



**Kawaiiki New Century Public Charter School
State of the School Report to Parents and Stakeholders**



For the period January 1, 2018 - December 31, 2018

Submitted January 10, 2019



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I. EXECUTIVE SUMMARY

The current report provides an overview of the Kawaikini New Century Public Charter School for the calendar year 2018 (January 1, 2018 through December 31, 2018). This report is for our parents and other stakeholders and is designed not only to document the activities of Kawaikini over the previous year, but also to provide an occasion for reflection. As a school of choice, we recognize that our parents need information when making decisions regarding the education of their children. It is also hoped that as our school community reads this report they will see areas where they can contribute their own talents to help the school.

While Kawaikini's Governing Board has written a State of the School report every year since the school began, this year's version is introducing some changes to how the report is organized and created. First, the content of the report has been re-structured to better highlight the various stakeholder groups within the school that contribute to Kawaikini's success: Administration, Teachers, Governing Board, Parents, etc. Second, a new section has been added that features updates by teachers on the activities and projects taking place in their classrooms. Lastly, this year's report was created as a group document, which simplified the format and will hopefully make it easier for new contributors to carry forward the report in future years.

Additional information about Kawaikini – as well as information about other current activities at the school - may be found at the school's website at www.kawaikini.com.



Message from the Executive Director

This first year at Kawaikini was a year of learning, absorbing and building relationships with students and parents, staff, faculty, board members, stakeholders and community partners. As a new leader, the importance of recognizing and honoring Kawaikini's unique strengths and challenges is vital to planning for the years ahead to continuously strive for educational excellence that is grounded in Hawaiian language, cultural values and practice.



In 2018, our accomplishments include:

* 3rd year of our 4 year project of instructional outcomes and curriculum structure for Kawaikini's Vision of the Writer: Teachers collaborate with each other, as well as with teachers from Ke Kula o Samuel M. Kamakau on Oahu, with support from Kamehameha Schools. Excited conversations about grade level similarities, growth opportunities, and strategies for language development filled the air for both programs.

* Lunch Service: Offering daily lunch service was made possible through a partnership with Malama Kaua'i and Chef Barbara Ka'auwai, January through May 2018. Malama Kaua'i continues to provide Kawaikini with a VISTA worker who assists in lunch services, supports kumu in creating curriculum for gardening and food, and obtaining funding for farm to school program projects. In December 2018, arrival and establishment of Malama Kaua'i's food trailer on campus allowed us to again offer daily lunches with a commercial kitchen on site.

* Kawaikini maintains the leadership structure including an executive director, academic director, school operations supervisor, and teacher leaders. In August 2018, Kawaikini's student services support team was restructured to include 2 part time positions-counselor and special education teacher, and a student services coordinator/academic coach. The restructuring will allow better support to all Kawaikini students with additional needs. Kawaikini also celebrates an increase in the percentage of qualified, licensed teachers from 73% last year to 82% in August 2018.

This upcoming year our goals include: (1) Strengthening curriculum structures for K-12 academic programs; (2) actively creating our Accreditation self study report for 2020; (3) sustaining and maintaining Kawaikini's buildings and land property; and (4) building strong relationships among our students, parents, faculty and administration.

I look forward to the many plans ahead including offering a Biliteracy Seal for our diploma and creating a strong early college dual credit program! Kawaikini continues to grow and evolve, cultivating a rich foundation in Hawaiian language and culture for our students, while striving for supreme academic achievement.

‘A‘ohe hana nui ke alu ‘ia (No task is too big when done together by all).



Message from the Governing Board President

Aloha mai kākou,

As we move into the next decade of the Kawaiikini New Century Public Charter School, I contemplate our family's decision to continue our children's bilingual education at Kawaiikini. Why are we here? As parents, do we have the stamina to overcome issues we are facing at the moment? Are we satisfied with the teachings of the Manokalanipō curriculum? Are we satisfied with the performance of the administration, faculty and staff? Is Kawaiikini meeting the needs of our children and our families?



As the Governing Board oversees the school, maintaining maximum enrollment contributes to the state's per-pupil distribution of income. We collaborate with the private, non-profit organization Supporting the Language of Kaua'i, Inc. to help obtain needed funds. We also strive to secure and retain highly qualified kumu to teach optimum academics with instructions in the Hawaiian and English languages. Along with the rigor of the curriculum of Kaua'i, our students will participate in the Lili'uokalani song competition, Makahiki games, Lā Ho'ike'ike, and culminate all they have learned by hosting Academic Conferences.

In addition, our administration supports the faculty and staff with professional development and individual plans. Our parent group, Nā Hulu Makua nourish our children and families by providing meals at the mandatory quarterly Hālāwai Mākua. NFM also help defray costs to various excursions and will surprise the haumāna with pizza lunches or ice cream parties. We now serve daily hot lunches, bus transportation is available, and the Ho'opākela after school program is free.

Moving forward, there is so much more to accomplish from tents and portable toilets. It may seem out of reach to look forward to improved facilities with a multi-purpose building and a cafeteria. However, obtaining our charter was once a dream. How can you help make it happen? Believe and express your passion by engaging and participating in all Kawaiikini has to offer! Learn, ask questions, and become involved with the Governing Board, Nā Hulu Makua and the SLK.

There is no regret in remaining at Kawaiikini. The elementary program provided stimuli for our daughter to pass the Kamehameha Schools testing in the 6th grade, and the secondary program introduced dual credit to our son as a freshman. The teachings of being in the Hawaiian immersion environment have instilled a natural aloha in their 'ano. Along with our nurturing, we expect Kawaiikini to provide the academic, social and emotional tools for them to be successful in their life and career journey.

Humble beginnings to honorable achievements.

Me ka 'oiā'i'o,

A handwritten signature in black ink, consisting of several loops and a long horizontal stroke extending to the right.

Lei 'Ilima Rapozo, Governing Board President

II. OVERVIEW OF KAWAIKINI



A. Quick facts: School Year 2018-19

School Name:	Kawaikini New Century Public Charter School (KNCPCS)
Established:	July 2008
Students (2018-2019)	155
Lead Teachers:	11.0
Educational Assistants:	4.0
Support Staff:	2.0
Administration:	5.0
Lead teacher/student ratio:	14.1 / 1
Instructional staff/student ratio:	10.3 / 1
Language of instruction:	Hawaiian only through grade 4; Hawaiian and English in grades 5-12.
Executive Director:	Jessell Tanaka, MSW
Academic Director:	Nāmomi McCorrison

B. Kawaikini's founding

Kawaikini New Century Public Charter School was established as the result of a long-standing dream of Hawaiian immersion parents and teachers to provide a stronger educational model for Hawaiian-language based instruction on Kaua'i. Upon receiving a planning grant under the USDOE's Charter Schools Program in 2006, Kawaikini's support organization, Supporting the Language of Kaua'i, Inc. (SLK, Inc.), established an interim local school board (ILSB) which submitted the application for charter status to the State of Hawaii's Charter School Review Panel. In October 2007 Kawaikini received one of two available charters through a highly

competitive application process, and opened its doors for instruction in July 2008. In May 2014 Kawaikini received a full six-year accreditation by the Western Association of Schools and Colleges (WASC).

C. Kawaikini’s Governing Board

Kawaikini is governed by a Governing Board (GB) that consists of 8 members who are appointed for three-year terms. Currently, Kawaikini’s Governing Board consists of the following eight members whose terms are due to end as follows (see *Appendix A* for Governing Board bios):

Governing Board member	Office	Term Ends
Lei’ilima Rapozo	President	June 30, 2019
Lou Nishida	Vice President	June 30, 2019
Roxanne Carvalho	Treasurer	June 30, 2020
Larie Manutai	Secretary	June 30, 2020
Faith Burgess		June 30, 2021
Jaclyn Kaina		June 30, 2021
Ku’ulei Hamberg		June 30, 2021
Kealoha Enrique		June 30, 2020
Jessell Tanaka	Ex-officio (non-voting)	No term limit

Kawaikini has also instituted an Associate Membership program which allows people to participate on the Governing Board in a non-voting, associate capacity. Anyone interested in participating on the Governing Board in this capacity may contact a current board member for more information.

The official meeting schedule for the Governing Board is posted online at www.kawaikini.com/community/board/. All meetings begin at 5pm on the Kawaikini campus and are open to the public.

Parents interested in serving on the Governing Board can submit an application available at the school or online at www.kawaikini.com/community/board/.

D. Kawaikini's Vision and Mission

Kawaikini's school Vision and Mission can be seen below:

Nu'ukia / Vision

*

Kū kilakila 'o Kawaikini, ke 'ōlino nei, mālamalama
Steadfastly stands Kawaikini, for the brightness of day is here
Kawaikini stands tall in an era of knowledge and enlightenment

*

**Kū ha'aeheo mākou, ko Kawaikini, i kaiaulu kuano'o, na'auao, a hāehuola e kuluma ai ka
'ōlelo, nā mana'o, a me nā hana a ka po'e 'ōiwi o Hawai'i nei.**

We, Kawaikini (NCPCS), stand tall as a thoughtful, knowledgeable, and healthy community where the language, beliefs and practices of the indigenous people of Hawai'i are instinctive.

Ala Nu'ukia / Mission

**Me ka pa'a ma ka 'ike kūpuna ma ka 'ōlelo Hawai'i, e mālama ai ke kula 'o Kawaikini
(M-12) i kaiapuni kāko'o a i kaiapuni a'o, ma ka 'ōlelo Hawai'i a me ka 'ōlelo Pelekānia nō
ho'i, kahi e minamina, ho'ohana, a ho'omau 'ia ai nō ho'i ka 'ike ku'una 'ōiwi.**

Grounded in the Hawaiian language, Kawaikini NCPCS will create a productive community of bilingual and biliterate citizens in a supportive K-12 learning environment where indigenous cultural knowledge is valued, applied, and perpetuated.

E. Kawaikini's Beliefs, Goals and Expected Schoolwide Learning Results

Kawaikini's beliefs and general goals are as follows:

Beliefs

- We believe that we all have a responsibility to cultivate and nurture the traditional language, culture, and values of Kaua'i.

- We believe that the Hawaiian language should be a respected and normal part of daily life throughout Hawai'i.
- We believe that bilingualism is cognitively advantageous.
- We believe that good physical, spiritual, and emotional health is vital to learning.
- We believe that being part of a caring community provides children with the inner strength to succeed throughout life.
- We believe that a diverse and academically rich education is necessary to thrive in a dynamic, ever-changing world.

General Goals

1. To create and implement an integrated K-12 Kaua'i-based curriculum.
2. To develop and foster a community of Hawaiian language speakers.
3. To improve and support the overall health of our learning community.
4. To engage parents and Kaua'i organizations in achieving a well-rounded Hawaiian education.
5. To prepare students with the skills and knowledge necessary for academic and career success.

Expected Schoolwide Learning Results (ESLRs)

1. Kawaikini students are proficient in both Hawaiian and English (Hawai'i State Constitution: Article XV, Sec. 4)
2. Kawaikini students are knowledgeable about Kaua'i and appreciate and care for their island home.
3. Kawaikini students lead healthy lives.
4. Kawaikini students are prepared to succeed in college and/or career and participate in a global community.
5. Kawaikini students conduct themselves in a culturally appropriate manner that reflect values instilled at Kawaikini.



