the person with the time, capacity, and responsibility for coordinating professional development as well as on-going needs. Kamealoha Smith, Co-Director will be responsible for identifying and securing funds and resources for implementing the school professional development plan.

### 3. Staff Structure

- a. A complete staffing chart for the proposed school, using the Staffing Chart Template ([Exhibit 2](#)) and provided as **Attachment G (required form)**, that clearly indicates all positions, is aligned with the Academic Plan, and proposes a salary structure that is in alignment with the proposed school's budget.

A staffing chart is provided as **Attachment G**.

- b. A description of a reasonable rationale for the staffing plan, as demonstrated in the staffing chart, that clearly explains how the relationship between the proposed school's leadership or management team and the rest of the staff will be managed and includes justifiable teacher-student and total adult-student ratios for the proposed school.

The Board has agreed that a teacher student ration of 1 to 15 is adequate and appropriate to serve the needs of Kilohana Academy. Kilohana Academy uses a culture-based school with offerings in both Hawaiian and English. Kilohana will enhance academic learning by engaging students in projects in the community that are directly aligned to the school mission and

vision. The projects will occur at various wahi pana or cultural sites within the two 'Ahupua'a where Kilohana sits, Kapa'a and Kealia. There may be times when projects occur outside of these two (2) Ahupua'a as traditional boundaries have changed over times. Kapa'a is the name of the 'Ahupua'a where Kilohana is located but the town itself, includes the 'Ahupua'a of Olohena, Waipouli, and Wailua. Moreover, we look at each subject matter through the lens of both Western Studies and Traditional Knowledge.

We are a school that supports students whose feet are firmly planted in the traditional world, the mainstream world, and the local islander world. Hence, the proposed staffing plan reflects the reality of running a school that has an academic plan that includes at least two (2) world views, two languages, and where the non-profit we partner with is intimately tied to the school activities on a regular daily basis. Co-directors are a reflection of the tremendous amount of work it takes to run a school where the school, Kilohana and and the non-profit, Kaiāulu Anahola work hand in hand, on a regular basis. Kaiāulu Anahola currently runs a community-based non-profit in project/place based education and research. Students in Kaiāulu Anahola's programs are from the Kapa'a Community. The management team is composed of the two co-directors and the business manager.

The remaining staff, reflect the number of teachers needed to fill all the charter school and state requirements of having qualified teachers in each of the core subject areas of math, science, language arts, and social studies. A unique feature of the school, are the electives that are taught by community scholars in residence i.e. community members who have both experience and education that qualify them to mentor our students. Mentors will be hired as a needed; the individual learning plans as well as collective decisions made in consultation with faculty and staff will determine what type of community projects will take place, how these projects meet academic standards, how success is measured, and what type of mentors will be needed for the projects. All of these factors are a integral component of project/place-based learning and necessitate the proposed school staffing structure.

The Academic Co-Director will be in charge of the business manager, teachers, scholarly research, professional support and student academic affairs. The Community Engagement co-director will be in charge of managing community affairs, fundraising, and parent support associations. This person will also be part of the governing board. The business manager will be in charge of all financial matters and the school office. Other management team members will be hired as needed.

Kilohana proposes a one (1) teacher to fifteen (15) ratio, which is half of the public school system. Given the challenges of the students we anticipate, we believe it is important to maintain and deliver high quality education.

- c. *If the proposed school has a virtual or blended learning program, a clear description for the identification of the position(s) dedicated to IT support and a reasonable plan that clearly ensures sufficient capacity for deploying and managing technology inventory and network*

needs with minimal interruptions to teaching and learning, including troubleshooting support for school staff and students.

Kilohana proposes to have a component of the school that is virtual and blended. Kilohana will dedicate a part-time position to run the virtual and blended learning program. This person will work under the school Academic Co-Director. Kilohana is also planning to dedicate an entire enclosed space within the school to address the issue of capacity to deploy and manage inventory and network needs with minimal interruptions to teaching and learning. Part of the duties of the IT person will also include troubleshooting support and support for project deliverables for learning community. Kilohana will employ at least one Math/IT position.

#### **4. Staffing Plans, Hiring, Management, and Evaluation**

- a. A clear description of the proposed school’s recruitment and hiring strategy, criteria, timeline, and procedures that are likely to result in a strong teaching staff that meet “Highly Qualified” requirements in accordance with the Elementary and Secondary Education Act (“ESEA”) and are well-suited to the proposed school, including other key selection criteria and any special considerations relevant to the proposed school’s design. The description must also explain strategies, including compensation packages, that are likely to attract and retain high-performing teachers.

Highly Qualified teachers will be recruited as required from the public at large. Staff are recruited first among Kilohana community members because of their dedication to the mission, and then advertised to the public. Hawaiian, and other, language and cultural practitioners are integral to school foundation and are required to fulfill this schools mission.

- b. If the proposed school offers a *virtual or blended learning program*, a clear description of the proposed school’s recruitment and hiring strategy, criteria, timeline, and procedures that are likely to result in strong online learning teachers that have the requisite subject-matter knowledge, technological proficiency, communication skills, and other capabilities necessary to teach effectively in the online learning environment.

Kilohana will employ one Math/IT position will be knowledgeable in all content areas related to virtual and blended learning program.

- c. A clear description of realistic and legally sound procedures for hiring and dismissing school personnel, including procedures for conducting criminal history record checks.

Kilohana will review any criminal history records prior to hiring.

- d. A thoughtful plan for supporting, developing, and annually evaluating school leadership and teachers that is likely to produce and retain a successful staff, including a description of the processes, protocols, framework, criteria, and/or tools that will be used for conducting evaluations, delivering feedback, and coaching. The plan must cite any evidence or existing research supporting the effectiveness of utilizing the specified approach. If already developed, the plan should provide any leadership evaluation tool(s) as **Attachment H (no page limit)** and any teacher evaluation tool(s) as **Attachment I (no page limit)** that are likely to be effective. Evaluation tools must align with the criteria outlined in BOE Policy 2055 and

related provisions of any Master Collective Bargaining Agreements, unless specific amendments are executed in a supplemental agreement. If amendments will be needed, the plan must describe the specific amendments that would be necessary to implement the evaluation tool(s), demonstrate an understanding of the employment environment, and include a reasonable plan for contingencies if the amendments cannot be negotiated under a supplemental agreement.

Teacher/ Leadership Portfolio style of evaluation is being created. This is attached as **Attachment H and Attachment I** and is under development.

- e. An effective plan that explains how the proposed school intends to promote or incentivize satisfactory and exceptional school director, management team, and teacher performance and handle unsatisfactory school director, management team, or teacher performance, including effective planning for turnover.

Incentives will be given through non-profit partner.

- f. A satisfactory explanation of any deviations in staffing plans, including salaries, from Master Collective Bargaining Agreements, including identification of amendments that would be needed in a supplemental agreement and a reasonable plan for contingencies if such amendments cannot be negotiated under a supplemental agreement.

There are no deviations planned from the Master Collective Bargaining Agreements.

- g. If developed, reasonable and legally sound personnel policies or an employee manual, provided as **Attachment J (no page limit)**.

See Attachment J

## **F. School Calendar and Schedule**

- 1. A school calendar for the proposed school's first year of operation, including total number of days and hours of instruction, provided as **Attachment K (no page limit)**, and a satisfactory explanation of how the calendar aligns with and clearly reflects the needs of the Academic Plan.

This is attached as **Attachment K**.

- 2. A clear description of the structure of the proposed school's day and week that aligns with and clearly reflects the needs of the Academic Plan, including the following:
  - a. A description of the length and schedule of the school week.
  - b. A description of the length and schedule of the school day including start and dismissal times.
  - c. The minimum number of hours or minutes per day and week that the proposed school will devote to academic instruction in each grade.
  - d. The number of instructional hours or minutes in a day for core subjects.

- e. A satisfactory explanation of why the proposed school's daily and weekly schedule will be optimal for student learning.
- f. The number of hours or minutes in a day for teacher planning time.
- g. A sample daily and weekly schedule for each division of the proposed school, provided as **Attachment L (no page limit)**.

This is attached as **Attachment L**.

## **G. Supplemental Programs**

1. If applicable, a description of a sound plan for any summer school programs the proposed school will offer that will meet anticipated student needs, including a clear explanation for how the programs are integral to the proposed school's academic plan, a reasonable schedule and length of the program, and sound funding plan for the programs. If the programs will not be implemented in the first year of operation, the plan must describe the timeline for implementation.

Kilohana anticipates running both an intersession and summer school program to meet the needs of students who for some reason did not meet academic standards in any of the course offerings, especially core courses such as math, science, language arts, and social studies. Tutoring will also be offered during these times for students who did not meet proficiency in standardized tests. The programs will be a natural part of the school's academic plan, especially given the anticipated number of students who come from the 'at-risk' population we intend to serve. Kilohana will implement intersession and summer school in the first year of operation.

On-going projects in the community through Kaiāulu, will continue. Kilohana anticipates that students will participate in these projects during the intersession and summer school. Recruitment, registration, and administration will be handled with our partners, the Kapa'a Boys and Girls Club. Our non-profit partner, Kaiāulu Anahola currently has an active partnership with the Kapa'a Boys and Girls Club. The proposed program for this narrative will be the same type of program offered at Kilohana Academy. Partnerships such as these will allow us to offer students high quality supplemental programs that are consistent with our school mission, vision, and academic plan to work with community to increase opportunities for students to be success at school, at home, and in the community.

The on-going programs offered by Kaiulu Anahola are place, culture, project, & strength-based education program and that motivates students to value both Traditional Knowledge through Hawaiian language and culture and Western Science through project-based research. These programs provide guidance and interaction with elders, practitioners, & professionals working in this field which is added value to students. One such project currently on-going involves designing a monitoring protocol for coastline resources as it relates to mammals such as the Hawaiian Monk Seal and the Hawaiian Sea Turtle.

This project involves creating Bilingual PSA's that speak to both Traditional Knowledge and Western Science as a means to mālama marine life habitat. One of the proposed project

deliverables for this project is sharing findings with state and federal agencies to improve the overall management of our local resources. Students are responsible for putting together the culminating event, the Hō'ike for stakeholders, their peers, and agencies.