III. 2018 SUMMARY AND REPORT

A. Administration

Kawaikini’s administration draws power from the school’s strengths in tackling the unique, complex nature of numerous challenges. A few of our struggles this year included delays in providing lunch at the beginning of school year 2018-2019, changes to charter school KIF sports participation and recurring, unresolved bus engine issues. We send out a most humble mahalo to all our students and families affected by these setbacks. Daily lunch service utilizing local farmers and vendors began in December 2018, thanks to Malama Kaua’i’s establishing a custom food trailer as a commercial kitchen. We are now aware of Sports league membership fee requirements, process and deadline dates. We look forward to our students having KIF sports activities participation available again next school year. Bus transportation for all students continues through a vendor contract while we explore reliable, permanent transportation solutions.



We rejoice in our accomplishments including:

- Academic Program: Progress in the creation and use of Culturally Relevant Assessments in our K-12 system. Kawaikini is part of the larger hui of Kamehameha School’s Kanaeokana organization. Kawaikini and other 16 Hawaiian focused charter schools collaborated towards the development and implementation of a framework and toolkit that helps assess student growth and readiness beyond standardized test scores. It aligns with Nā Hopena A’o, E Ola!, and the Hawaiian focused charter schools' "Vision of the Graduate" (community, college, career readiness; responsibility to family, community, and environment; cultural knowledge).
- Student Services Support Team: The administrative team identified and prioritized the need for additional student support services for academic and behavioral student challenges. In 2018, we added a part-time counselor as well as a student services coordinator/academic coach positions to form a student services “team”. The goal of this team is to accurately assess students, provide intervention strategy techniques to teachers and monitor the additional needs of all students, and eligibility for special education or other intervention services. Future goals include being able to financially support these team positions, appropriate professional development opportunities, and evaluating school processes to meet team goals.

- Structuring operational processes: In 2018, Kawaikini’s School Operations Supervisor position and administrative team evaluated the efficiency and effectiveness of operational processes and implemented procedures for school improvement. These systems such as electronic payment equipment and electronic forms allow parents more options for fee payments and better tracking systems saving office staff time and effort.
- Accreditation: Our Governing Board and school faculty work throughout the year on numerous goals set by our Action Plan. Kawaikini continues into our 4th of 6 year Accreditation term with WASC. Mahalo to Kamehameha Schools for offering assistance in preparing for our next Accreditation process for 2020.
- Recognition: Kawaikini is featured in *Journal of Literacy Research 2018* in an article titled “Culturally Responsive Instruction and Literacy Learning” authored by C. Keehne, M. Sarsona, A. Kawakami and K. Au. The study of Hawaiian-focused charter schools depicts the framework reflected and highlighted in five elements: Literacy in indigenous languages; community connections; a shared vision that encompasses culture, academic proficiency, and community; authentic assessment; and teaching grounded in culture and higher level thinking.
- Title I Funding: Mahalo nui to all families for completing necessary federal surveys resulting in Kawaikini’s eligibility for Title I funding beginning in August 2018-May 2019. Funding allows us more resources in meeting schoolwide goals (See Title I Schoolwide Plan on our website). Plan Goals for student and staff successes include: (1) majority of our students will be calculating math problems and reading on grade level and will have successful transition from elementary to secondary levels; (2) Math and reading scores will indicate gradual increases by at least 5% each year; (3) Students grades K-6 will use singapore math worksheets and strategies to meet their individualized learning plan goals which are designed for grade level achievements; (4) Majority of teachers and teacher aides will have multiple levels of knowledge in curriculum, teaching instructional strategies, and best practice student and classroom interventions as outlined in their individual learning plans; (5) More than 80% of all teachers will attend professional development workshops; and (6) New Executive director, school operations supervisor and incoming new academic director will be qualified to lead the school towards accomplishing school goals.

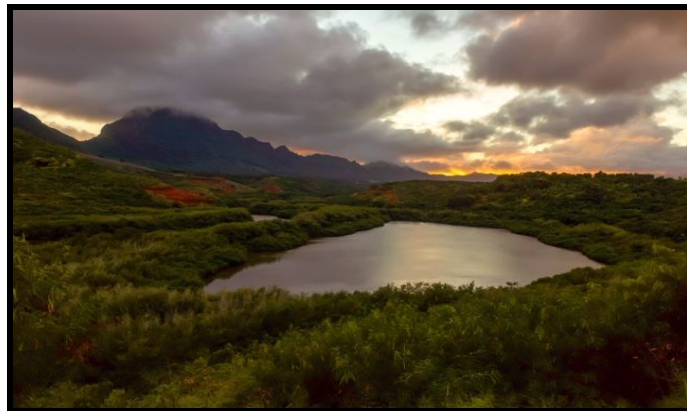


Financial Condition:

The final fiscal year statements for School Year 2017-2018 have been prepared by Jay Miyaki, CPA, LLC, and can be found in the appendices of this report. The current fiscal year produced a 1.95% increase in per-pupil funding versus the previous year of 7.26%. This is the lowest increase in 6 years.

Kawaikini's total operational budget for this school year is \$1,711,815, which is a 3.75% decrease from last school year as the school's new administration took measures to cut unnecessary expenses. One major unexpected expense is the school bus, as it has been deemed unrepairable and needs a new engine. However, the offset of this expense was the lunch program start date being delayed until December, which helped defray the cost of the needed contracted transportation.

The outlook for next fiscal year is projected to be stable, depending on enrollment. Enrollment was budgeted at 145 students this fiscal year and is currently at 155. Kawaikini will continue its practice of maintaining a reserve of no less than 5% of operating costs. The school will continue to uphold the highest level of accountability to find and utilize additional funding through grants, donations, fundraisers and other resources. The school will also continue to collaborate with its financial arm, Supporting the Language of Kauai, Inc. to support additional projects as needed.



B. Academics

Kawaikini's academic programs continue to develop as we work to improve current offerings and to put new offerings in place. Highlights of some of the important initiatives that were instituted in 2018 include:

Kulanui Academy: Early College dual credit program

Kawaikini has been blessed in 2018 to give our students the opportunity to participate in a Dual Credit College Program for the first time. Kaua'i Community College is an accredited institution of higher education whose mission is to provide open access, affordable education to the community; and the Sponsor is a public charter school whose mission is to prepare its high school students for success in their academic and career pursuits; and the College has developed the Kulanui Academy (hereinafter the "Program"), which is a cohort-based dual credit program offered at the College that will allow eligible high school students from public charter schools on Kaua'i to earn an associate degree or up to two years of college credits while simultaneously obtaining a high school diploma; and it is of mutual interest and advantage to both parties for the Sponsor's eligible high school students to participate in the Program and enroll in college level courses that will simultaneously count towards earning a degree from the College as well as a high school diploma from the Sponsor; and the College and the Sponsor are willing to work together to provide the Program to the Sponsor's eligible high school students.



Manokalanipō Curriculum project

Writing Project

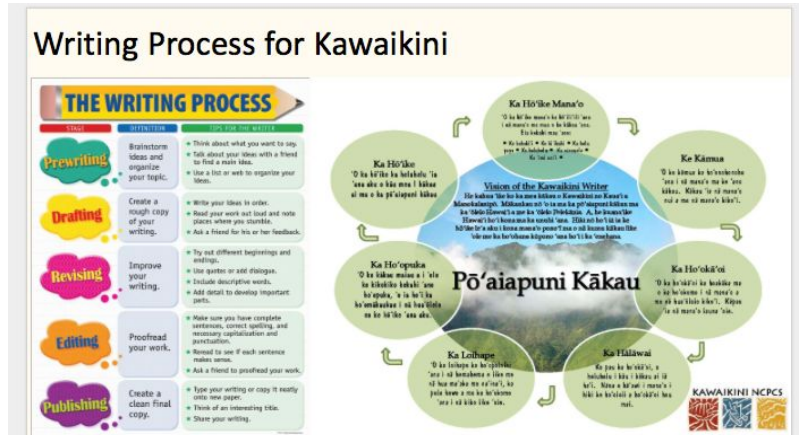
Kawaikini's academic staff have been involved in developing an extensive, vertical K-12 writing curriculum with the support of KS. From 2015 through our current school year the teachers have been working hard to achieve the following goals:

Curriculum Outcomes Year 4

1. Finalize Writing Manokalanipō End of year exit outcomes
2. Draft Writing scope and sequence
3. Align K-12 Manokalanipō grade level rubrics
4. Finalize Manokalanipō grade level rubrics
5. Draft Writing Scope and sequence charts for all grade levels

“The results of the collaborative work during the past 3 years has been nothing short of amazing. Teachers are providing writing opportunities for the students, and students are developing enthusiasm and skill in using writing for their own purposes and to learn. The school’s vision of the excellent writer is sure to be realized through the continued work of the administration, faculty and staff.”

- Dr. Alice Kawakami, Consultant



Cultural Education Specialist

In 2018, Kawaikini created a new position to support the Manokalanipō curriculum framework. The position is responsible for developing grade-level culturally appropriate, authentic rubrics and assessments, evaluating our school process status guided by the KS rubric for Hawaiian-Focused Charter Schools (HFCS), supporting student cultural artifact creations in the secondary program, and accreditation. Kumu 'Alohilani Rogers moved from the Academic Director position and has been working with the school’s kumu to create Kupukupu framework unit lessons for cultural practice, ‘aina-based projects as part of Manokalanipō. Plans for 2019 include housing a complete K-12 unit lesson plan inventory for any kumu to build their project instruction.

Ke Ala Hūlili Program cohort

This program was developed in an effort to recruit students for the Hūlili Pathway at the sixth, seventh and eighth grade entry level. As part of its enrollment process, Kawaikini requires that incoming students in the Hūlili Pathway program be committed to Hawaiian-language and Hawaiian-culture education, and all expectations of the program are explained so that students and their families can make an informed decision before committing to the Hūlili Pathway. Students are expected to enroll into Kawaikini once the Hūlili Pathway summer program is completed.

The 2018 Ke Ala Hūlili Program consisted of 5 new students and it was administered for 6 weeks beginning June 11, 2018 and ending July 20, 2018. Classes were held on Monday, Tuesday, Thursday, and Friday from 8am - 12pm. Wednesday was Huaka'i projects from 8am - 2pm. Evaluation was based on attendance, knowledge of language, school oli, and daily school routine.

Benefits of this new Pathway program include having more diversity in secondary program classes, allowing Kawaikini's non-Hūlili students to benefit from an expansion of the Secondary program that becomes possible with a greater number of students at the school. Increased secondary enrollment makes it easier to establish partnerships and college pathways with KCC, for example. Also, the additional supports provided to Hūlili students can serve as a model for parallel supports that can be provided to non-Hūlili students (for example, in English.) Strategically implemented, Kawaikini's two secondary pathways can be mutually beneficial with both contributing to a more successful secondary program and an enriched educational experience for all students.

Lili'uokalani Trust Pili Mai Youth Development Program

The Pilimai Youth Development Program seeks to serve the Native Hawaiian kamali'i in communities via supplemental school programs. The goals of the Pilimai program are:

- Kamali'i will improve in understanding and knowledge of various aspects of well-being (social/emotional, cultural, relational, financial, and cognitive)
- Grow in their understanding of the following values (LT's Ho'āmana Values): kuleana, pono, po'okela, 'eleu, and onipa'a.
- Kamali'i will explore various activities to discover their talents and interests.



Kamehameha Scholars

Kawaikini appreciates the partnership with KS scholars that supports our high school students. Kamehameha Scholars is a nationally acclaimed college and career counseling program that provides students in grades 9 through 12 with weekly post-secondary planning, year-round workshops, and interactive lessons grounded in the Hawaiian culture.



The mission of the Kamehameha Scholars program is to support Native Hawaiian students in achieving a higher education degree, entering the career of their choosing, and cultivating their ability to be servant leaders. The program is a supplementary educational enrichment program with a focus on college and career guidance. Students will discover and assess their skills, interests, and values and explore matching post-high institutions and career options to develop plans for their future. Ten Kawaikini high school students traveled to O'ahu in May 2018 visiting community colleges and trade school in their area of interest. Students report high levels of satisfaction with counselors, the KS Scholars program activities, and level of insight gained into possible careers post high school graduation.

Ho'ola Lāhui



We are fortunate to continue our educational partnership with Ho'ola Lāhui Hawai'i, who continues to provide a Health and Wellness education program that assists all our students from Grades K-12. Ho'ola Lāhui staff services our students through Physical Education activities, Health Awareness Education, and Healthy Food Preparations and meal monitoring. They also organize our annual Makahiki Celebration with the other Kaua'i charter schools.

Seal of Biliteracy

Kawaikini is in the process of obtaining the assessment for 'olelo Hawaii towards an official Seal of Biliteracy on student graduate diplomas. The Hawaii State Board of Education established the Seal of Biliteracy to be awarded upon graduation to students who demonstrate a high proficiency in both of the state's two official languages (English and Hawaiian) OR either of the state's two official languages and at least one additional language, including American Sign Language



- To enable students to be college, career, and community ready in a global society;
- To establish an educational culture that recognizes and values the wealth of linguistic and cultural diversity students bring to the classroom;
- To support opportunities for study of and increase proficiency in 'Ōlelo Hawai'i; and
- To encourage partnerships with institutions of higher education and community organizations to increase access to language instruction in a variety of languages

C. Teachers and Students

Kawaikini is blessed to have a team of dedicated teachers working with our keiki. Below are some highlights of the various projects and activities that have been happening in the different grades and subject areas during the current academic year.



1. Elementary program

Papa Malaa'o (Kumu 'Īlima Hose)

In our current papa mālaa'o, most of the keiki have had previous instruction in 'ōlelo Hawai'i. However, we have a few who are brand new to the language as well as school in general. With that being said, our first semester focused on building a strong foundation of the Hawaiian language as well as daily school rules and routines. Through the Manōkalanipō curriculum, the keiki's learning centers on understanding who they are individually as well as their kuleana as kānaka of our island home, Kaua'i. So far, the curriculum has focused both on the keiki individually as well as who they are from an 'ohana and genealogical perspective.

In language arts, the keiki have been immersed in the Hawaiian language while learning all of the hakalama and most basic sentence structures through reading, writing, and verbal communication. Through the hakalama, the keiki in papa mālaa'o are learning to read and build fluency in the Hawaiian language. In the second semester, the keiki will be using the hakalama to read and write with more fluency and comprehension overall.

In math, the keiki have been learning to master numbers 0-10 in 'ōlelo Hawai'i, beginning with rote memory and number recognition, and later onto number sense and number fluency. The keiki have also become very familiar with sorting, ordering, shapes, patterns, and measurements, of course, all in 'ōlelo Hawai'i.

In order to achieve all of the CCSS and HCPS III standards, we have focused this past semester on using our Manōkalanipō curriculum and the new Hawaiian culture and science based curriculum, "Pāhana 'Āina Lupalupa" to learn more about the 'āina, more so about our kai, and specifically our kāheka (tidepools). The keiki have learned to understand many of our science and social studies benchmarks through our hands-on excursions and experiences in discovering the kāheka of Kaua'i. We have visited 4 out of 5 moku (we have not reached Nā Pali YET...), including Nukoli'i /Nūkole), 'Aliomanu, Anini/Wanini, Po'ipū, and Hanapēpē. Our pre-huaka'i lessons incorporate various subject area learning to prepare the keiki for each excursion and what we will be "studying and researching." Our post-huaka'i lessons help the keiki to review and understand what was observed on the excursion. The

keiki in papa mālaa‘o ended the semester with 2 awesome projects! They each wrote a short book about an i‘a from the kāheka that they chose to write and draw about. They all also completed a poster about their personal mo‘okū‘auhau. E kūlia i ka nu‘u!!!

Papa 1 (Kumu Uluwehi Torio)

Mālama Puali. By taking care of the Kipuka, fish, and native plants students are observing and understanding the ecosystem of that place. Mo‘olelo o Alekoko. Our keiki have participated with Anakala Peleke to contribute to the fishpond of Alekoko. They worked hard to contribute to this special place. All students have made improvements in reading and math. Papa ‘Ekahi students have been working on their phonics and developing sentences through the writing process. We’ve started our excursions to familiarize our keiki with some of the ahupua‘a in the moku of Puna.



Samuel M Kamakau & Sarah Ha‘inakolo Kupanihi Kamakau’s grave site

Papa 2 (Kumu Ka‘iulani Carvalho)

In Papa 2 we started looking at our ocean life environment with a lesson plan that focused around the song "Nā i‘a ‘ono ē" which touches on science (species characteristic), Language arts (sentence structures), and Art. We are currently working on looking at all the Ahupua‘a of Puna by using our skill of observation (what we see, what we hear, the weather and the environment). We have been on three huaka‘i, two to Puali and one to multiple places in Kalapaki. We were able to show place names in these ahupua‘a (Kalanipu‘u, ‘Alakoko/‘Alekoko, Hūle‘ia, Puali, Ninini, Kūki‘i, Kalapaki). For Papa 2, during or after each huaka‘i they use the circle graph to show what they have learned on the huaka‘i and they choose the top 3 ideas to write a 4 sentence paragraph and draw a picture.

We have been working a lot on writing. The quality of their writing has improved significantly from day one. At the beginning of the year more than half of the class did not write clear or in complete sentences. We are still working on the quality of the content on writing (sentence structures). I use mele in ways to get them to remember lessons. I just taught them a song that I wrote to remind them how a paragraph should look and what it consist of. It uses the melody of the goodbye song (na na na na, na na na na, hey hey hey, goodbye).

Papa 3 (Kumu Lei Wann)

In Papa 3, we continuously strive to develop our skills in each content area. We have worked alongside of the Papa 4 students to study the moku of Ko‘olau. Our keiki have been

working on strengthening their sentence writing and developing paragraphs. The students were able to produce paragraphs by the end of the first semester. We have been diligently working on improving the literacy levels in our class. The students are making progress. Incorporating their kilo skills in their projects and in their writing has been evident in their work.

Papa 4 (Kumu Kaliko Goo)

All students completed the writing process and published their first typed 5 paragraph research paper (Hūlō!!) on a specific species we observe in Ko‘olau. They have strengthened their kilo skills and can identify moon phases and clouds, and make some predictions regarding the weather. As a whole they have improved their lawena and have become leaders for papa 3 our younger siblings of our Ko‘olau ‘ohana.



Papa 4 students are currently my test pilots for 3 units of Hawaiian Cultural Based Math Education. These units were developed in a partnership with Kanaeokana to strengthen our haumāna’s readiness in math and to develop a stronger confident relationship with mathematics. They are loving it. We are also reading the lengthy mo‘olelo of ‘A‘ahoaka and learning more about our wahi of Ko‘olau through the mo‘olelo.

Students still need frequent reminders to ‘Ōlelo Hawai‘i. We have been doing several lessons to develop our grammar skills and practice conversational ‘Ōlelo amongst our peers.

Within the short semester my students have made great leaps and bounds and are very inquisitive and eager to learn more!!

Papa 5/6 (Kumu Kaleimakamae Ka‘auwai)

We are learning the ahupua`a of Halele`a along with various mele/oli of Halele`a such as Ka Poli Laua`e Ka`u Aloha, Ka Ua Loku, Hanohano Hanalei, and Ka Wai o Namolokama. All haumāna have increased their fluency in `Ōlelo Hawai‘i by 20% in reading. We are using Prodigy, Achieve3000, SmartyAnts and Reading Eggs with fidelity, at least twice per week for 30-40 minutes at kula. This semester we learned about our local and state government and studied the elections process and the qualifications for each candidate. The lawena of

the papa has improved by 50%, which includes their attitude towards each other and their kumu. All haumāna have increased their fluency in `Ōlelo Hawai`i by 20% in reading.

2. Secondary program

Secondary - `Ōlelo Hawai`i (Kumu Keani Mayer)

Students are engaged in the writing process, specifically in writing a 5 paragraph essay. During the first semester, Papa `Ōlelo Hawai`i, consisted of the 7th and 8th grade students. The students were able to work on grammar, vocabulary, sentence patterns, reading, and oral communication to improve their `Ōlelo Hawai`i. Assessing the students level of language development could help guide instruction to get them to the next level of language. We are working on improving the use of `Ōlelo Hawai`i and practicing their ha`i`ōlelo (speech) skill to help them individually monitor their oral communication skills. They also have the opportunity to do peer evaluations. The students had so much fun developing their ha`i`ōlelo through characters of their choice. E Ola ka `Ōlelo Hawai`i.

Secondary - Social Studies (Kumu Kanani Durant)

This year students in grade 7-8 are exploring Pacific Island studies and the history of the Hawaiian Kingdom. One of the main focuses this semester was on developing student's literacy in both Hawaiian and English in the social studies. In Pacific Island studies, students were introduced to mo`olelo in both languages which focused on navigation and various Polynesian stories. Students had the opportunity to develop their research skills through an informational research project on island nations within Polynesia. Research projects including their geography, culture, history, economics and politics. In History of the Hawaiian Kingdom, students focused on the concept of makawalu, seeing from eight eyes or various perspectives. Students learned skills included sourcing, contextualizing, and corroborating information to answer essential questions regarding the Hawaiian Kingdom.

Students were introduced to indigenous worldviews through mele and oli. We focused on the creation chants Oli Hāloa and He Lua i Kahikina to describe relationships to `āina and lāhui.

Students are engaged in the writing process specifically in writing a 5 paragraph essay.

Secondary - Mathematics (Kumu Wahineu`i Waiamau)

With a switch to a semester-block schedule, this semester, the high school students have completed their mathematics coursework for the year! Whether through Mathematics Workshop - Grade 9, Algebra 1, Algebra 2, or Geometry missions, the students have demonstrated mastery of course topics through summative tests and projects. Students have explored the number system, equations and inequalities, trigonometric functions, and

exponential models. Additionally, a directed studies course in mathematics allowed a student to delve into the world of financial literacy.

Secondary - Science (Kumu Nico Dollar)

In November 9th through 11th grade students have begun their research on Rapid Ohia Death (ROD). This research will provide their "science" portion of Manokalanipō. The 9th through 10th grade students will provide the background information on ROD (e.g. classification, symptoms, vector, and history in the Hawaiian islands). The 11th grade students will present possible solutions and current scientific research and technology.

Cultural Integration Research: 9th through 11th grade students are looking at pros and cons of science knowledge in a traditional Hawaiian sense (e.g. Kahuna lapa'au; Kahuna kilo makani) versus modern "western" science professionals (e.g. physician; meteorologist). The students are required to reference at least 3 sources and write 5 good paragraphs, plus create an informational poster based on their report and present it.



Students are in the process of beginning the building of some raised bedding boxes to grow herbs for their Ka Momona O Na Mea Kanu project. In the beginning of the year we received a Hawaii Youth Sustainability Challenge grant for some steam distillation labware. Students plan to distill plant oils for medicinal and aromatherapy use. HUAKAI: Soon we will be doing major fundraising to match two field trip grants for a 3.5 day field trip to Hawaii Island in April. The trip is a science excursion that integrates environmental science, cultural significance, and stewardship. Last year we visited Pu'uuhonua O' Honaunau National Park, Volcano National Park (right before it blew!...we got to see flames), Ala Kahakai National Trail, Honokohau National Park, and the birthplace of Kamehameha the Great. This year we plan to include a stewardship activity with the Lili'uokalani Trust at Keahuolu, hike a different portion of the Ala Kahakai while visiting ancient petroglyphs and anchialine ponds, and snorkeling at sunset with the manta ray (not sting rays!).