Such a project provides meaningful science-based outdoor experiences, opportunities for professional development for teachers in environmental studies, and has a service learning and citizen science component. This project occurs along the coastline on the Ala Loa Fishing Trails, trails that have existed since traditional times and provide access to fishermen and community to continue subsistence fishing, gathering, and cultural practices along the coastline.

This is an example of a project/place based supplemental activity that is currently running during the intersession and summer school. There is much work to be done in the 'Ahupua'a and Moku, so more projects like this are being proposed by Kaiāulu Anahola and the Kapa'a Boys and Girls Club.

There are also students who need tutoring in any of the academic subjects mentioned above as well as assistance to meet proficiency in math and reading for the standardized test. We plan to offer tutoring sessions in partnership with The Kapa'a Boys and Girls Club; they currently have a partnership with the Office of Hawaiian Affairs to hire tutors to assist with academics. Kilohana anticipates continuing this program through a partnership with Kaiāulu Anahola, our sister non-profit organization.

2. If applicable, well-designed plans and identified funding for any extracurricular or co-curricular activities or programs the proposed school will offer that will meet anticipated student needs and provide enrichment experiences that are in alignment with the Academic Plan. The plans must describe how the activities and programs are integral to the proposed school's academic plan, how often they will occur, how they will meet anticipated student needs, and how they will be funded. If the activities or programs will not be implemented in the first year of operation, the plans must describe the timeline for implementation.

Kilohana students practice traditional Hawaiian and Pacific Island, group and individual arts. Kilohana provides after school academic support for all students. Kilohana in combination with Boys and Girls club and KIF can offer team athletics: Basketball, Track, Volleyball, Beach Volleyball, Swimming, surfing, paddling, sailing and others. Kilohana supports other programs including Robotics, Debate. Kaiāulu will assist in funding these programs.

#### **H. Third-Party Service Providers**

This section is not applicable. The proposed school does not plan to partner with a Service Provider.

#### **I. Conversion Charter School Additional Academic Information**

This section is not applicable. The proposed school is not a conversion charter school.

### III. Organizational Plan

#### A. Governance

1. A clear description of the mission and vision of the proposed school governing board that is aligned with the proposed school’s mission and vision, if different from the proposed school’s mission and vision, and a clear and concise description of the governance philosophy that will guide the proposed school governing board, including proposed school governing board’s bylaws and any other governing policies (except the Code of Ethics and Conflict of Interest policy, which will be provided separately) that are comprehensive and sound, provided as **Attachment R (no page limit)**, and the completed and signed Statement of Assurances (Exhibit 3), provided as **Attachment S (required form)**.

The Governing Board advocates for Kilohana to the Board of Education and its primary responsibilities include overseeing the budget, ensuring the adherence to all laws, formulating policy, and hiring the head administrator. Parents/guardians and community members form the Governing Board. Officers of the Board will include the chairperson, vice-chairperson, treasurer, and secretary. The notice of meetings will comply with all legal requirements of the State Sunshine Laws for regular and special meetings. Executive sessions will be closed sessions in order for the discussion of topics to take place that function to protect the privacy of individuals involved. This is attached as **Attachment R**, the completed and signed Statement of Assurances is provided as Exhibit 3 and also provided as **Attached S**.

2. Organizational charts, provided as **Attachment T (no page limit)**, that clearly indicate all positions and illustrate the proposed school governance, management, and staffing structure in: a) Year 1; and b) all subsequent years until full capacity is reached. The organizational charts must clearly delineate the roles and responsibilities of (and lines of authority and reporting among) the proposed school governing board, staff, any related bodies (such as the proposed school’s supporting nonprofit organization, advisory bodies, or parent/teacher councils), and any external organizations that will play a role in managing the proposed school. The organization charts must also document clear lines of authority and reporting between the proposed school governing board and proposed school and within the proposed school.

Organizational charts are provided as **Attachment T**.

3. A description of an effective governance structure of the proposed school, including the primary roles of the proposed school governing board and how it will interact with the school director, any school management teams, any essential partners, and any advisory bodies. The description must include the size, current and desired composition, powers, and duties of the proposed school governing board that will foster the proposed school’s success; identify key skills or areas of diverse expertise that are or will be effectively represented on the proposed school governing board; and adequately explain how this governance structure and composition will help ensure that: a) the proposed school will be an academic and operational success; b) the proposed school governing board will

effectively evaluate the success of the proposed school and school director; and c) there will be active and effective representation of key stakeholders, including parents or guardians.

Committees will be formed as needed to create reports and make suggestions regarding, but not limited to, the finance and audit, facilities, and the academic program. The head administrator will be a member of all permanent committees. Teachers will be encouraged to become active participants in committees, particularly the School Leadership Team, so that a voice is given to the day-to-day operation of the school, the academic program, and their experiences in the school.

A School Leadership Team is an essential component of the site-based management structure. A School Leadership Team is a voluntary committee that is comprised of representative stakeholders, particularly the administrator, teachers, and specialists. Parents and students may be invited to participate as well. The size of the leadership team should be kept to a four to six (4-6) member group. The purpose of the school leadership team is to facilitate collaboration to increase the learning and engagement of every student through continuous improvement of instruction, assessment and school culture in alignment with the school mission, core practices and values system. One of the major goals of this committee is the school, work plan focused on reviewing results, in alignment with short-cycle assessments and other assessment data.

A parent group will be formed to create opportunities for our community to come together to fulfill our collective responsibility to make sure our school thrives and that the campus is maintained. The parent group will also help to organize parent volunteers and serve as a committee for sharing ideas for the school. The parent group will also assist with Committees will be formed as needed to create reports and make suggestions regarding, but not limited to, the finance and audit, facilities, and the academic program. The head administrator will be a member of all permanent committees. Teachers will be encouraged to become active participants in committees, particularly the School Leadership Team, so that a voice is given to the day-to-day operation of the school, the academic program, and their experiences in the school.

4. If the proposed school has a *virtual or blended learning program*, a clear description of the role the governing board will play in the online learning program that ensures the effective oversight of the online learning program, including a clear and realistic description of the requisite knowledge of online learning that the proposed governing board currently possesses or will endeavor to possess.

The governing board will perform due diligence to ensure the oversight of the online learning program. The IT person will report quarterly to the board regarding the online learning process.

5. Demonstrated will, capacity, and commitment of current and proposed governing board members to govern the proposed school effectively by providing the following:
  - a. A list of all current and identified proposed school governing board members and their intended roles;

- b. A clear summary of members' qualifications for serving on the proposed school governing board, including an adequate explanation of how each member meets any of the considerations in HRS §302D-12 and will contribute a wide range of knowledge, skills, and commitment needed to oversee a *high-quality charter school*, including academic, financial, legal, and community experience and expertise;
- c. Completed and signed Board Member Information Sheets (Exhibit 4) and resumes for each proposed governing board member, provided as **Attachment U (required form; no page limit)**, that demonstrates board members share a vision, purpose, and expectations for the proposed school; and
- d. If not all board members have been identified, a comprehensive and sound plan and timeline for identifying and recruiting governing board members with the necessary skills and qualifications, including a description of such skills and qualifications.
- e. If the current board will transition from an Applicant Governing Board to a more permanent governing board, a comprehensive and sound plan for such a transition, including a reasonable timeline for recruiting and adding new members; a brief description of the individual and/or collective skills sets the anticipated board members are expected to bring, with specific reference to the skill sets described in HRS §302D-12; a description of the priorities for recruitment of additional or replacement proposed school governing board members and the kinds of orientation or training new members will receive; and identification of any bylaws, policies, or procedures changes that will be necessary for such a transition.

We have not identified all board members, but have an interim group of five (5) individuals from our community that are serving as the application/planning committee and interim governing board. We are working with our partners including The Pacific American Foundation and Hi'ilei LLC to assist with planning and identifying potential board members. Our goal is to have seven (7) governing board members. Our community is small and our strategy is to having personal dialogue with prospective Board members and hold formal orientation sessions to provide critical information before individuals are brought on to be Board members. At this time we will have the potential candidate fill out a board application and submit a resume. A vote among the interim governing board will take place and if the potential board member is approved to be a board member they will be notified in writing, with a formal letter from the governing board.

Kilohana believes that the makeup of the Board is critical to meet the needs of our learning community. While we plan to assemble members from Kauai, as we believe this is crucial, we also know that due to our small island community Kilohana is open to having board members from other islands. Based on on-going discussions with our current partners they suggest we have an attorney, a teacher, financial person with audit experience, community partner/liaison, culture, contractor/construction, someone familiar with environmental and permitting laws at the state and more so the County level. Kilohana is forming the board right now and we anticipate having the board in place by August 1, 2016. This will give the board one year to plan

and implement the new charter school. We do not anticipate that any of current members except for the co-directors will be on the permanent governing board. The proposed co-directors, Kamealoha Smith and Kae Ah Loo will be non-voting members on the board.

Below is a clear summary of members' qualifications for serving on the proposed school governing board, including an adequate explanation of how each member meets any of the considerations in HRS §302D-12 and will contribute a wide range of knowledge, skills, and commitment needed to oversee a *high-quality charter school*. This is only the interim.

The current interim board members include:

Kamealoha Smith is serving as our expert in fundraising, community engagement, and has expertise in building the capacity of a community-based non-profit/for project organizational model

Kae Ah Loo is serving as our educational expert in Academic Planning, Curriculum, teacher professional development, and has years of experience in the charter schools as both a teacher and charter author.

Lovey Harper, is serving as our cultural advisor and community engagement specialist. Aunty is from this community and has years of experience helping to organize community to implement major educational initiatives. She currently works as a site director for the Kapa'a Boys and Girls Club,

Stu Rosenthal has a background in finances and is serving as our board expert in this area, especially budgeting and creating internal systems to create reports necessary for the state charter school system,

Suzette Hau'oli Smith (no relation to Kamealoha Smith) serves as a community liaison and cultural advisor. She is a member of the Polynesian Voyaging Society and has the distinction of being the first female expert Navigator.

Completed and signed Board Member Information Sheets ([Exhibit 4](#)) and resumes for each proposed governing board member are provided as **Attachment U** which demonstrates board members share a vision, purpose, and expectations for the proposed school. However, we are still in the process of identifying members.

6. A clear description of effective governance procedures, including an explanation of the procedure by which current proposed school governing board members were selected and how any vacancies will be filled; an explanation of how often the board will meet both during start-up and during the school year; any plans for a committee structure and identification of chairs for any proposed committee(s); and a description of the governing board meetings, including how and where meetings will be conducted, how the governing board will provide meaningful access to the public, and if board meetings are to be conducted virtually (such as through conference calls, videoconference, or web conference).

Hawaii Revised Statute 302B-1 defines the Governing Board as the autonomous governing body of a charter school that receives the charter and is responsible for the financial and academic viability of the charter school, implementation of the charter, and the independent authority to determine that organization and management of the school, the curriculum, virtual education, and compliance with applicable federal and state laws, and that has the power to negotiate supplemental collective bargaining agreements with exclusive representatives of their employees. The current board, known as the interim board came together as concerned parents and community members about the current state of education of our youth.

The Kilohana Academy Governing Board shall consist of seven (7) members who serve two-year terms. In selecting members, consideration shall be given to the persons who: Provide the Board with a diversity of perspectives and a level of objectivity that accurately represent the interests of the Academy, its students and the surrounding community, demonstrate an understanding of best practices of nonprofit governance, and possess strong financial and academic management and oversight abilities, as well as curriculum development, human resource, and fundraising ability. Elections shall be every two (2) years.

We have not identified all board members, but have an interim group of five (5) individuals from our community that are serving as the application/planning committee and interim governing board. We are with our partners, including the Pacific American Foundation and Hi'ilei LLC to assist with capacity building and strategies to identify potential board members. Our goal is to have seven (7) governing board members. Our community is small and our strategy is focused on personal dialogue with prospective board members and hold formal orientation sessions to provide critical information before individuals are selected to board members. We will have potential candidates fill out a board information application and submit a resume. A vote among the interim governing will take place and the potential board member will be notified in writing with a formal letter indicating whether they were selected or not to be a part of the board.

Based on the community we living in, Kilohana believes that the make-up of our board is critical to insure we meet all the needs of our learning community. While we plan to assemble members from Kaua'i, we are also open to having board members from other islands. Based on on-going discussions with our current partners, they suggest we have an attorney, a teacher, financial person with audit experience, community partner/liaison, culture, contractor/construction, someone familiar with the environment regarding permitting laws at the state and more so the County of Kaua'i level. Kilohana is forming the board right now and anticipates having the board in place by August 1, 2016. The governing board will meet two (2) times a month during the start-up period to address on going issues, monitor progress, and make decisions as necessary. Emergency meetings will be called on an as-needed basis. However, once the school starts, the board will have a standing meeting once a month during the school year. Meetings will follow all applicable state and federal laws regarding the posting of agenda, minutes, dates, times, etc. and we anticipate that meetings will be conducted at the school. We do not anticipate having conference or video meetings.

Kilohana Academy anticipates having four (4) standing committees, they are: a) Governance

Committee which ratifies personnel policies including but not limited to codes of conduct for staff and students, evaluation and dismissal procedures, and authorizing of collective negotiations, b) Financial Committee, which oversees any management, operational or service contracts (over \$10,000.00), other contracts which require board oversight, leases or other agreements, which are necessary and / or desirable for promoting the interests of the Academy, works with the school to generate funds separate of supplemental grants, c) Academic Committee reviews student achievement data, benchmarks, standards and other multiple assessments of student progress, and d) Community Engagement Committee works with the school to engagement the community in events, agreements, etc. where partnerships and collaborations are necessary to forward the mission and vision of the school.

7. A clear description of any existing relationships that could pose actual or perceived conflicts if the application is approved, the specific steps that the proposed school governing board will take to avoid any actual conflicts and to mitigate perceived conflicts, and appropriate Code of Ethics and Conflict of Interest policies or procedures, provided as **Attachment V (no page limit)**, that will minimize real or perceived conflicts and align to applicable laws.

There are no existing relationships that would pose an actual or perceived conflict of interest, however, Kilohana Academy anticipates doing a workshop to address the issue of appropriate Code of Ethics and Conflict of Interest policies and procedures. Specific information regarding this question is addressed in Attachment V in the attachment section of this narrative.

8. A clear description of sound plans for increasing the capacity of the proposed school governing board, orientation of new members, and ongoing training and development for members, including reasonable timelines, specific and thoughtful topics and capacities to be addressed, and requirements for participation.

Based on the community we living in, Kilohana believes that the make-up of our board is critical to insure we meet all the needs of our learning community. While we plan to assemble members from Kaua'i, we are also open to having board members from other islands. Based on on-going discussions with our current partners, they suggest we have an attorney, a teacher, financial person with audit experience, community partner/liasion, culture, contractor/construction, someone familiar with the environment regarding permitting laws at the state and more so the County of Kaua'i level. Kilohana is forming the board right now and anticipates having the board in place by August 1, 2016.

This will give the board one year to plan and implement the new charter school. We do not anticipate any of the interim governing board members to continue except for Co-Directors, Kamealoha Smith and Kae Ah Loo. They will be non-voting board members.

Kilohana will provide an orientation and on-going training of board members, using the current board skill set as baseline to schedule workshops. Trainings at this time include but are not limited to: governing board responsibilities, strategic planning, Kapu Aloha (Respect, Civics) Aloha'Āina (School Curriculum), Roberts Rules, Aha Moku (Traditional Knowledge Board Membership Training), Forming School Committee's, Legal/Financial Responsibility Trainings related to local, state, and federal laws, creating reports for various agencies, human resource procedures, school policies, community relations, parent relations, etc. All Board Members will

be required to attend all workshops; if a board member is not able to attend, opportunities will be made available to the members for make up the workshop.

9. A clear description of any advisory bodies or councils, including clear roles and duties, the planned composition, the strategy for achieving that composition, and resumes of any individuals that have been identified to serve on these advisory bodies or councils, provided as **Attachment W (no page limit)**. The description must include an explanation of an effective relationship between the advisory bodies or councils and the proposed school governing board and the proposed school’s leadership team or management team, including the role of parents or guardians, students, and teachers and the reporting structure as it relates to the proposed school’s governing board and leadership.

Not applicable because the proposed school and governing board do not plan to have any advisory bodies or councils.

## **B. Performance Management**

1. Comprehensive and effective plans for evaluating and monitoring academic, financial, and organizational performance that explain how the proposed school will measure and evaluate performance data, including:
  - a. Academic Performance Data Evaluation Plan. A comprehensive and effective plan and system for:
    - i. Collecting, measuring, and analyzing student academic achievement data of individual students, student cohorts, and the school as a whole—throughout the school year, at the end of each academic year, and for the term of the Charter Contract—including identification of the student information system to be used;
    - ii. Using the data to refine and improve instruction, including descriptions of training and support that school directors, any management team, teachers, and governing board members will receive in analyzing, interpreting, and using academic performance data to improve student learning; the qualified person(s), position(s), and/or entities that will be responsible for managing the data, interpreting it for teachers, and leading or coordinating data-driven professional development to improve student achievement; and how the person(s), position(s), and/or entities will be provided time to complete the aforementioned collection, analysis, management, interpretation, and coordination of data-driven professional development; and
    - iii. Reporting the data to the school community.

Kilohana Academy will follow federal and state accountability requirements, including participation in state level assessment programs. Furthermore, the school will follow federal and state accountability expectations, commonly referred to as Adequate Yearly Progress or AYP. Kilohana Academy is held to the same accountability standards as traditional public district schools.

Kilohana Academy will collect, measure, and analyzing student academic achievement data of individual students, student cohorts, and the school as a whole—throughout the school year, at

the end of each academic year, and for the term of the Charter Contract. The school will use the generally accepted information system to create reports for the Governing Board and the Charter Commission. The school will use the data from the Three (3) Indicators below to refine and improve instruction, including descriptions of training and support that school directors, any management team, teachers, and governing board members will receive in analyzing, interpreting, and using academic performance data to improve student learning.

The School Management Team, more specifically the Academic Co-Director along with the teachers will be responsible for managing the data, interpreting it for the stakeholders, and leading or coordinating data-driven professional development to improve student achievement. The Academic Co-Director will be provided time to complete the aforementioned collection, analysis.

The Kilohana Academy Academic Plan assesses the school’s adherence to the material terms of its proposed education program. In particular, this indicator assesses the school’s education-program-related requirements as established in law and through the school’s charter school application. The academic plan will be reasonably consistent with the academic plan proposed in the application. Fidelity to the academic plan is important to Kilohana Academy because the premise of the academic plan was specifically proposed to meet the needs of our ‘at-risk’ student population and the community our school serves. Families and their children choose to attend Kilohana Academy based, in part, on the school’s design and delivery of the academic plan. The Kilohana Academy Academic Plan has Three (3) Indicators to measure academic program effectiveness. The Three (3) Indicators are, Indicator #1: Adequate Yearly Progress (AYP), Indicator #2: Student Achievement Level (Status), and Indicator #3: Student Progress over Time (Growth).

**Indicator #1: Strive HI (High)**

Kilohana Academy will follow federal and state accountability requirements, including participation in state level assessment programs. Furthermore, the school will follow federal and state accountability expectations, commonly referred to as Strive HI (High). Kilohana Academy is held to the same accountability standards as traditional public district schools.

Measures	Metrics	Targets
Strive determination HI	<ul style="list-style-type: none"> <li>• Strive HI (High)</li> </ul>	Strive HI <ul style="list-style-type: none"> <li>• The school will make Strive HI in the aggregate</li> <li>• The school will make Strive HI for all statistically significant subgroups</li> <li>• The school will not have advanced accountability status (Improvement; Corrective Action; Restructuring)</li> </ul>

**Indicator #2: Student Achievement Level (Status)**

Kilohana Academy will use point-in-time measures as indicators of academic program success. Student status measures will include end-of year state testing results, norm

referenced testing results, grade level assessments or demonstrations, or school implemented passage or exit assessments. Kilohana Academy assessments demonstrate where a student, or group of students, is at particular point in time, and do not make a distinction or comparison from year-to-year.