Secondary - English (Kumu Mahina Nakea)

Kula Ki'eki'e is publishing an anthology of original poems. Each student picked a theme and wrote two original poems about that theme. Each student will have 2 poems in the anthology as well as a paragraph that explains why they chose the theme that they did. Publication date TBD.

D. Governing Board

During 2018, Kawaikini's Governing Board organized its work around a list of goals to support the school's mission. Each committee set target goals and outcomes aligned with the school's Strategic Plan, Accreditation objectives, and current priorities at the school. The GB meets frequently over the year to work on specific goals and review progress. Some highlights of the work that was accomplished during 2018 include:



2018

1. Education and Curriculum committee
 - a. Created an inventory of assessments used at the school.
 - b. Added a line item in the school budget to allow for teachers to meet and collaborate.
 - c. Submitted a proposal for strengthening the Secondary program, including implementation of the Hūlili Pathway in 2018.
2. Facilities and Maintenance committee
 - a. Developed a Maintenance Plan and Preventative Maintenance Schedule to organize the school's facilities operations.
 - b. Oversaw plans for design of Kawaikini's Multi-purpose building to house its cafeteria, assembly and performance area, and additional classroom/office space.
 - c. Began clearing of albizia trees along the fenceline around the school's property.
 - d. Initiated various improvement projects around campus.
3. Finance and Audit committee
 - a. Oversaw the school's independent audit for fiscal year 2017.
 - b. Created, approved, and monitored the school's operational budget for the 2018 school year.
 - c. Reviewed and updated fiscal policies.
 - d. Organized all fiscal reporting and budgeting forms into a single, easily understood format that is consistent with that required by Charter School Commission and auditors.
4. Communications committee
 - a. Created a repository on Google Drive as a resource for the Governing Board and other stakeholder groups to help preserve informational materials, facilitate

transitions from year to year, and prevent loss of materials/expertise during these transitions.

5. Human Resource committee
 - a. Conducted an evaluation of the Executive Director for the period through Dec. 31, 2017.
 - b. Supported personal and professional development of faculty and staff at the school by ensuring funding is allocated in the school's budget.
 - c. Provided ongoing training for the ED during her first year on the job.

6. Parent Relations committee
 - a. Conducted an annual training for Nā Hulu Makua board members.
 - b. Created a resource to store Nā Hulu Makua materials to help incoming board members transition into their roles.
 - c. Attended NHM meetings as necessary to help with communication and provide assistance.

7. Board Development committee
 - a. Filled all Governing Board openings for the 2018-2021 term.
 - b. Organized an annual one-day Strategic Planning session for GB members
 - c. Conducted orientation and training for all GB members.
 - d. Created a standardized handbook of all Kawaikini policies.
 - e. Reviewed and updated current policies as needed.
 - f. Created an annual Board calendar with key tasks and milestones.
 - g. Established benchmarks for GB performance.
 - h. Created and presented the school's annual State of the School report to Kawaikini parents.

8. Ten-Year Commemoration committee (ad hoc)
 - a. Organized activities and materials (shirts, banners, etc.) to celebrate the school's first ten years.

2019

For 2019, the Governing Board has set goals that it is working toward. Some of these are:

1. Education and Curriculum committee
 - a. Revise and update Kawaikini's assessment inventory, including identifying areas for improvements and alignment to mission and vision.
 - b. Develop a system for alignment of Manokalanipō and math curriculum for K-12
 - c. Review and analyze secondary program initiatives (Ke Ala Hulili & KCC Early Bridge)

2. Facilities and Maintenance committee
 - a. Oversee implementation of 2018-2019 priorities.
 - b. Oversee and Develop procedures for the Playground Committee
 - c. Finalization of Multi-purpose design
3. Resource Development committee
 - a. Develop a written long-range fundraising plan with implementation schedule
 - b. Find additional revenue during 2018-19 to support immediate priorities
4. Finance and Audit committee
 - a. Oversee previous year audit (2018-2019)
 - b. Oversee school budget for current year (SY 2018-2019)
 - c. Create new budget for next school year 2019-2020
 - d. Conduct monthly meetings to review monthly financial statements
5. Communications committee
 - a. Train Google Drive Users on how to use the Document Repository.
 - b. Develop and maintain list of community supporters
 - c. Review and Update School Communications Plan
6. Human Resource committee
 - a. Create a Professional Development plan for Kawaikini's Executive Director
 - b. Make recommendations for support and retention of faculty and staff
 - c. Create an ongoing and regularly updated pool of Hawaiian speakers for short-term substitute and other positions.
 - d. Create an annual schedule & checklist for position recruitment.
7. Parent Relations committee
 - a. Conduct the first annual 'Aha Makua for Kawaikini's school community
 - b. Organize assistance to Nā Hulu Makua, including training and materials
8. Board Development committee
 - a. Recruit new board members (2 vacancies) for the 2019-2022 term.
 - b. Organize the annual Strategic Planning retreat.
 - c. Create and present the annual State of the School report to parents and stakeholders.
 - d. Support the re-accreditation effort in the area of Governance.

E. Parents (Nā Hulu Makua)

Since its inception in 2009, Nā Hulu Makua, the parent organization of Kawaikini, has been very active. Its purpose is “to provide support to Kawaikini parents and facilitate cooperation between parents and the school.” Current Nā Hulu Makua officers are: Ku’ulei Cummings, President; Misha Laney, Vice President; Laureen Pia, Treasurer; Maile Kennedy, Secretary; Amanda Cabebe, Communications Coordinator; Nico Dollar, Teacher Liaison.

Key activities and accomplishments of the parent group during 2018 included:

- Fundraising events including: ohana Tees, helping with the Kauai County Fair.
- Supporting events at the school including: Huaka'i Papa; La Ho'ike'ike; Makana no nā haumana hemo kula; Purchasing sports equipment for wā pa'ani; supporting Lights on Rice Parade; Holiday food drive; providing snacks for major testing throughout the year; Supporting the school by providing pizza days for lunch working in the Kawaikini community garden; delivering information to the 'ohana via email, flyers and one-calls; providing food for all families during mandatory school meetings.
- Undergoing board training to support organizational effectiveness.

Planned activities for the first half of 2019 include:

- 'Ohana Movie Night
- Playground Committee.
- Helping with Aha Makua
- Fundraising!!!

We are currently seeking to fill our Historian and Treasurer positions, both positions are through next school year.

Positions that will be coming up for a two year term starting July 2019 include: President, Secretary, and Communications Coordinator. If you are interested or know someone who would be a good fit, please let one of the current board members know, and we would love to see you at one of our meetings so you can have an idea of exactly what to expect.



F. Supporting the Language of Kaua'i, Inc.

Founded in 2006, Supporting the Language of Kaua'i, Inc. (SLK) is a 501(c)3 Kaua'i-based nonprofit organization whose mission is "to support and perpetuate the native Hawaiian language through education and cultural enrichment." Having established Kawaikini, SLK continues to serve as the school's fiscal sponsor and fundraising arm. In recent years SLK has expanded to support other organizations that work to further the Hawaiian language on Kaua'i. SLK's projects benefit all geographic areas of Kaua'i with a special emphasis on K-12 students in Hawaiian language programs.



In 2018, SLK provided the following services to Kawaikini:

1. Administration of grants to the school in the amount of \$339,291.
2. Contractual services to benefit the school in the amount of \$26,888.
3. Leased facilities to support the school.
4. Fiscal sponsorship for proposals submitted to external granting organizations.
5. Direct financial contributions of:
 - a. \$63,919 for design of Kawaikini's multi-purpose building.
 - b. \$8,150 for building repairs to Kawaikini buildings
 - c. \$628 for Governing Board facilitation and support.
 - d. \$148 for board facilitation and support of Nā Hulu Makua.

One of our key projects has been supporting Kawaikini's Governing Board and Nā Hulu Makua with training and materials to help each incoming board understand its role within the school. This will be an ongoing commitment to maintain good communication and to help each of our constituency groups work well together.

For 2019, SLK's main areas of focus will be helping Kawaikini secure funding for necessary projects and beginning a capital campaign for construction of the school's multi-purpose building. We will also be administering our own grants program to community organizations who are working to further Hawaiian language education.

Board members serving SLK during 2018 were:

- | | |
|------------------------------------|-------------------------------------|
| - Hoku Ka'auwai (President) | - Natasha Troche |
| - Lea Kaiakamalie (Vice President) | - Kimo Perry |
| - Roxanne Carvalho (Treasurer) | - Ezra Kanoho (through August 2018) |
| - Leilani Spencer (Secretary) | |

IV. CONCLUSION

As a school of choice, Kawaikini recognizes that its parents need information to help them make an informed decision when it comes to the education of their children. The commitment to Hawaiian language education and the dedication that our school expects of its school community requires that we take the time to give them that information. Nobody requires us to create an annual State of the School report for our parents; we do it because we believe it is an important way to honor our parents' dedication and to pay respect to everyone who contributes to making the school what it is - whether they are parents, teachers, administrators, or the many people in the larger community who support our mission. As a community-driven charter school, Kawaikini exists because we *choose* for it to exist - and that choice is ongoing. In addition, it is hoped that the information in this report is helpful not just to our school community but to those outside who may want to learn more about the school. If you have questions or need further information, please don't hesitate to contact the school for more information.



K A W A I K I N I

V. APPENDICES

A - Governing Board Bios

B - Faculty and Staff Bios

C - Testing Results

D - Independent Financial Audit

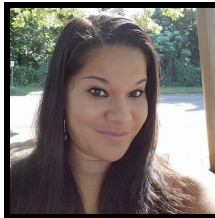
APPENDIX A: Governing Board Bios



Lei'ilima Rapozo (President) - Lei'ilima is a parent and former Director of Pūnana Leo o Kaua'i. She has been affiliated with Kawaikini since its inception both as a parent and founder. She brings expertise in business management and community relations. Her term ends June 2019.



Lou Nishida (Vice President) – Lou is a former associate member of the Governing Board who took the initiative to serve as a full member in 2014. He lives in Wailua Homestead where he farms tropical flowers, papaya, banana and other fruit trees. Lou graduated from Kapaa high school, then later went to Kauai Community College and graduated with an associates degree in Auto Body/Mechanics. He now works at University of Hawaii for the State in agriculture. Lou is also active with his wife Marci as parents and supporters of the Nā Hulu Makua parent group at Kawaikini. Lou's term ends June 2019.



Roxanne Carvalho (Treasurer) – Roxanne is a Kawaikini parent who firmly believes that without one's language your identity is lost. She has a Bachelors in Business Administration with a concentration in Accounting and works at Kaua'i Community College. She brings experience in accounting and budgeting. Roxanne's term ends June 2020.



Larie Manutai (Secretary) - Larie joined Kawaikini's Governing Board as a community member in July 2017. Born and raised on the North Shore of O'ahu, she is a graduate of Kahuku High School, Brigham Young University-Hawai'i, and the William S. Richardson School of Law at UH-Manoa. Larie brings experience in the legal field and labor law as well as a fresh perspective to Kawaikini's governing board. Her term ends June 2020.



Faith Burgess - Faith Burgess is the Front Office Associate at Par Pacific, where she's responsible for sales in fuel and oil products, management of customer accounts, and daily account transactions. Prior to Senter Petroleum, Faith worked for Niu Construction Inc. and Grace Pacific Corp for 20+ years, where she gained knowledge and experience in many facets of the construction industry. She is also an entrepreneur! – owns and operates B & C Services, Inc in her spare time. Faith is a proud graduate of Kapa'a High School and a member of Na Wahine Hui O Kamehameha since 1981 – a women's organization to the Royal Order of Kamehameha Kaumualii Chapter. In her spare time, you will not be surprised to see Faith volunteering her time at KEO dinners and Kawaikini events and on campus. She also loves spending time with her hanai children, attending their school events or just hanging out. Her term ends June 2021.