Measures	Metrics	Targets
Proficiency Levels on State Assessments by Grade and Subject [insert subject area and grade level tests administered under state assessment system]	<ul style="list-style-type: none"> <li>• Percentage of students Scoring Proficient or Advanced</li> <li>• Percentage of students Scoring at each state Performance level (e.g. Below Basic, Basic, Proficient, and Advanced)</li> <li>• Meeting and maintaining State Performance Index score improvements</li> </ul>	Proficiency: <ul style="list-style-type: none"> <li>• XX% of students will score Proficient or Advanced Performance Levels</li> <li>• XX% of students will score at [each performance level]</li> <li>• Each year, the percentage of students scoring the bottom two performance levels will be reduced. Performance Index [insert your state’s Performance Index information here]</li> <li>• The school meet and maintain [required Performance Index score] Improvements from one year to the next</li> </ul>
College Entrance Exam Composite and Subtest Scores	<ul style="list-style-type: none"> <li>• Percentage of students Reaching score predictive of College success on exam (as Determined by the test Publisher)</li> <li>• Median score</li> <li>• Percentage of students taking college entrance exam</li> </ul>	Score Predictive of College Success: <ul style="list-style-type: none"> <li>• XX% of students will reach a score predictive of college success</li> <li>• The median score of students taking the test will be XX</li> </ul> Participation: <ul style="list-style-type: none"> <li>• XX% of students take a college entrance exam</li> </ul>
<b>School Identified Measure</b>	<b>School Identified Metric(s)</b>	<b>School Identified Target(s)</b>

**Indicator #3: Student Progress over Time (Growth)**

Student growth over time, as measured by an externally or internally reliable criterion referenced test, is an important indicator of Kilohana Academic Plan. Criterion referenced tests measure a student’s grasp of a particular set of knowledge and skills outlined in a specific curriculum. Targets are consistent with students making appropriate progress towards grade level proficiency and sustaining or exceeding grade level proficiency over time.

Measures	Metrics	Targets
<b>Longitudinal Growth Based on Similar Starting Points</b>	<ul style="list-style-type: none"> <li>• Percentage of students achieving or exceeding typical or average growth rate</li> <li>• Percentage of students making or exceeding target growth rate</li> </ul>	<p>Typical/Average Growth:</p> <ul style="list-style-type: none"> <li>• XX% of students will achieve or exceed typical or average growth, based on similar starting points (e.g., one year’s growth in one year’s time)</li> </ul> <p>Target Growth:</p> <ul style="list-style-type: none"> <li>• XX% of students will make or exceed target growth, based on similar starting points</li> </ul>
<b>Criterion-Referenced Longitudinal Growth</b>	<ul style="list-style-type: none"> <li>• Percentage of students making adequate growth to reach or maintain proficiency during a certain period of time</li> <li>• Percentage of students already proficient or advanced who maintain or improve their performance level</li> <li>• Percentage of students moving to a higher performance level</li> </ul>	<p>Growth to Proficiency</p> <ul style="list-style-type: none"> <li>• XX% of students will make growth to reach or maintain proficiency</li> </ul> <p>Maintain and Improve</p> <ul style="list-style-type: none"> <li>• XX% of proficient or advanced students will maintain or improve their performance level</li> <li>• XX% of students below proficient that move to a higher performance level</li> <li>• XX% of students move to a higher performance level</li> </ul>
<b>School Identified Measure</b>	<b>School Identified Metric(s)</b>	<b>School Identified Target(s)</b>

- b. Financial Performance Data Evaluation Plan. A comprehensive and effective plan and system for maintaining, managing, compiling, and interpreting financial data monthly, quarterly, annually, and for the term of the Charter Contract, including descriptions of the qualified person(s), position(s), and/or entities that will be responsible for maintaining the data, managing the data, compiling it, and interpreting it for the school director and governing board and how the person(s), position(s), and/or entities will be provided time to complete the aforementioned maintenance, management, compiling, and interpretation.

Kilohana Academy's Financial Management and Oversight Plan includes both Financial Reporting and Compliance, and Generally Accepted Accounting Principles. The plan is introduced in the following paragraphs.

Kilohana Academy will develop a comprehensive and effective plan and system for maintaining, managing, compiling, and interpreting financial data monthly, quarterly, annually, and for the term of the Charter Contract, including descriptions of the qualified person(s), position(s), and/or entities that will be responsible for maintaining the data, managing the data, compiling it, and interpreting it for the school director and governing board and how the person(s), position(s), and/or entities will be provided time to complete the aforementioned maintenance, management, compiling, and interpretation.

The Governing Board in collaboration with the school administration will lead the financial and compliance overview reports for Kilohana Academy. The school business manager will be responsible for maintaining the data, managing the data, compiling it, and interpreting it for the school director and governing board. The business manager will be provided time in their work schedule to complete the tasks involved with financial and compliance overview reports. The Governing Board and management team will be provided time at appropriate times so they will be afforded the opportunity to review and sign off on financial and compliance reports. Maintenance.

Financial Reporting and Compliance Overview includes financial reports and measurements that are used as a basis for the analysis of a school's financial viability. The purpose of this measure is to determine whether Kilohana Academy is submitting accurate and timely information to the Commission. Charter schools are public organizations that use public funds, and the Commission is the entity charged with ensuring that schools are responsible stewards of those funds. Kilohana Academy will materially comply with all applicable state and federal laws, rules, regulations, and provisions of the charter contract relating to financial reporting and compliance requirements.

Kilohana Academy will use standard accounting practices that are aligned with state and federal laws. The school will materially comply with all applicable state and federal laws rules, regulations, and provisions of the charter contract relating to generally accepted accounting practices.

- c. Organizational Performance Data Evaluation Plan. A comprehensive and effective plan and system for maintaining, managing, compiling, and interpreting organizational

performance data monthly, quarterly, annually and for the term of the Charter Contract, including descriptions of the qualified person(s), position(s), and/or entities that will be responsible for compiling data on performance and interpreting it for the school director and governing board and how the person(s), position(s), and/or entities will be provided time to complete the aforementioned compiling and interpretation.

Kilohana Academy proposes the following Organizational Performance Framework. The purpose of this framework is to appropriately communicate to the charter school and public the compliance-related standards as authorized by Hawaii Charter School Commission. The Kilohana Organizational Framework lists the standards, which are aligned to state and federal law, rules, regulations, and the charter contract that we charter schools are required to meet.

This framework is meant to be a guide so we can derive at a comprehensive and effective plan a system for maintaining, compiling, and interpreting organizational performance data monthly, quarterly, annually and for the term of the Charter Contract. The framework is below and is meant to include Academic Performance, Financial Performance, and Organizational Performance. However, only Organizational Performance is included in this section.

Organization Framework Indicators and Measures are:

1. Education Program

- a. Material Terms of the Charter Contract
- b. Education Requirements
- c. Progress for students in Special Education
- d. Progress for overall student body

2. Financial Management and Oversight

- a. Financial Reporting and Compliance
- b. Generally Accepted Accounting Principles

3. Governance and Reporting

- a. Governance Requirements
- b. Management Accountability
- c. Reporting Requirements

4. Students, Parents, Employees and Community

- a. Students Rights & Responsibilities
- b. Recurrent Enrollment
- c. Teacher and Staff Credentials
- d. Employee Rights & Responsibilities
- e. Background Checks

5. School Environment

- a. Facilities and Transportation
- b. Health and Safety
- c. Information Management

- d. Community Partnerships
- e. Teacher Professional Development and Scholarly Research
- f. School Culture, Students, Teachers, & Community

Organizational Performance includes the following:

**GOVERNANCE AND REPORTING Overview:** Charter school boards hold fiduciary responsibility for the charter schools they oversee and must comply with applicable governance requirements. Kilohana Academy materially complies with applicable state and federal laws, rules, regulations, and provisions of the charter contract relating to governance by its board,

**Management Accountability Overview:** The central role of the charter school board is to responsibly delegate the work of actualizing the board's vision and mission. The board has a responsibility to oversee and hold accountable the charter school management, whether it chooses to contract with a management organization or hire an individual or management team. The governing board materially complies with applicable state and federal laws, rules, regulations, and provisions of the charter contract relating to oversight of the school management team,

**Reporting Requirements Overview:** Reports will be generated as required in order to evaluate Kilohana's operational performance and form the basis for renewal recommendations. Kilohana will meet the commission standards and materially complies with applicable state and federal laws, rules, regulations, and provisions,

**Rights of Students Overview:** Charter schools must protect the rights of the students they serve. Kilohana will demonstrate compliance with a range of state and federal requirements from admissions policies. Kilohana materially complies with applicable state and federal laws, rules, regulations, and provisions of the charter contract relating to the rights of students.

**Recurrent Enrollment Overview:** Kilohana Academy has in place indicators, measures and metrics related to year-to-year for recurrent enrollment. Recurrent enrollment rates at Kilohana Academy are not significantly lower than the average for the district in which the school is located.

**Teacher and Staff Credentials Overview:** Kilohana Academy will employ appropriately qualified and credentialed staff including administrative, teaching, and educational support staff as required by law. Staff will meet Highly Qualified Teacher and Paraprofessional requirements. Kilohana Academy materially complies with applicable state and federal laws, rules, regulations, and provisions of the charter contracts relating to state certification requirements as required,

**Employee Rights Overview:** Kilohana will follow applicable employment law. Academy materially complies with applicable state and federal laws, rules, regulations, and provisions of the charter contract relating to employment considerations, including but not limited to the Family Medical Leave Act, the Americans with Disabilities Act, employment contracts, Title VII of the Civil Rights Act of 1964, etc.

**Background Checks Overview:** Charter schools must conduct background checks to ensure the safety of students and employees in the school. Kilohana Academy materially complies with applicable state and federal laws, rules, regulations, and provisions of the charter contract.

**Additional Obligations Overview:** Designed to be a “catch-all,” this measure ensures that the Kilohana Academy is held accountable to obligations that are not explicitly stated in the Organizational Framework but that the school is held accountable to through some other account. Additionally, this captures any new requirements that may come after both parties agree to the performance agreements. Kilohana materially complies with all other legal, statutory, regulatory, or contractual requirements contained in its charter contract that are not otherwise explicitly stated herein.

The SCHOOL ENVIRONMENT Section includes:

**Facilities and Transportation Overview:** The Commission must ensure that the school’s physical plant is safe for occupancy as a school and that the school complies with laws related to the provision of transportation services. Kilohana materially complies with applicable state and federal laws, rules, regulations, and provisions of the charter contract.

**Health and Safety Overview:** Kilohana Academy meets state and federal health and safety requirements related to health services and food services. Kilohana school materially complies with applicable state and federal laws, rules, regulations, and provisions of the charter contract relating to safety and the provision of health-related services.

**Information Management Overview:** Kilohana Academy Governing Boards and Management Team appropriately handle sensitive information, which often includes student-level data protected under federal law. Additionally, boards may receive requests for documentation from parents, community members, other stakeholders and/or the media and must comply with the Kilohana school materially complies with applicable state and federal laws, rules, regulations, and provisions of the charter contract relating to the maintaining and handling of information.

2. A clear description of thoughtful, appropriate corrective actions the proposed school will take if it falls short of:
  - a. Student academic achievement expectations or goals at the school-wide, classroom, or individual student level, including an explanation of what would trigger such corrective actions and the person(s), position(s), and/or entities that would be responsible for implementing them;
  - b. Financial performance standards set in the Financial Performance Framework, including an explanation of the actions that would be taken if the proposed school is issued Notices of Concern or Deficiency under the terms of the Charter Contract, if the independent auditor issues findings, or if the proposed school encounters financial difficulties; and
  - c. Organizational performance standards set in the Organizational Performance Framework, including an explanation of the actions that would be taken if the proposed school is issued Notices of Concern or Deficiency under the terms of the Charter

Contract or if the proposed school has a corrective action plan approved by the Commission.

Kilohana Academy shall submit a comprehensive organizational improvement to the appropriate organization, including an explanation of the actions that would be taken if the proposed school is issued Notices of Concern or Deficiency under the terms of the Charter Contract or if the proposed school has a corrective action plan approved by the Commission. The plan is described in the following paragraph.

Should the need arise to address an organizational concern or deficiency under the terms of the Charter contract, Kilohana Academy will immediately form a committee composed of parents, community, and staff to appropriately outline a plan to address the deficiency. The committee will be responsible for meeting, making recommendations, and assisting to implement the organizational improvement plan.

The organizational improvement plan to address the deficiency will include: a) a component to assist the school to implement research-based strategies to assist with addressing the area of deficiency, b) a component to assist the school to align organizational priorities to address barriers to achievement, c) a component to re-allocate school resources to address areas of organizational deficiency including focusing available funding on professional development in areas of organizational deficiency, d) a component to conduct an audit to determine the factors that contributed to the deficiency and provide a report of findings to the school management team.

3. If already developed, School-Specific Measures, provided as **Attachment X (no page limit)** and using the School-Specific Measures Template ([Exhibit 5](#)), that propose reasonable assessments that are aligned with the Academic Plan.

Not applicable because School-Specific Measures are not yet developed, it is to be developed.

### **C. Ongoing Operations**

1. If the proposed school will provide daily transportation, a sound plan describing the transportation arrangements for prospective students, including a description of how the proposed school plans to meet transportation needs for field trips and athletic events.

Not applicable because the proposed school will not provide daily transportation. However, Kilohana Academy anticipates using Kaiāulu's vans for transportation needs for field trips and athletic events.

2. Sound plans for safety and security for students, the facility, and property, including descriptions of policies and the types of security personnel, technology, and equipment that the proposed school will employ. If the proposed school has a *virtual or blended learning program*, the description must include physical or virtual security features to deter theft.

Kilohana Academy anticipates partnering with Kaiāulu to purchase the appropriate virtual security features to deter theft. Maintaining Kapu Aloha and Aloha Aina at all times assist us to make good choices relating to safety and security.

3. If the proposed school will provide food service, a sound plan describing the proposed school's plan for providing food to its students, including plans for a facility with a certified kitchen, transporting food from a certified kitchen, or other means of providing food service that is in compliance with applicable laws.

Not applicable because the proposed school will not provide food service. Kilohana Academy anticipates partnering with local Boys & Girls Club to use Certified Kitchen to have students assist with making their own lunches. Preparing lunch will be a part of the Health Curriculum as articulated in our Academic Plan.

#### **D. Student Recruitment, Admission, and Enrollment**

1. A sound, thoughtful, and comprehensive plan for student recruitment and marketing that will provide equal access to interested students and families and specifically describes plans for outreach to families in poverty, academically low-achieving students, students with disabilities, and other youth at risk of academic failure, as well as plans for promoting socioeconomic and/or demographic diversity, including a description of how the proposed school will attempt to make itself attractive to families with relatively higher incomes and/or levels of formal education if the proposed school is projecting a high percentage of free and reduced lunch and intends to achieve socioeconomic and/or demographic diversity.

Kilohana Academy anticipates partnering with Kaiāulu and their main partner, the Kapa'a Boys and Girls Club, to host community events and to provide equal access to interested students and families in our community. Kilohana Academy is keenly aware of the challenges associated with doing outreach in this community and other 'at-risk' communities, so we are going to use our familial, community, and social networks to approach families directly about enrolling their children in our school. Kilohana also anticipates getting referrals from the public schools and other agencies that deal directly with families in poverty, academically low achieving students, students with disabilities, and other youth at risk of academic failure.

Regarding plans for promoting socio-economic and/or demographic diversity, Kilohana will partner with community organizations to set up a table for information about Kilohana Academy at community events, use social media to advertise, develop public service announcements for our community-based radio station to broadcast, and host community meetings for interested parents. Kilohana does anticipate a high percentage of free and reduced lunch students, which is addressed in paragraph one.

2. If applicable, the identification and description of any enrollment preferences that the proposed school would request that are in compliance with federal and state law and any Commission policies or guidelines, including a reasonable justification for the enrollment preference request.

Not applicable because the proposed school will not seek any enrollment preferences.

3. An admission and enrollment policy, provided as **Attachment Y (no page limit)**, that complies with applicable laws and any Commission policies or guidelines, ensures the proposed school will be open to all eligible students, and includes:
  - a. A reasonable timeline and comprehensive plan for the application period, including admission and enrollment deadlines and procedures and an explanation of how the school will receive and process applications;
  - b. A reasonable timeline and comprehensive plan for student recruitment or engagement and enrollment;
  - c. Effective procedures for lotteries, waiting lists, withdrawals, re-enrollment, and transfers in accordance with state and Commission requirements; and
  - d. Descriptions of reasonable pre-admission activities for students and parents or guardians, including an explanation of the purpose of such activities.

An admission and enrollment policy is provided as **Attachment Y**.

#### **E. Parent Involvement and Community Outreach**

1. A clear description of the proposed school's philosophy on parent and community involvement and the role of parents or guardians and the community in the proposed school, including a summary of what has been done to assess and build parent and community interest in the proposed school and the results achieved.

Parents and community are an integral part of the school mission. Kilohana Academy is adopting the Kaiaulu Anahola Community Involvement Plan. This model of community and parent involvement includes parents who are actively involved in all stages of the program design, implementation, and evaluation. Prior to starting any place-based project, Kaiāulu normally has a meeting with stakeholders, walks the 'ahupua'a, and engages in dialogue with kūpuna and practitioners. We advertise our projects through community meetings, Face Book, and walking our 'ahupua'a.

2. Sound parent engagement plans that are welcoming and accessible to all parents or guardians from the time that the proposed school is approved through opening and after the proposed school is opened, including plans for building family-school partnerships that strengthen support for learning and encourage parental involvement and any commitments or volunteer activities the proposed school will seek from or offer to parents or guardians.

Once all stakeholders have been informed and the project is approved, then Kaiāulu works with the staff, students, and volunteers, to develop the project plans and address the issue of funding and partnerships. After this, Kaiaulu identifies funding opportunities and project partners. Project partners, usually community and/or parent volunteers and agencies provide in-kind support, mentors for the project, and actively work with staff to insure the project runs smooth.

Once the project begins, mentors, community, and parents become involved in implementing different components of the project. The partners are involved in monitoring the project progress, assisting with the implement of project goals, assist with project deliverables, culminating events, and agency reports. Kaiāulu calls it their CIP, short for Community Involvement Plan and Kilohana Academy would like to use implement model to as a the foundation of community engagement.

The plan described above is the plan Kaiāulu Anahola uses to facilitate community and parents involvement. Kaiāulu Anahola has been using the CIP model for the past three (3) years; Kaiāulu piloted CIP for two (2) years prior. This model is founded on the notion that building a school requires community involvement, relationships as the key to building a school with community buy in, and using local resources reaffirms this relationship. This is the plan that Kilohana is using to recruit students, recruit teachers, and build support for the school. Each different activity or project necessitates re-evaluating the CIP and adjusting the plan so that the project and/or activity is successful and goals are achieved.

The CIP models allows for sound parent engagement plans that is welcoming and is accessible to all parents or guardians from the time that the proposed school is approved through opening and after the proposed school is opened, including plans for building family-school partnerships that strengthen support for learning and encourage parental involvement and any commitments or volunteer activities the proposed school will seek from or offer to parents or guardians. A Kilohana CIP Handbook is being developed along with a committee to serve as part of the CIP Team.

**3. Effective strategies describing how the proposed school will inform and engage parents or guardians and the community about the proposed school's development.**

Kaiāulu Anahola a Traditional Ecological Knowledge Outreach Program that has operated in the Kapa'a for the past 5 years, is helping Kilohana to network mentors and volunteers, and to secure funding to underwrite costs of projects and other costs not covered by the per pupil allocation. We will use The Kapa'a Boys and Girls Club to host the school for Year 1, 2017-2018 and partner with them to provide after school tutoring for students. Kealia Farms will provide space for Kilohana to do projects related to the Watershed and serve as our main partner to provide career training for students in leadership, resource management, and sustainable living. The County of Kauai will allow Kilohana to do projects along the Ala Loa Fishing Trail.