Jackie Kaina - Jackie joined Kawaikini's Governing Board in July 2018. She has worked as a full-time Program Manager for Kauai Economic Development Board (KEDB) since December 2015. Her areas of focus are the development and construction of the Kauai Food Production and Education Center, the development and construction of the Kauai Creative Technology Center, the update of the Comprehensive Economic Development Strategic Plan (CEDS), as well as initiatives in Food and Agriculture, Science and Technology, Renewable Energy, and Education. Her current role as Program Director involves strategic planning, development, and implementation of all initiatives to ensure that goals, objectives and all elements are accomplished within the prescribed time frame and funding parameters. As Program Director, she's blessed to work with industry and community leaders as well as students and teachers. For Jackie, working with the community and having the ability to "give back" is the most rewarding part of her job. Jackie is a graduate of Kamehameha Schools, Kapalama and UH Manoa and currently resides in Puhi with her husband Kalai and four children. Her term ends June 2021.



Ku'ulei Hamberg - Ku'ulei is a long time makua of the Hawaiian Immersion Program beginning with Punana Leo through Kaiapuni and now at Kawaikini. With parent support being a cornerstone of Kawaikini's structure, Ku'ulei has served on the Na Leo Kako'o and Nā Hulu Makua parent boards in multiple roles. Kawaikini has played a critical role in assisting Ku'ulei with raising her children with a firm foundation in who they are and what they represent. Ku'ulei currently has a role of Administrative Assistant for Mr. T's Pest Control here on Kaua'i where she is able to use her knowledge and previous work and life experiences to help grow this company to a new level. Prior to taking on her role at Mr. T's Pest Control, Ku'ulei gained experience in the role of Housekeeping Operations Supervisor at the Marriott's Kaua'i Lagoons Kalanipu'u - in the management of daily operations of a department including – management of all associate relations; inventory and purchasing; all property associate events; audit preparation. Outside of the office, Ku'ulei enjoys serving as a Youth Leader at New Hope Kaua'i Christian Fellowship, spending quality time with her 'ohana, and giving back to the community by volunteering her time and talents to various community organizations. Ku'ulei lives in Wailua with husband Luke and children Kawai, Kahiau, Hi'ilei, and Lehua. Her term ends June 2021.

Kealoha Enrique - Kealoha is Kawaikini's newest governing board member, being officially appointed in December 2018 for the term ending June 2020. Kawaikini welcomes her to the board.



Jessell Tanaka (Ex officio, non-voting) – Executive Director Tanaka was hired in May 2017 and began serving on the board in July 2017 as its automatically appointed ex-officio Executive Director representative. As ex-officio non-voting member, her term does not expire.

APPENDIX B: Faculty and Staff Bios

Kumu Alaka'i Kula Ha'aha'a (Lead Teachers for Elementary)



Kumu **'Ilima Hose** is currently the Kumu Alaka'i for papa mālaa'o. She was born and raised in Wailua, Kaua'i and graduated from Kapa'a High School. She holds a Bachelor of Arts Degree in Hawaiian Studies with an emphasis in Hawaiian Language from the University of Hawai'i at Hilo. She also has a Teaching Certification and a Master of Arts Degree in Indigenous Language and Culture Education, both received under the Kahuawaiola Hawaiian Medium Teacher Education Program at UHH. She is licensed in Hawai'i to teach K-6 (all subjects) and K-12 (Hawaiian Language and Hawaiian Studies). She has 14 years of teaching experience in public, public charter, and private schools throughout Hawai'i in both elementary and high school including: Ka 'Umeke Kā'eo Public Charter School, Ke Kula Kaiapuni o Kaua'i, Kamehameha Schools, Kaua'i High School, and Kawaikini New Century Public Charter School. 'Ilima enjoys spending time with her 'ohana, including her two keiki, one currently attends Pūnana Leo o Kaua'i and the other is here at Kawaikini. Kumu 'Ilima is proud to be a kumu in her 'āina hānau while teaching our keiki and perpetuating the language and culture of our kūpuna.



Kumu **Uluwehi Torio** is the Kumu Alaka'i for Papa 1. She holds a Bachelor of Science degree in Early Childhood Education from the University of Nevada at Las Vegas. Kumu Uluwehi is a former student of Kula Kaiapuni o Kapa'a. She is a graduate of Kapa'a High School and recently obtained her Masters of Education degree from the University of Phoenix. Kumu has previously worked in preschools and volunteered at Kula Kaiapuni o Kapa'a. She is fluent in 'Ōlelo Hawai'i.



Kumu **Ka'iulani Carvalho** is the Kumu Alaka'i for Papa 2. Kumu Ka'iulani comes to Kawaikini from Ke Kula 'O Nāwahīokalani'ōpu'u as a substitute teacher and after-school program teacher. She holds a Graduate Certificate in Kahuawaiola Indigenous Teacher Education from the University of Hawai'i at Hilo. She is fluent in 'Ōlelo Hawai'i and enjoys community and volunteer work with youth rugby.



Kumu **Lei Wann** is the Kumu Alaka'i for Papa 3. She holds a Bachelors in Anthropology and a Certificate of Pacific Island Studies from the University of Hawai'i at Hilo. Kumu Lei also received a a Bachelors in Elementary Education from the University of Hawai'i at Mānoa. Kumu Lei has previously worked at Kawaikini, as well as Ho'opuka Learning Center, and Kamehameha Schools. Kumu Lei has 2 keiki. Kumu Lei is fluent in 'Ōlelo Hawai'i.



Kumu **Kaliko Goo** is the Kumu Alaka`i for Papa 4. She holds a Bachelor of Arts degree in Hawaiian Studies from the University of Hawai`i at Hilo. She continued her education in the Hālau Wānana Teacher Education Program under KALO in Kamuela, HI. Kumu Kaliko is a graduate of Pāhoā High School. She has previously worked as an Education Assistant at Kua o ka Lā PCS and Kanu o ka `Aina PCS on Hawai`i island. She was also a Kumu Kāko`o at Pūnana Leo o Hilo and has held various other jobs. She has 1 child. Kumu Kaliko is fluent in `Ōlelo Hawai`i.



Kumu **Kaleimakamae Ka`auwai** has returned to Kawaikini as our kumu for Papa 5 & 6. He took a year sabbatical and before that he served as Kahu or Po`o Kula (Principal) of Kawaikini, since 2011. He holds a B.A in Business Administration, Management and Accounting from The College of Idaho and worked in the retail sector and hotel industry for 12 years. Thereafter, he pursued a Professional Diploma in Elementary Education from the University of Hawai`i Manoa and also holds a Master of Arts (Major: Teaching, Specialization: Reading) degree from National University. He is currently completing a Master's Degree in Charter School Educational Leadership Administration. Kahu Ka`auwai taught in the Hawaiian Language immersion education first at Kapa`a Elementary since 1995, and then at Kawaikini in 2008, in various combinations of grades 3-6. He has been a past, and now current, Choir Director at his church for over 25 years and is also a board member there. Kumu Ka`auwai was honored in March as "2014 Educator of the Year" by the Native Hawaiian Education Association.

Kumu Alaka`i Kula Ki`eki`e (Lead Teachers for Secondary)



Kumu **Kanani Durant** is the current Secondary Program Social Studies kumu, pae 7-12. She has previously worked at Ho`opuka Learning Center and is fluent in `Ōlelo Hawai`i. She is a graduate of Kaua`i High School and holds a BA degree in Hawaiian Studies and Hawaiian Language from the University of Hawai`i at Mānoa. Kumu Kanani is currently working on her Masters degree in Political Science and her Secondary Teaching Certification from the University of Hawai`i Mānoa. She is a mother of 3 children.



Kumu **Wahineu`i Waiamau** is the Secondary Program (7-12) Mathematics Kumu. She is a graduate of Kamehameha Schools – Kapālama and holds a Bachelors of Arts in Secondary Education with an endorsement in Advanced Mathematics from Concordia University – Portland. This is Kumu Waiamau's fourth year at Kawaikini and she serves as the Secondary Pouhana.



Kumu **Mahina Nakea** teaches English in our Secondary Program, Grade 7 – 12. Mahina comes to Kawaikini from Kapa'a Middle School where she was a SPED instructor. Mahina holds a Bachelors of Arts in English from the University of Hawaii at Manoa, as well as a post Baccalaureate Certificate in Secondary English. She also taught many years at Kamehameha School, Kapalama Campus and is continuing her study of Olelo Hawaii. She enjoys participating in aloha 'aina huaka'i and feels that as a Hawaiian and a kumu, it is her responsibility to support the mission of Kawaikini.



Kumu **Nico Dollar** is the Kumu Epekema (Science Teacher) for the 7th through 11th grade. She holds a B.S in Agroecology & Environmental Quality from the University of Hawai'i-Hilo and worked for the University Sustainable Agriculture facility and USDA Agriculture Research lab for several years. Thereafter, she worked for the Standing Rock Sioux Indian Reservation as a state archeologist monitor and tribal cartographer for the Tribal Historic & Preservation Office, while working towards a Masters Degrees in Science, (Major: pollination ecology, specializing in bees) at South Dakota State University where she also taught a grad-school entomology lab and worked as a bee researcher. During the summers she took courses in Hymenoptera systemics in Poland, Costa Rica, and Arizona. Then she began her secondary teacher training with Teach for America. She has nearly completed her Masters of Education Degree in Natural Resources & Environmental Science at Hamline University, in St. Paul, Minnesota. She has taught Agriscience and FFA for 6 years on Indian Reservations, and taught various secondary science courses for 16 years. Before moving back to Hawaii she was the Outdoor Education School Program Coordinator for South Dakota State Game, Fish & Parks and served over 250 schools.



Kumu **Keani Mayer** graduated from Kapa'a High School in 2006, she then attended Kaua'i Community College and there she earned her a certificate of completion in Hawaiian Studies in 2008. She then moved to the island of Hawai'i where she attended UH-Hilo. She worked at various Hawaiian Cultural work environments, such as: 'Imiloa Astronomy Center (2009-10), Pūnana Leo o Hilo Hi'ipēpē & Kūlia ia ka pono Hilo/Puna (2010-13). She received a Bachelor of Arts degree in Hawaiian Studies with focus on Hawaiian Language in 2013. She returned to Kaua'i where she became a Kumu Kako'o and a Kumu Alaka'i for Papa Mala A'o (2013-14). She then went to explore more options of employment at Alaska Airlines and Kaua'i High School as a TA/Sub (2015-16). Keani has returned to Kawaikini and served as the Kumu Kāko'o for Papa M-2 for 2017-2018 SY. She is currently Kumu 'ōlelo Hawai'i for Secondary Program (Grades 7-12).

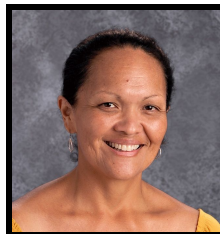
Kumu Kōkua/Kīnana (Educational Assistants/SPED)



Kumu **Kawai'olu Torio** has been a Kumu Alaka'i, Kumu Kōkua and Kumu Pani Hakahaka (substitute teacher) since 1992, beginning in Kula Kaiapuni in 1992 until the present. Kumu Kawai'olu has an Associates Degree in Specialized Business from the ICM School of Business in Pennsylvania. She graduated from Rochester High School, in Rochester, Pennsylvania. Kumu Kawai'olu has worked at various positions including being an office manager and a computer operator. Kumu Kawai'olu is known as the Singapore Math Kumu, having done many of the Math Nights at Kawaikini. She is also the mother of two children, including Kumu Uluwehi. Kumu Kawai'olu is fluent in 'Ōlelo Hawai'i.



Kumu **Kaleilehua Victor** is a graduate of Ke Kula Kaiapuni o Kapa'a at Kapa'a High School. She has also attended Kaua'i Community College and the University of Hawai'i at Hilo. She is currently a Kumu Kōkua in the Elementary Program. Kumu Kaleilehua has previously worked at Pūnana Leo o Hilo and Pūnana Leo o Kaua'i. Kaleilehua enjoys working with children and she is fluent in 'Ōlelo Hawai'i.



Kumu **Tu'u Goo** is currently a Kumu Kōkua for Secondary Program and to our students who attend Kaua'i Community College. She was previously the Hawaiian Language teacher in the Secondary Program, pae 7-12. Kumu Tu'u has obtained two Bachelor's of Arts degrees in the area of Hawaiian studies and History (Asian/Pacific) from the University of Hawai'i at Hilo. She has worked for numerous cultural outreach summer programs for 10+ years during Hawaiian cultural based enrichment institutes "Nā Pua No'eau-Hilo" and has currently worked at another new century public charter Hawaiian cultural based school on Hawai'i island "Kua o ka Lā NCPCS" for the past 9 years. There she attained numerous roles, first starting off as an educational assistant III, substitute teacher, community outreach coordinator for high school "Aho Loa", and a part-time Hawaiian language teacher for their online school "Hīpu'u", and from there eventually taught Hawaiian language in the classroom on campus. She moved back to Kaua'i in June 2016. She is a native of Kaua'i and is happy to be back home to reestablish and reconnect to her one hānau.



Kumu **Anuheia Herrod** currently serves as a Kumu Kōkua in the Elementary Program. She is a graduate of Kawaikini, Class of 2012.



Kumu **Kahanu Keawe** currently serves as Kawaikini’s Counselor. She studied at the University of Hawai’i at Manoa graduating with her Master of Social Work degree. Kahanu is passionate about helping those around her to successfully navigate their lives. She has a desire to speak Hawaiian language fluently as she lives her culture. She is currently studying voyaging/canoe navigation with Makali’i the Hawai’i island voyaging canoe. Kahanu resides in Anahola with her husband and 4 children.



Kumu **Natalia Steinhorst-Soler** serves as our Academic Coach/Student Services Coordinator. Natalia comes to Kawaikini from Chiefess Kamakahahei Middle School and holds a Masters of Arts in Education from California State University, San Marcos, as well as her Hawaii State Teacher’s License in Elementary and Special Education and Mathematics. She is bilingual in English and Spanish and is currently studying Olelo Hawaii. She is excited to be part of our kula which gives students validation in language and culture, and acknowledging the importance of physical health and connecting with their environment.



Kumu Healani Emmick is our Special Education teacher. She received her Masters of Education degree in Instructional Leadership through Chaminade University of Honolulu and holds a Bachelor of Science degree in Elementary Education from Brigham Young University-Hawai’i. Kumu Healani moved her family to Kaua’i from O’ahu to be closer to her ‘ohana and to help farm Kalo. She has 7 keiki. She enjoys hearing the haumana ‘Ölelo Hawai’i on campus and is currently learning the language.



Kumu **Kanoa Mayer** holds a Bachelor of Arts degree in Hawaiian Studies from the University of Hawai’i at Hilo. He also received an AAS degree in Hospitality and Tourism, a Hawaiian Studies Certificate and a Hawaiian Botany Program Certificate of Competence from Kaua’i Community College. Kumu Kanoa graduated from Kapa’a High School and is a Kumu Papa ‘Ölelo Hawai’i no ka Papa Mākua. He has previously worked at Ke Kula ‘o Nāwahīokalani‘ōpu‘u in Kea‘au, Hawai’i as well as various other places. Kumu Kanoa is fluent in ‘Ölelo Hawai’i.

Office Staff



‘Anakē **Ke‘ala Bristol** serves as the school’s Student Administrative Services Assistant (SASA). Ke‘ala studied Journalism and Public Relations at Hawai’i Pacific University in Honolulu. While earning her degree, she took four semesters of Hawaiian language. Ke‘ala lives in Puhi with her husband and

her two keiki. She is excited to play a role in the conservation of ‘Ōlelo Hawai‘i and loves to hear Hawaiian language daily in the workplace!



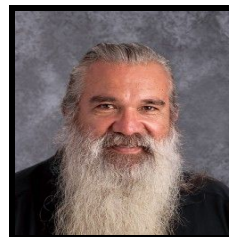
‘**Auli‘i Herrod** serves as Kawaikini’s Administrative Assistant. ‘Auli‘i started ‘Ōlelo Hawai‘i in Papa Malaa‘o (Kindergarten) at Ke Kula Kaiapuni o Kapa‘a. She is a graduate of Kawaikini, Class of 2013. She is currently studying to get her Bachelors of Arts in Creative Media



‘**Anakē Terri Russell** serves as the School Operations Supervisor for Kawaikini NCPCS. Terri holds a BA degree in Finance from Trevecca Nazarene College in Nashville, TN, and has over 25 years of experience in non-profit leadership and grants administration. Originally from South Carolina, Terri moved to Kaua‘i in 1997 and immediately fell in love with the Hawaiian people, their language and their culture. Terri previously worked with Ho‘ola Lāhui Hawai‘i for 14 years as their Chief Financial Officer and was a key player in the establishment of the Kaua‘i Community Health Centers in Waimea and Kapa‘a. Terri volunteers with many community organizations, including teaching Sunday School at Kapa‘a First Hawaiian Church. She resides with her one son and her Hawaiian ‘ohana, and is currently studying ‘Ōlelo Hawai‘i in her spare time.



Kumu **Malia ‘Alohilani Rogers** is the Cultural Education Specialist. She has taught in the field of Hawaiian language education for over 14 years, where she has taught at the elementary, middle school, adult education and community college level. She has helped develop and translate materials used in the Hawaiian language education program. Kumu ‘Alohilani has a BA in Hawaiian Language from the University of Hawai‘i and certification in elementary education. She is currently working on a Masters in Public Charter School Administration. She is also on the Board of Directors of ‘Aha Punana Leo. Her goal is to see the revitalization of the Hawaiian Language and culture here in Hawai‘i through the education of our kamali‘i, with a specific emphasis on Kaua‘i. She enjoys spending time with her ‘ohana and reading, especially stories and articles from old Hawaiian Language newspapers and books. Kumu ‘Alohilani was our previous Academic Director.



‘Anakala **George Jackson** holds a trade certificate from San Francisco City College, San Francisco, California. He is a graduate of Kahuku High School. ‘Anakala George, as he is affectionately known, is the bus driver for the North Shore bus. He has his CDL license and previously worked on O‘ahu for Gomes Bus Service for eight years and other transportation companies. He was also the Housing Maintenance Supervisor for eight years at Brigham Young University at Lā‘ie, Hawai‘i.

Ho'opākela (After-school Program)



'Anakē **Noe Haumea** is the Alaka'i for Ho'opākela, our After-School Program. She is a Kamehameha School graduate and was a stay-at-home mom until a couple of years ago when she decided to go back to school. 'Anakē Noe has earned her Associates in Arts degree in Hawaiian Studies from Kaua'i Community College. Noe has four keiki. They are all products of Hawaiian Immersion. The oldest graduated from Kawaikini in 2011. Her two daughters now attend Kamehameha, and her youngest is in papa 'ehā. Noe served as Treasurer for Nā Hulu Makua for 5 years. She has been with Ho'opākela for the past five years.

Po'o Kumu (Academic Director)



Kumu **Nāmomi McCorriston** is the Academic Director K-12. She has taught preschool at Pūnana Leo o Kaua'i as well as grades K-1 at the Kaiapuni elementary school level. She was our previous Kumu Alaka'i for Papa 2. Kumu Namomi holds a BA degree in Hawaiian Studies from Brigham Young University Hawai'i, where she also served as the President of the Hawaiian Club. She is a dedicated educator with a passion for teaching Hawaiian culture and language. Kumu Nāmomi is fluent in 'Ōlelo Hawai'i.

Po'o Kula (Executive Director)

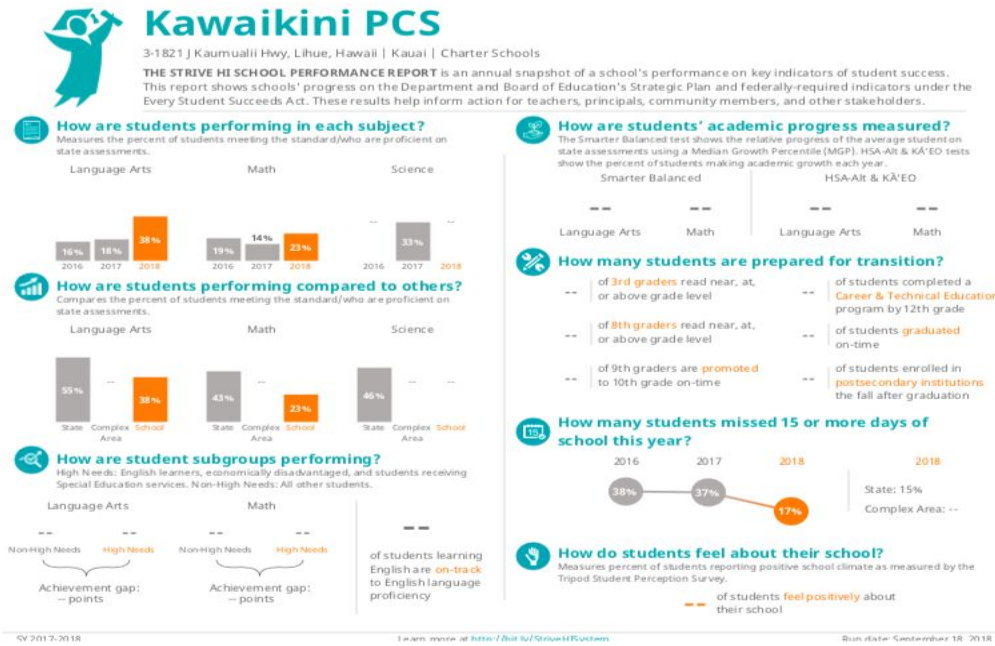


Po'o **Jessell M. Kalae Tanaka** is the Po'o Kula (Principal) of Kawaikini beginning May 2017. She holds a Bachelor's degree in Psychology and Master's degree in Social Work at the University of Hawai'i at Mānoa. Her prior experience includes managing operations of a center for child abuse, facilitating inter-agency team work and improving systems related to responses to child abuse. She was born and raised on Hawai'i Island and cherishes her time with family. Jessell is excited to be a part of Kawaikini and Hawaiian culture-based education.

APPENDIX C: School Performance

Strive HI

Strive HI is a State of Hawai'i system to monitor and report on overall performance for all public schools in Hawai'i (DOE and Charter) which includes: Financial, Organizational, and Academic Performance. All information is then used to classify schools into levels of performance. For the 2017-18 school year, Kawaikini remains in the classification of "Continuous Improvement", along with the bulk of public schools.



STRIVE HI
Our Students - Our Future - Our Promise

How do you measure how well a school is doing? In our estimation, it's more than scores on high-stakes tests. Schools should show that they are supporting children along the educational pipeline toward college, career, and community readiness. Are our students attending school? Are they graduating? Are they going to college? And how successfully are schools reducing the achievement gap between high-needs and non-high-needs students?