Since 2011, the Pacific American Foundation as served as Kaiāulu Anahola's fiscal sponsor and will continue to do so until 2018, at which time Kaiāulu Anahola was have its own 501(c)3 dedicated to raising funds for the school to enhance student learning.

**4. A description of any community resources and partnerships the proposed school has established with community organizations, businesses, or other educational institutions that will benefit students and parents or guardians, including the nature, purposes, terms, and scope of services of any partnerships and existing evidence of commitment and support from identified community partners, provided as Attachment Z (no page limit), such as letters of intent or commitment, memoranda of understanding, and/or contracts.**

Kaiāulu is the main partner for Kilohana Academy. Kaiāulu is a project/place-based outreach program that provides science enrichment programs for the current student population they serve in partnership with the Kapa‘a Boys and Girls Club. The Pacific American Foundation serves as the fiscal sponsor for Kaiāulu. The Pacific American Foundation, located on O‘ahu has agreed to serve in an advisory capacity to assist with our internal fiscal and reporting systems. The Kapa‘a Boys and Girls Club serves as our host for our school in Year 1. More partnerships will be created to benefit students and parents and guardians. Appropriate documentation is included in Attachment Z, which address the nature, purposes, terms, and scope of services of any current partnerships and existing evidence of commitment and support from identified community partners.

## **F. Nonprofit Involvement**

1. If applicable, a clear and comprehensive description of the proposed school’s associated nonprofit organization, including its current tax status and/or the plan and timeline for obtaining tax exempt status and the nonprofit’s mission and purpose. The description must specifically identify ways that the proposed school’s associated nonprofit organization will support the proposed school (such as community fundraising, developing partnerships, finding alternative funding sources, writing grants, and finding other ways to leverage existing resources) and specify any grants or programs that the nonprofit is planning to use. If the nonprofit’s mission is not to solely support the proposed school, the description must also adequately explain any competing interests for the nonprofit’s time and resources and how the proposed school will ensure such competing interests will not hinder the school’s ability to operate and obtain outside supports.

Kaiaulu Anahola is a community-based outreach and research organization. The Pacific American Foundation is the program fiscal sponsor. Kaiāulu Anahola’s goal is to become a fully incorporated 501(c) 3 beginning the Fall 2017 academic year. Kaiāulu Anahola is currently being mentored by, The Pacific American Foundation in all areas of Non-profit management so it can operate as Non-profit based on the Island of Kauai. Kaiāulu Anahola has secured a working agreement with Hi‘ilei Aloha LLC for consulting services to build capacity to make the transition from a community-based organization to a non-profit that can support Kilohana to fundraising, developing partnerships, finding alternative funding sources, writing grants, and finding other ways to leverage existing resources. Kaiāulu is currently applying for funds to National Oceanic Atmospheric Administration (NOAA), Administration for Native Americans (ANA), Office of Hawaiian Affairs (OHA), and Native Hawaiian Education Grant Programs (NHEP) to underwrite Year Zero (0) costs.

The Pacific American Foundation, Kaiāulu Anahola’s current fiscal sponsor extends resources to Kaiāulu as part of working agreement to insure the timely delivery of all project deliverables, successful implementation of all components of the grant, and to act as a mentor to Kaiāulu Anahola. One of the goals of the Pacific American Foundation is to identify community-based projects whose goals are similar to their core values and mission. Kaiāulu Anahola is a project conceived in partnership with the Pacific American Foundation as fiscal sponsor with a focus on community and it's youth on Kauai.

The mission of the Pacific American Foundation is to improve the lives of all Pacific Americans encompassing citizens of the United States who can trace their ancestry to the indigenous settlers of the state of Hawaii, territory of American Samoa, Territory of Guam, the Commonwealth of The Northern Mariana Islands, Fiji, New Zealand, Tahiti and Tonga.

The purpose of the Pacific American Foundation is to improve the lives of Pacific Americans, through service with dignity, courage, humility and competence. The Pacific American Foundation has been recognized by Hawaii's past governors as one of the nonprofit leaders in assisting native Hawaiian communities with educational and leadership programs for over seventeen years. The current tax status is attached.

2. A list of all current and identified nonprofit board members that is in compliance with the State Ethics Code and their intended roles and a description demonstrating that the nonprofit board members have the necessary experience and qualifications relevant to the above means of supporting the proposed school. If none of the current nonprofit board members have the requisite experience or capacity, the description must explain a comprehensive plan to identify and recruit individuals with the necessary experience and capacity.

Not applicable because the proposed school does not have an associated nonprofit organization, but is seeking a fiscal sponsor relationship that will allow Kilohana Academy to apply for grants through its partnership with Kaiāulu.

## **G. Geographic Location and Facilities**

### **1. Geographic Location.**

- a. A description, with reasonable specificity, of the geographic location of the proposed school's facility, including the DOE complex area(s) in which the proposed school will be located.

Kilohana Academy will be located at The Kapa'a Boys and Girls Club in Year One (1) and Year Two (2). The Kapa'a Boys and Girls Club is located behind Kapa'a High School; the address is 4695 Mailehuna Road, Kapa'a, Hawaii 96746. Kilohana Academy is in the Kapa'a Educational Complex.

- b. A reasonable rationale for selecting the geographic location and a comprehensive description of the research conducted, if any, to support that rationale.

Kilohana Academy is located in the largest town on the island of Kauai and it provides for easy access for the intended target population. Moreover, agreements are already in place to carry out projects intended for place-based education in Puna Moku.

### **2. Facilities.**

- a. If the proposed school has obtained a facility, a description of the facility—including address, square footage, square footage rent, amenities, previous use, and what needs to be done in order for the facility to be in compliance and meet requirements to serve as a school—demonstrating that the facility is reasonably adequate for the intended purposes,

has a sound plan and timeline for renovating and bringing the facility into compliance with applicable building codes, and will meet the requirements of the Academic Plan, including the needs of the anticipated student population. If the proposed school has a *virtual* or *blended learning program*, or relies heavily on technology, the description must adequately explain how the facility will support the proposed technology model, including electrical capacity and access to sufficient network capacity. The description must reference and provide, as **Attachment AA (no page limit)**, a letter of intent, Memorandum of Understanding (“MOU”), or other proof of intent to secure a specific facility.

The facility is reasonably adequate for the intended purposes, and it is not necessary to renovate or have existing compliance issues. The location already meets the requirements of the Academic Plan, including the needs of the anticipated student population. Kilohana Academy will have a *virtual* or *blended learning program*, and is currently working with the management at The Kapa’a Boys and Girls Club to upgrade the facility will support the technology needs of the school, including electrical capacity and access to sufficient network capacity. Please see attached MOU that articulates agreement as provided in **Attachment AA**.

- b. If the proposed school plans to add students or grade levels during the first five years, a reasonable and sound facility growth plan that shows how the school will accommodate the additional square footage necessary for additional students, faculty, and staff and sufficiently identifies any permits or rezoning that might be necessary to implement the facility growth plan.

Kilohana Academy plans to work with Kaiāulu Anahola to facilitate discussions with the community, partners (or potential partners), and agencies to build facilities to accommodate the additional square footage necessary for additional students, faculty, and staff and sufficiently identifying any permits or re-zoning that might be necessary to implement the facility growth plan.

## **H. Start-Up Period**

- 1. A comprehensive, reasonable, and sound management plan for the start-up period, provided as **Attachment BB (no page limit)**, that aligns with the Academic, Organizational, and Financial Plans (including the start-up year (Year 0) budget in the Financial Plan Workbook). The management plan must detail the start-up plan for the proposed school, including specific tasks, timelines, milestones, and responsible individuals for each of the following areas:
  - a. Plans to obtain financing for the proposed school’s facility, highlighting the alignment of the financing plan with the timing of obtaining and renovating the facility, as described in Criterion III.G.2;
  - b. Plans to fund the start-up period, including all plans for fundraising and grant writing and a description of any specific fundraising opportunities and grants the applicant has identified;

- c. Plans to market the proposed school to the school’s anticipated student population and develop partnerships with other charter schools, DOE schools, and private schools to identify possible students and achieve the proposed school’s projected enrollment, including any other ways the applicant plans to achieve its projected enrollment;
- d. Plans to hire teachers, administrative staff, and support staff during the start-up period, if any, incorporating the timelines for hiring teachers, described in [Criteria II.E.4](#), and delivering the professional development, described in [Criteria II.E.2](#);
- e. Plans to identify, recruit, select, and add or replace new governing board members that align with the recruitment plan described in [Criterion III.A.5.d](#), the governing board transition plan described in [Criterion III.A.5.e](#), and any governing board training described in [Criterion III.A.8](#), as applicable; and
- f. Any other plans for activities that will need to be completed during the start-up period, such as the selection of curriculum materials, as applicable.

A management plan for the start-up period is provided as **Attachment BB**.

- 2. A sound plan for leading the development of the school during its pre-opening phase, including identification of capable individuals who will work on a full-time or nearly full-time basis following approval of the application to lead development and implementation of the plan to open the proposed school and a description of a viable plan to obtain the funding necessary to compensate these individuals that is aligned with the budget.

Kilohana will partner with Kaiāulu to lead the development of the school during the pre-opening phase. Kae Ah Loo, proposed Co-Director for Academic Affairs and Stu Rosenthal, proposed Business Manager will work full-time and Kamealoha Smith, proposed Co-Director for Community Engagement will work part-time following the approval of the application. This is the proposed management team and will lead the development and implementation of the plan to open the proposed school and a description of a viable plan to obtain the funding necessary to compensate these individuals that is aligned with the budget.

The Kilohana Academy Start Up Plan is divided into Seven (7) categories: Enrollment, The Board, Compliance, Finance, Staff, Operations and Facilities, and Academics. The management team and interim governing board will be involved in leading the development and implementation of this plan.