The Strive HI Performance System was designed to account for these factors in student success. Initially created in 2013 by a U.S. Department of Education waiver from certain aspects of the former No Child Left Behind Act, Strive HI has been refocused by the goals and priorities of the 2017-2020 Department of Education and Board of Education Strategic Plan, the governing document for the public education system.

Learn more at <http://bit.ly/StriveHISystem>

Kawaikini PCS
3-1821 J Kaunualii Hwy, Lihue, Hawaii | Kauai | Charter Schools

Our Story
Nu'ukia / Vision: Ku kila'ila 'o Kawaikini, ke 'olono nei, malamalama. Steadfastly stands Kawaikini, for the brightness of day is here. Kawaikini stands tall in an era of knowledge and enlightenment.

Ku-ha'aehe ma-kou, ko Kawaikini, i kailaulu kuano'o, na'auao, a ha-ehuala e kulumā ai ka 'o-lelo, na-mana'o, a me na-hana ka po'e 'o-lwi o Hawai'i nei. We, Kawaikini (NCPCS), stand tall as a thoughtful, knowledgeable, and healthy community where the language, beliefs and practices of the indigenous people of Hawai'i are instinctive.

Ala Nu'ukia / Mission: Me ka pa'a ma ka 'ike ku-puna ma ka 'o-lelo Hawai'i, e ma-lama ai ke kula 'o Kawaikini (M-12) i kailapuni ka-ko'o a i kailapuni a'o, ma ka 'o-lelo Hawai'i a me ka 'o-lelo Peleka-nia no-'ho'i, kahi e mimamina, ho'ohana, a ho'omau 'ia ai no-'ho'i ka 'ike ku'una 'o-lwi. Grounded in the Hawaiian language, Kawaikini will create a productive community of bi-lingual and bi-literate citizens in a supportive K-12 learning environment where indigenous cultural knowledge is valued, applied, and perpetuated.

About Our School
Principal | Jessell Tanaka
Grades | K-12
808-632-2032
www.kawaikini.com

147
students enrolled

--- of students are English language learners

52% of students are eligible for Free or Reduced Lunch

6% of students receive Special Education services

--- of students receiving Special Education services are in general education classes most of the day

In the area of Strive HI Academic Performance, Kawaikini continues to look for ways to improve in all areas. In 2018, particular attention has been given to improving Chronic Absenteeism, which is the percentage of students missing a high number of school days throughout the academic year.

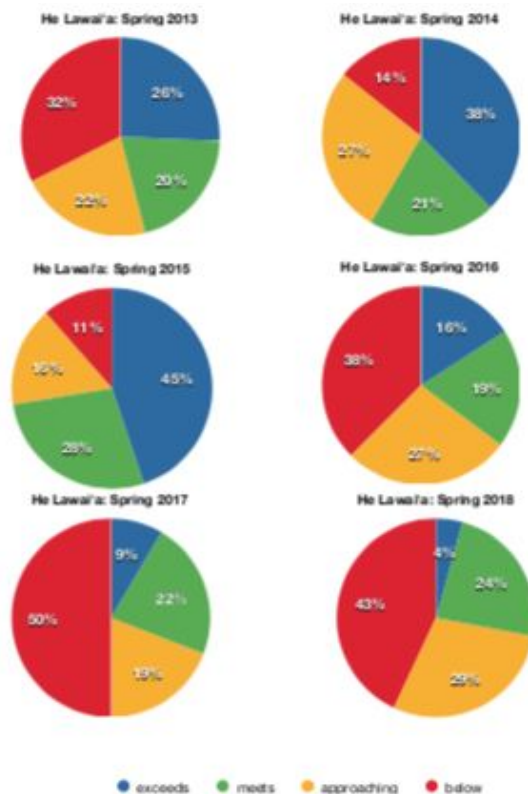
Testing

As part of its contract with the state and as proof of its own commitment to maintaining accountability, Kawaikini maintains a comprehensive program of testing. In years 2017 and prior, these include both State-required mandatory assessments, including the Smarter Balanced Assessment (SBA) in English (for State mandated grade levels) and voluntary testing such as ACT, the Northwest Evaluation Association (NWEA) and He Lawai'a No Ke Kai Hohonu (Hawaiian language reading comprehension) that are used to provide diagnostic and evaluative data to help guide instruction. In 2018, all State-required mandatory assessments remained the same except for added KĀ'EO assessments in Language Arts and Mathematics for grades 5-8 (newly developed) and a science assessment for grade 8. Kawaikini students (identified as Kaiapuni) were tested in Hawaiian Language Arts, Mathematics and Science. DOE is no longer offering SBA assessments in Grades 5-8 for identified Kaiapuni students.

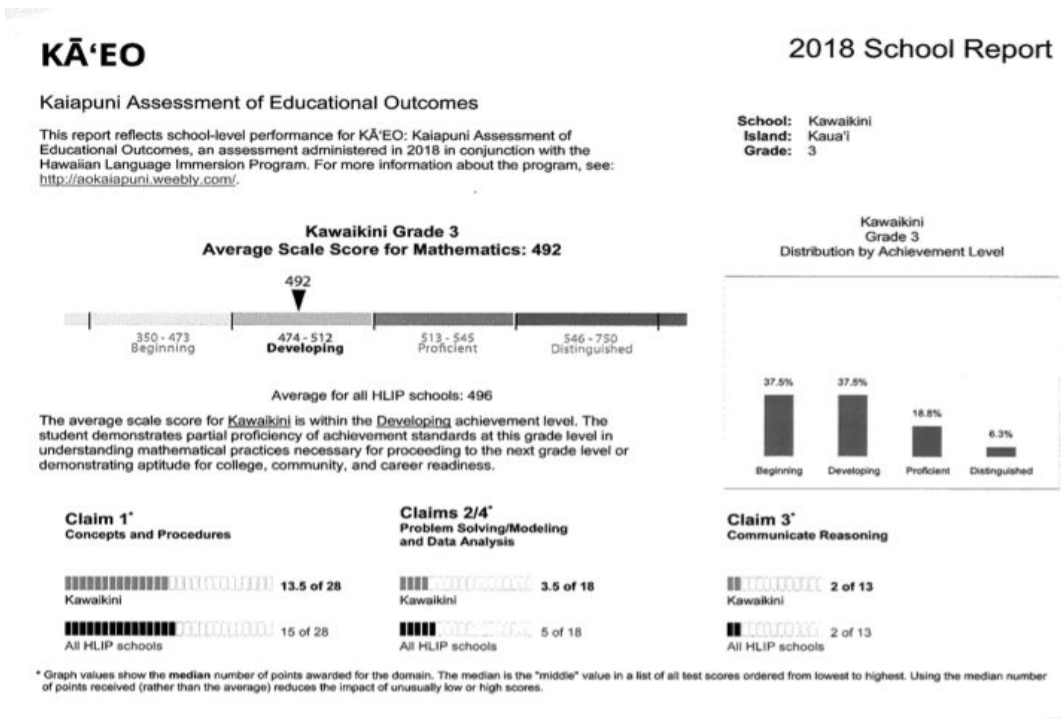
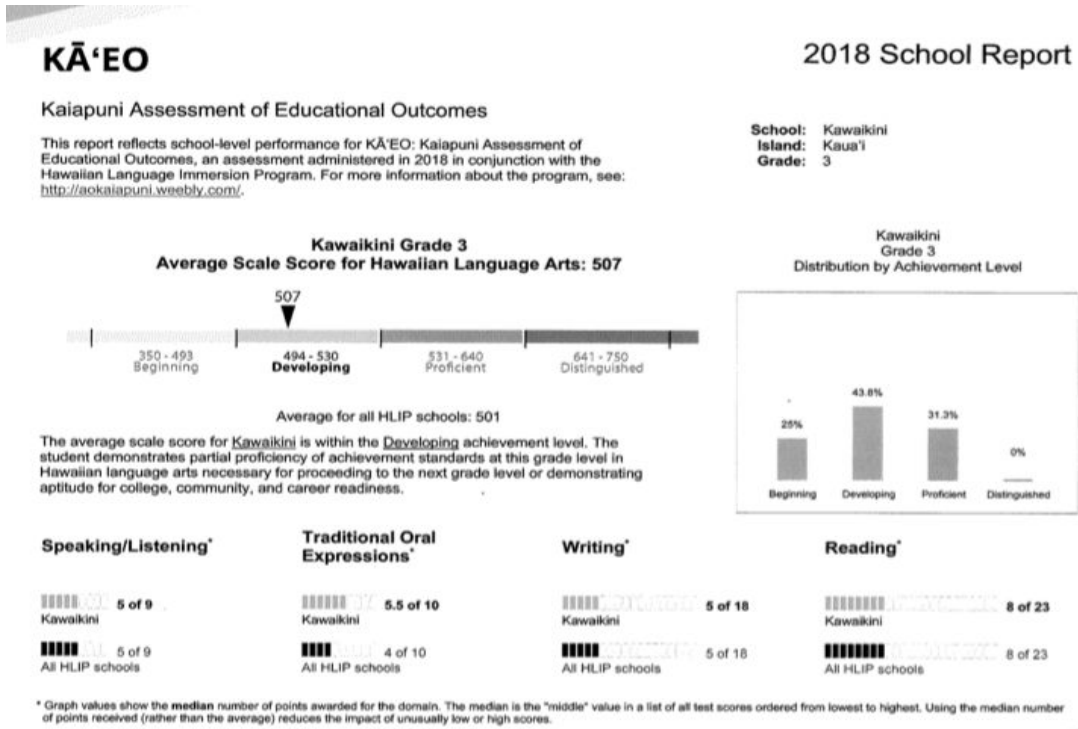
In order to understand Kawaikini's test scores, it is important to note, that because our class sizes are so small, grade-level test data is easily impacted when a few students test either high or low compared to their classmates. Kawaikini's smaller grade size makes it difficult to extrapolate non-student-specific trends and tendencies from the data.

He Lawai'a: *He Lawai'a* is a K-12 'ōlelo Hawai'i reading comprehension test that consists of one Hawaiian narrative passage at each of twelve difficulty levels. As a student reads a passage aloud, his or her mistakes are noted by the teacher. Following the read-aloud portion of the test, the student is asked questions regarding the narrative's components such as the main idea and vocabulary. We currently use *He Lawai'a* in grades 1-6.

He Lawai'a data in grades 1-6 showed a steady increase of students meeting or exceeding proficiency from 28% to 72%. During this time, Kawaikini was using the original version of the *He Lawai'a* test. Since 2016, we have been using a new version of *He Lawai'a* in grades 1-3.



KĀ'EO (grades 3 & 4): We administered this Hawaiian immersion student statewide with the new assessment, Kaiapuni Assessment of Educational Outcomes (KĀ'EO). The following tables show the comparison of the average score of Kawaikini students and all other Hawaiian Language Immersion Program students in Mākau 'Ōlelo (Hawaiian Language Arts) and Pili Helu (Math) over the past 3 years. KĀ'EO is scheduled to be administered in progressively older grades in the future.



KĀ'EO

2018 School Report

Kaipuni Assessment of Educational Outcomes

This report reflects school-level performance for KĀ'EO: Kaipuni Assessment of Educational Outcomes, an assessment administered in 2018 in conjunction with the Hawaiian Language Immersion Program. For more information about the program, see: <http://aokaiapuni.weebly.com/>.