The Enrollment Start Up Plan includes recruitment for enrollment, outreach and marketing, and enrollment procedures. The Board includes recruitment, and training board members. Compliance includes securing all applicable MOU’s, Attendance Policies & Procedures, Identifying a Student Information System, Understanding Report Requirements, addressing the issue of Accreditation, Accountability to Academics, Administering Assessments, and Addressing Audits. Finance includes, Training Board Members in school financial systems, hiring staff, Update Budget on a regular Basis, and Planning Ahead to take advantage of critical

fund opportunities, either through grants or fundraising. Staff involves Writing Job Descriptions, Developing a Hiring Plan, Addressing Issues of Employment Status, Compensation, Employee Handbook, and Professional Development. Operations and Facilities include, Buying Supplies, Food Service Plan, Transportation Plan, Technology Plan, and Preparing for the first day, week, and month. Finally Academics, includes implementing an Academic Plan, Extracurricular Activities, School Culture, Professional Culture, and Daily Life Issues. A work plan including a timeline, implementation, goals, measurements and success is also a part of the plan.

**I. Conversion Charter School Additional Organizational Information**

This section is not applicable. The proposed school is not a conversion charter school.

## IV. Financial Plan

### A. Financial Oversight and Management

1. A clear description that gives reasonable assurance that the proposed school will have sound systems, policies, and processes for financial planning, accounting, purchasing, and payroll, including an adequate explanation of how the proposed school will establish and maintain strong internal controls and ensure compliance with all financial reporting requirements. The description must also explain the plans and procedures for conducting an annual audit of the financial and administrative operations of the proposed school that is in accordance with state law, including a reasonable annual cost estimate of the audit that is included in the Financial Plan Workbook.

Whatever its mission or size, all organizations should have policies and procedures established so that (1) boards and officers understand their fiduciary responsibilities, (2) assets are managed properly and (3) the stated mission of the organization is carried out. Some of the basic procedures are the following.

Preparing annual and period reports that compare actual receipts and expenditures to the budget with variance explanation. At the end of the each month, the Business Manager prints the P&L and the B/S for review. It is reviewed by the Business Manager for any errors, then matched against the current year's budget and forwarded for review to the Co-Director's and the Treasurer. Any and all variances from the budget are discussed.

Writing and signing checks or vouchers, and receiving, recording, securing, and depositing cash and other receipts: Such procedures should ensure that no single individual is responsible for receiving, recording, and depositing funds or request, authorize, verify, and record expenditures. Checks and balance are essential for accountability. One of the Co-Directors reviews the checks, matches them to the supporting documents and then he/she signs the checks. Checks greater than or equal to \$1,000.00 require two (2) signatures and checks greater than or equal to \$7,500.00 require one (1) of the Co-Directors and a Governing Board members to sign. If payment is collected, a receipt for any form of payment (e.g. cash, credit card, etc.) is given to the payer.

Receipt must be pre-numbered and written in duplicates. Void receipts are marked as such and kept in the book. Ensuring that grants and contributions received are properly recorded noting any conditions or restrictions on the use of such funds.

Payroll is process semi-monthly. Checks for the first half of the month, 1-15, are paid on the 20<sup>th</sup>. Checks for the second half of the month, 16-31, are paid on the 5<sup>th</sup> of the month. Time sheets are completed by the employee and approved by one of the Co-Directors.

Semi-annually the Governing Board Treasurer should verify pay rates per the employees file to the actual salary paid for each employee.

The board decides upon procurement policies for fixed assets. For any purchases over \$5,000.00, the requesting staff must solicit three (3) bids. Then, the Business Manager will forward the three (3) bids, along with a recommendation to the Co-Directors.

All equipment purchased for the school receives an inventory tag when the item arrives. The Business Manager puts an inventory tag on each item, logs the tag number, serial number, model, etc. into a log, which is sorted by person/grade. At the end of each school year, to ensure that all equipment is accounted the Business manager for performs an inventory.

The school leadership is responsible for establishing the policies and procedures for the school. Once established, these policies and procedures are presented to the Governing Board. The Governing Board will review the policies and procedures and may approve them, ask for clarification, recommend adjustments, etc.

The Governing Board is responsible to approve all new hires, all contracts over \$5,000. The School Co-Director's is responsible for ensuring that all approved policies and procedures are followed.

The Business Manager, along with School Leadership develops and monitors the Annual Budget. Once approved by the schools leadership, the budget is presented to the Governing Board for its approval.

The School Co-Director's is responsible for setting all employee's salaries in accordance with current Union (HSTA, HGEA, UPW) guidelines. This information is given to the Business Manager who then creates a PAF (Personnel Action Form), which goes into the employees personnel file.

The Business manager, along with the School Co-Director's is responsible for monitoring the budget on a monthly basis, following procedures for payroll processing, purchasing, accounts payable, accounts receivable, and reimbursements. Also, they are responsible for preparing for the annual audit by an outside auditor.

An external annual audit will be performed every year in September. After the end of the fiscal year (June 30th), the Business manager will begin to gather/reconcile all the pertinent data required by the external auditor. Internal audits will need to be performed quarterly, by school leadership; the board reviews the effectiveness of the schools policies and procedures.

Any contracts with an estimated value of \$5,000 or greater will require at least three bids (if possible). The winning bid does not have to be the lowest based on references. The following may be contracted by Kilohana Academy:

Payroll – Ceridian is the approved vendor by the Commission. The estimated costs are approximately \$2,400 per year.

Audits – The commission has a list of approved auditors for Hawaii's Charter Schools. Auditors will be interviewed and selected based on references and cost. The estimated cost of the audit is \$8,000.

2. A clear description of the roles and responsibilities that demonstrates a strong understanding of the appropriate delineation of such roles and responsibilities among the proposed school leadership team or management team and proposed school governing board regarding school financial oversight and management.

The Governing Board is responsible to approve all new hires, all contracts over \$5,000. The School Co-Director is responsible for ensuring that all approved policies and procedures are followed.

The Business Manager, along with School Leadership develops and monitors the Annual Budget. Once approved by the school's leadership, the budget is presented to the Governing Board for its approval.

The School Co-Director is responsible for setting all employee's salaries in accordance with current Union (HSTA, HGEA, UPW) guidelines. This information is given to the Business Manager who then creates a PAF (Personnel Action Form), which goes into the employees personnel file.

The Business manager, along with the School Co-Director is responsible for monitoring the budget on a monthly basis, following procedures for payroll processing, purchasing, accounts payable, accounts receivable, and reimbursements. Also, they are responsible for preparing for the annual audit by an outside auditor.

3. A description of sound criteria and procedures for selecting vendors or contractors for any administrative services, such as business services, payroll, and auditing services, including reasonable anticipated costs that are reflected in the Financial Plan Workbook.

Any contracts with an estimated value of \$5,000 or greater will require at least three bids (if possible). The winning bid does not have to be the lowest based on references. The following may be contracted by Kilohana Academy:

Payroll – Ceridian is the approved vendor by the Commission. The estimated costs are approximately \$2,400 per year.

Audits – The commission has a list of approved auditors for Hawaii's Charter Schools. Auditors will be interviewed and selected based on references and cost. The estimated cost of the audit is \$8,000.

## **B. Operating Budget**

1. Complete, realistic, and viable start-up and three-year operating budgets, provided through the Financial Plan Workbook ([Exhibit 6](#)) as **Attachment FF (required form)**, that align to the Academic and Organizational Plans.

The start-up and three-year operating budgets are provided as **Attachment FF**.

2. Budget Narrative. A detailed budget narrative that clearly explains reasonable, well-supported cost assumptions and revenue estimates, including but not limited to the basis for revenue projections, staffing levels, and costs. The narrative must specifically address the degree to which the school budget will rely on variable income (especially for grants, donations, and fundraising) and must include the following:
  - a. A description indicating the amount and sources of funds, property, or other resources expected to be available not only via per-pupil funding but also through corporations, foundations, grants, donations, and any other potential funding sources. The description must note which are secured and which are anticipated; explain evidence of commitment, and provide such evidence as **Attachment GG (no page limit)**, for any funds on which the proposed school's core operation depends (*e.g.*, grant award letters, MOUs); and describe any restrictions on any of the aforementioned funds.
  - b. A sound contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated, including contingencies for scenarios where the official enrollment of the proposed school is substantially lower than projected and/or anticipated variable income is not received. The contingency plan must also include a Year 1 cash flow contingency, in the event that revenue projections are not met in advance of opening.
  - c. If the proposed school has a *virtual or blended learning program*, a clear and comprehensive description of the necessary costs for delivery of such program, including costs associated with hardware, software, peripheral needs (cases, headphones, chargers, etc.), storage, and network infrastructure needs, as applicable.

The interim governing board is in the process of developing a plan to secure funding and other resources we anticipate to be available through corporations, foundations, grants, donations, and other sources of funding. Our emerging plan is provided in **Budget Attachment GG**.

The budget narrative presents a detailed description of assumptions and revenue estimates, including but not limited to the basis for revenue projections, staffing levels, and costs. The narrative should specifically address the degree to which the school budget will rely on variable income (*e.g.*, grants, donations, fundraising). Include the following:

The assumptions for the attached budget are:

#### **REVENUES:**

1. State per pupil based on \$6,500 per student with \$292,500 in year 1, \$390,000 in year 2 and \$520,000 in year 3.
2. Kamehameha Schools per pupil is \$1,500
3. OHA per pupil is \$500.
4. Federal Impact Aid at \$40,000 per year
5. SPED income is assumed at \$2,500, \$5,000 and \$5,000 respectively for years 1 thru 3 based on the estimated amount of students who are classified as SPED.

6. Private Grants will be applied for thru Office of Hawaiian Affairs, Kamehameha Schools and other private organizations. The estimates are \$75,000, \$100,000, \$100,000 and \$100,000 respectively for years 0 thru 3.
7. Title I is assumed at \$25,000 each year for years 1 – 3.
8. Title II is assumed at \$5,000 each year for years 1 – 3.

### **STAFFING LEVELS**

1. Year 1 – 2 Co-Director’s (\$70,000), two Teachers, all HQ (\$55,000 each), two half time “specials” teachers (\$25,000), half time IT Coordinator (\$22,500), Business Manager (\$60,000) and a Maintenance/Custodian/Driver (\$21,000). Increases in salaries are based on collective bargaining with HSTA, HGEA and UPW. The estimated increases used for years 2 and 3 are, 3% HSTA (teachers), 4% for Business Manager and 6% for the Co-Director’s (HGEA BU 6). The Maintenance/custodian is a UPW member and the estimated yearly increase is 2%.

In addition, there is a SPED position funded by DOE.

2. Year 2 – The only addition to the staff in year 2 is two half time “specials” teachers (\$50,000).
3. Year 3 – The addition of a SASA (\$40,000), 2 Teachers (\$56,650) and 2 additional half time “specials” teachers. All increases year to year are based on estimates provided by the three (HSTA, HGEA and UPW) unions.

### **MAJOR EXPENSE ASSUMPTIONS**

1. \$8,000 each year for the annual audit
2. \$5,000 respectively for years 1 thru 3 for Substitute Teachers.
3. \$7,500 in year 1 thru year 3 for Professional Development.
4. \$15,000, \$10,000, \$12,000 and \$15,000 respectively for years 0 thru 3 for Classroom Technology.
5. Field Trip expenses - \$15,000 year 1, \$20,000 in year 2 and \$25,000 in year 3.
6. Rent expense of \$40,000 annually for all three years.
7. Utility expenses of \$2,500 respectively for years 1 thru 3.
8. Furniture and Equipment - \$5,000 in year 0, thereafter \$2,500 each year.
9. Lunch will be HOME LUNCH, and require no expense.

## V. Applicant Capacity

### A. Academic Plan Capacity

1. Evidence that the key members of the proposed school's academic team have the collective qualifications and capacity (which may include, but is not limited to, documented and relevant credentials and experience reflected in the resumes of all members and an understanding, as demonstrated by the application responses, of challenges, issues, and requirements associated with running a *high-quality charter school*) to implement the school's Academic Plan successfully. The evidence must include a description that:
  - a. Clearly identifies the key members of the applicant's academic team that will play a substantial role in the successful implementation of the Academic Plan, including current or proposed governing board members, school leadership or management, and any essential partners who will play an important ongoing role in the proposed school's development and operation; and
  - b. Describes the academic team's individual and collective qualifications for implementing the proposed school's Academic Plan successfully, including sufficient capacity in areas such as school leadership, administration, and governance; curriculum, instruction, and assessment; performance management; and parent or guardian and community engagement.

Kaee Ah Loo, the proposed Co-Director, has been employed with the Charter School system since 1990. She has written three charters on Kauai and has been designing, developing, implementing, and assessing Hawaiian-focused Charter School Academic Plans for that long as well. She is also a highly qualified teacher in social studies will play a substantial role in the successful implementation of the Academic plan. Kamealoha Smith, the proposed other Co-Director has extensive experience in managing a community-based outreach and research program in the proposed community with specific experiences in leadership, administration, performance management, and parent/guardian and community engagement. Both Kaee and Kamealoha will work closely with the current and future governing board members, school leadership, and other essential partners who will play an important ongoing role in the proposed school's development and operation. Resumes that highlight this experience are attached to further demonstrate how they exceed the qualifications.

2. A description of the academic team's clear ties to and/or knowledge of the community in the geographic area where the facility is or will be and/or areas where the anticipated student population will come from.

Kaee Ah Loo has been a long time Public and Charter School educator and parent in the community where the anticipated student population will come from. Kamealoha, is from the community where the anticipated student population will come from. He returned home after working in Honolulu and Hilo as an Native Educator in the Public School and Charter School system. Kamealoha currently serves as the Project Director for Kaiāulu Anahola Traditional Knowledge Outreach Education Programs and works directly with many of the youth as a Kumu. He also works with the families of the children that attend Kaiāulu Anahola

Programs. Kaiāulu currently runs its programs at The Kapaʻa Boys and Girls Club, where we anticipate the location of the school to be.

3. A description that identifies any organizations, agencies, or consultants that are essential partners to the successful planning and establishing of the proposed school and/or implementation of the Academic Plan; explains the current and planned roles of such essential partners and any resources they have contributed or plan to contribute to the proposed school's development; and includes evidence of support, provided as **Attachment HH (no page limit)** (such as letters of intent or commitment, memoranda of understanding, and/or contracts), from such essential partners demonstrating these partners are committed to an ongoing role with the proposed school, if applicable.

Kilohana Academy builds and maintains healthy relationships with the local and world community, to create networks that encourage students to bring Aloha Aina and Kapu Aloha to the world. Letters of intent from the Pacific American Foundation & The Kapaʻa Boys and Girls Club are attached as provided in Attachment HH.

4. School Director.

If the school director is known, a description that:

- a. Identifies the school director;
- b. Summarizes the school director's academic and organizational leadership record and includes this individual's resume, provided as **Attachment II (no page limit)**;
- c. Discusses and demonstrates evidence of the proposed school director's experience in and ability to design, launch, and lead the proposed school in achieving its mission and effectively serving the anticipated student population, as well as evidence that the proposed school director is well qualified to implement the Academic Plan.
- d. Describes a thorough recruiting and selection process for selecting the school director, including the rigorous criteria used for screening and selecting candidates based on experience and ability to design, launch, and lead a *high-quality charter school*.

Kilohana Academy has identified two candidates who we propose will serve as co-directors, Kae Ah Loo, who will oversee Academic Affairs, The School Front Office, and Professional Development and Kamealoha Smith who will oversee Community Engagement, Fundraising, and Parent Groups. The core belief at Kilohana Academy is that shared kuleana (sharing of responsibilities) will allow for more success; this construct was developed after looking at different Charter School Leadership Models in Hawaii and elsewhere. This model of shared leadership is the model that best fits the needs of the school and the intended community. The resumes for Kae and Kamealoha are provided as **Attachment II**.

5. Management Team. A description of the positions that will make up the proposed school's leadership or management team beyond the school director, if any, including appropriate responsibilities and qualifications for such positions. The description must:

- a. If known, identify the individuals who will fill these positions and provide, as **Attachment KK (no page limit)**, the resumes for these individuals as evidence that the individuals demonstrate the qualifications, capacities, and commitment to carry out their designated roles to ensure the success of the proposed school.

The leadership team has been identified. The resumes are attached as provided in **Attachment KK**.

- a. If not known, provide sound job descriptions or qualifications and criteria that will be used to select these positions, as **Attachment LL (no page limit)**, as well as describe a sound timeline, recruiting, and selection process for recruiting and hiring these individuals.

## **B. Organizational Plan Capacity**

1. Evidence that the key members of the proposed school's organization team have the collective qualifications and capacity (which may include, but is not limited to, documented and relevant credentials and experience reflected in the resumes of all members and an understanding, as demonstrated by the application responses, of challenges, issues, and requirements associated with running a *high-quality charter school*) to implement the school's Organizational Plan successfully. The evidence must include a description that:
  - a. Clearly identifies the key members of the applicant's organization team that will play a substantial role in the successful implementation of the Organizational Plan, including current or proposed governing board members, school leadership or management, and any essential partners who will play an important ongoing role in the Organizational Plan; and
  - b. Describes the organization team's individual and collective qualifications for implementing the proposed school's Organizational Plan successfully, including sufficient capacity in areas such as staffing, professional development, performance management, general operations, facilities acquisition, development (such as build-out or renovations), and management.

Kamealoha Smith, the proposed Co-Director will oversee facilities acquisition, development (renovations), & performance management. Kae Ah Loo, the other proposed Co-Director will oversee professional development, general operations, and work with Stu Rosenthal, the Business Manager to oversee management and staffing. Resumes are included, which highlight experience are embodied in the resumes of the individuals identified and are provided in Attachment KK for Kae and Kamealoha and Attachment U for Stu.

2. A description that identifies any organizations, agencies, or consultants that are essential partners in planning, establishing, or implementing the proposed school's Organizational Plan; explains the current and planned roles of such partners and any resources they have contributed or plan to contribute to the proposed school's development of its Organizational Plan; and includes evidence of support, included in **Attachment HH** (as referenced in Criterion V.A.3), from such essential partners demonstrating these partners are committed to planning, establishing, and/or implementing the Organizational Plan.

The Pacific American Foundation will serve as the fiscal sponsor for Kaiāulu Anahola, the community-based outreach program that partners with Kilohana Academy to facilitate otherwise enhance project and place-based learning. The Kapa‘a Boys & Girls Club will partner with Kilohana to provide facilities. ‘Aha Moku, a local cultural practitioners group will provide mentoring opportunities for students. Kealia Farms will provide some land on the farm for students to grow vegetables and engage students in outdoor learning. Other partners are currently being sought to enhance student learning.

### **C. Financial Management Capacity**

1. Evidence that the key members of the proposed school’s financial team have the collective qualifications and capacity (which may include, but is not limited to, documented and relevant credentials and experience reflected in the resumes of all members and an understanding, as demonstrated by the application responses, of challenges, issues, and requirements associated with running a *high-quality charter school*) to implement the school’s Financial Plan successfully. The evidence must include a description that:
  - a. Clearly identifies the key members of the applicant’s financial team that will play a substantial role in the successful implementation of the Financial Plan, including current or proposed governing board members, school leadership or management, and any essential partners who will play an important ongoing role in the proposed school’s Financial Plan; and
  - b. Describes the financial team’s individual and collective qualifications for implementing the proposed school’s Financial Plan successfully, including sufficient capacity in areas such as financial management, fundraising and development, accounting, and internal controls.

The Governing Board will be ultimately responsible for approving the financial plan and annual budgets and overseeing School Leadership to ensure each are followed. School Leadership will be charged with carrying out the financial plan and ensuring resources are appropriately allocated where needed in the instructional design of the school.

Stu Rosenthal will be the interim governing board member most closely involved with review, approving and monitoring the financial plan. Stu has been the business manager for a charter school in Lihue, Hawaii for the last four years and is very familiar with funding sources, restrictions and successful implementation of charter financial plans. He also has extensive experience in managing companies in a variety of industries to draw from and holds B.A. in Juvenile Counseling and Master of Business Administration degrees.

2. A description that identifies any organizations, agencies, or consultants that are essential partners in planning, establishing, or implementing the proposed school’s Financial Plan; explains the current and planned roles of such partners and any resources they have contributed or plan to contribute to the proposed school’s development of its Financial Plan; and includes evidence of support, included in **Attachment HH** (as referenced in

Criterion V.A.3), from such essential partners demonstrating these partners are committed to planning, establishing, and/or implementing the Financial Plan.

This information is provided as **Attachment HH**.