School: Kawaikini
Island: Kaua'i
Grade: 4

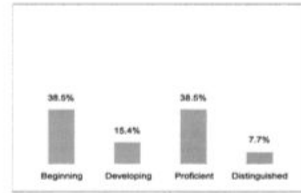
Kawaikini Grade 4 Average Scale Score for Hawaiian Language Arts: 519



Average for all HLIP schools: 515

The average scale score for Kawaikini is within the **Developing** achievement level. The student demonstrates partial proficiency of achievement standards at this grade level in Hawaiian language arts necessary for proceeding to the next grade level or demonstrating aptitude for college, community, and career readiness.

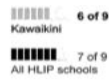
Kawaikini Grade 4 Distribution by Achievement Level



Speaking/Listening*



Traditional Oral Expressions*



Writing*



Reading*



* Graph values show the median number of points awarded for the domain. The median is the "middle" value in a list of all test scores ordered from lowest to highest. Using the median number of points received (rather than the average) reduces the impact of unusually low or high scores.

KĀ'EO

2018 School Report

Kaipuni Assessment of Educational Outcomes

This report reflects school-level performance for KĀ'EO: Kaipuni Assessment of Educational Outcomes, an assessment administered in 2018 in conjunction with the Hawaiian Language Immersion Program. For more information about the program, see: <http://aokaiapuni.weebly.com/>.

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Island: Kaua'i
Grade: 4

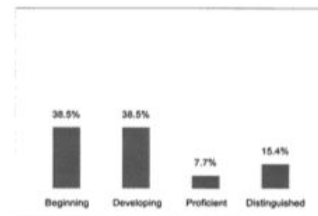
Kawaikini Grade 4 Average Scale Score for Mathematics: 502



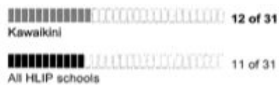
Average for all HLIP schools: 504

The average scale score for Kawaikini is within the **Developing** achievement level. The student demonstrates partial proficiency of achievement standards at this grade level in understanding mathematical practices necessary for proceeding to the next grade level or demonstrating aptitude for college, community, and career readiness.

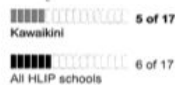
Kawaikini Grade 4 Distribution by Achievement Level



Claim 1* Concepts and Procedures



Claims 2/4* Problem Solving/Modeling and Data Analysis



Claim 3* Communicate Reasoning



* Graph values show the median number of points awarded for the domain. The median is the "middle" value in a list of all test scores ordered from lowest to highest. Using the median number of points received (rather than the average) reduces the impact of unusually low or high scores.

NWEA (grades 5-12): The NWEA is an adaptive computer-based assessment that provides student data within 48 hours. This assists teachers in making effective instructional decisions to help student learning. Kawaikini students in grades 5-12 take 3 portions of the NWEA which include, Reading, Math, and Language Usage. Students in grades 7 and 8 also taken the Science portion. NWEA has been made available to Kawaikini through the generosity of Kamehameha Schools.

APPENDIX D: 2017-2018 Independent Financial Audit

[Included here is the most recent Financial Audit Report for the 2017 - 2018 fiscal year including the Management Discussion and Analysis. The full audit report may be viewed online at www.kawaikini.com.]

J^{ay} M_{iyaki}, CPA, LLC

**KAWAIKINI
NEW CENTURY
PUBLIC
CHARTER
SCHOOL**

Audited Financial Statements
as of and for the Years Ended
June 30, 2018 and 2017
and Independent Auditor's Reports

KAWAIKINI NEW CENTURY PUBLIC CHARTER SCHOOL

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For the Years Ended June 30, 2018 and 2017

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KAWAIKINI NEW CENTURY PUBLIC CHARTER SCHOOL
INDEPENDENT AUDITOR'S REPORT
For the Years Ended June 30, 2018 and 2017

INDEPENDENT AUDITOR'S REPORT

To the Governing Board and Management of
Kawaikini New Century Public Charter School:

Report on the Financial Statements

We have audited the accompanying financial statements of the governmental activities and the business-type activities of Kawaikini New Century Public Charter School (a State of Hawaii Public Charter School), as of and for the years ended June 30, 2018 and 2017, and the related notes to the financial statements, which collectively comprise the School's basic financial statements as listed in the table of contents.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express opinions on these financial statements based on our audits. We conducted our audits in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in Government Auditing Standards, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audits to obtain reasonable assurance about whether the financial statements are free from material misstatement. An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities and the business-type activities of Kawaikini New Century Public Charter School, as of June 30, 2018 and 2017, and the respective changes in financial position and, where applicable, cash flows thereof for the years then ended in accordance with accounting principles generally accepted in the United States of America.

Other Matters

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that the management's discussion and analysis information on pages six (6) through nine (9) be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board, who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Unaudited Component Unit.

We were not engaged to audit the financial statements of Supporting the Language of Kauai, Inc.'s as of and for the years ended June 30, 2018 and 2017 as part of our audit of Kawaikini New Century Public Charter School's basic financial statements. We did not extend our auditing procedures to express an opinion on the financial statements of Supporting the Language of Kauai, Inc. and, accordingly, we express no opinion on them.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated October 7, 2018 on our consideration of the Kawaikini New Century Public Charter School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering Kawaikini New Century Public Charter School's internal control over financial reporting and compliance.



Honolulu, Hawaii
October 7, 2018

KAWAIKINI NEW CENTURY PUBLIC CHARTER SCHOOL
MANAGEMENT DISCUSSION AND ANALYSIS
For the Years Ended June 30, 2018 and 2017

KAWAIKINI NEW CENTURY PUBLIC CHARTER SCHOOL

MANAGEMENT DISCUSSION AND ANALYSIS

For the Years Ended June 30, 2018 and 2017

The following discussion and analysis of the financial performance of Kawaikini New Century Public Charter School provides an overview of the School's financial activities for the fiscal years ended June 30, 2018 and 2017. Please read it in conjunction with the School's financial statements and the related notes to the financial statements.

The School as a Whole

Kawaikini New Century Public Charter School was approved by the Hawaii State Board of Education and received its charter on July 10, 2008. During the fiscal year ended June 30, 2018, the School operated grade levels kindergarten through grade twelve in Lihue, on the Island of Kauai, Hawaii. Enrollment consisted of a total of 141 students for the 2017-2018 school year and 149 for the 2016-2017 school year. Following are additional information.

- Kawaikini is in year four of a six-year cycle for Accreditation from the Western Association of Schools and Colleges. The accreditation process is a collaborative effort of all teachers, staff, parents, students, and community members. Kawaikini has revised and is implementing an action plan to benefit the students and `ohana. In April 2017, the mid-term accreditation visit was completed and resulted in an exemplary review of the school and its programs. Recommendations from the accreditation team included: implementing and evaluating a resource development process, providing teachers with collaborative time to write curriculum across grade levels, defining beneficial leadership structural changes, and researching enrollment design options.
- Kawaikini's students are steeped in the Hawaiian culture, with a focus on the third pillar, Manokalanipo. They are involved in the community, creating and maintaining partnerships across the island, and visiting places like, Alekoko, Ha`ena, Makaweli, Po`ipu or Makahiki games, Moloa`a, Lawai Kai, the Library, Malama `Aina Foundation, Waipa, Puakea, Nounou, Ka`aka`aniu, Kekaha, Kealia Asquith Farm, Kilauea/Kahili, Waiakalua, Nawiliwili, Miloli`i, Kalapaki, Kailuea Loop Trail, Wilcox Haukapila, Namahana, Koke`e, Kapa`a Beach Park, Kamalani Park and Pea`iki.
- Kawaikini's Secondary Academic Conferences occur in the final month of each semester (December and May) each year. Each conference is an opportunity for students to share what they have learned before an audience, which includes their parents. Both elementary and secondary students participate. In our secondary program, 10 students from grades 10-12 conducted college and trade school site-visits on Oahu. These site-visits sparked student excitement about the possibility of attending college and options for further education. Kawaikini continued to progress in year 3 of a 4 year plan to develop and finalize a writing, place-based, curriculum project across all grades. The achievements this year include finalizing the end-of-year student writing outcomes, drafting grade level rubrics, as well as the writing scope and sequence frameworks.
- Kawaikini, in collaboration with community partners, succeeded this year in gradually moving away from a sporadic lunch schedule to providing daily lunches beginning in February 2018. Lunches included ingredients harvested from the Kawaikini school garden..

The School as a Whole (continued)

- The senior students' capstone project involved a year-long research and defense for a district of their choice, presented before a panel of judges of language, education, community and cultural based education. This was the first year the alumni group assisted with the senior presentations and graduation ceremony.
- A new executive director, hired from outside the school community, and a new operations supervisor, both began their work in these positions this year. Together, the Governing Board of Kawaikini and the executive director, developed and began to implement a new strategic action plan which incorporates the goals, recommendations, and timeline for re-accreditation, the charter school contract, and funding plans from other sources

Using This Annual Report

This annual report consists of a series of financial statements. In accordance with *Government Accounting Standards Board* pronouncements, the School is considered a special-purpose government engaged in governmental activities and business-type activities and issues a Statement of Net Position, a Statement of Revenue, Expenses and Changes in Net Position, a Statement of Cash Flows and the related notes to the financial statements, which collectively comprise the School's basic financial statements as listed in the table of contents. These statements provide information about the financial activities of the School as a whole. The Governing Board reviews and approves the annual school budget; however, a budgetary comparison is not included as a supplementary schedule because it is not required.

Financial Statements

The financial statements are designed to provide readers with a broad overview of the School's finances, in a manner similar to that employed by a private-sector business.

The *Statement of Net Position* presents information on all of the School's assets, deferred outflows of resources, liabilities and deferred inflows of resources, with the difference reported as net position. Over time, increases or decreases in net position may serve as an indicator of whether the financial position of the School is improving or deteriorating.

The *Statement of Revenue, Expenses and Changes in Net Position* present information on revenues and expenses of the School and the changes in net position. All changes in net position are reported as soon as the underlying event giving rise to the change occurs, regardless of the timing of the cash flows.

MANAGEMENT DISCUSSION AND ANALYSIS (continued)

Financial Statements (continued)

The *Statement of Cash Flows* presents information about the School's cash receipts and disbursements that affect the change in the School's cash balance by categorizing cash activities into operating, investing and financing activities.

The *Notes to the Financial Statements* provide additional information that is essential to a full understanding of the data provided in the School's financial statements. The notes to the financial statements can be found on the pages following the financial statements.

Financial Highlights

For the year ended June 30, 2018:

- The School reported net position of \$1,284,298 comprising cash of \$226,393, other assets of \$112,640, and property and equipment of \$1,047,958 less liabilities of \$102,693.
- The School reported an operating loss of \$148,165 from total revenues of \$1,618,353 less total expenses of \$1,766,518.
- Per-pupil funding was approximately \$1,037,003, which represented 64% of total revenues.
- Salaries and wages of \$1,241,301 represented approximately 70% of total expenses.

Net Position

The following provides a summary of the School's net position as of June 30, 2018 and 2017.

	<u>2018</u>	<u>2017</u>	Increase (Decrease)
Assets	\$1,386,991	\$1,540,085	\$(153,094)
Liabilities	\$ 102,693	\$ 107,622	\$(4,929)
Total net position	\$1,284,298	\$1,432,463	\$(148,165)

The decrease in assets and liabilities in fiscal year 2018 resulted in the School's decrease in net position. Over time, net position can serve as a useful indicator of the School's financial position.

MANAGEMENT DISCUSSION AND ANALYSIS (continued)

Changes in Net Position

The following provides a summary of the School's revenues, expenses and changes in net position as of June 30, 2018 and 2017.

	<u>2018</u>	<u>2017</u>	Increase (Decrease)
<u>Revenues</u>			
Per-pupil allocation	\$1,037,003	\$1,073,211	\$(36,208)
Grants passed through from			
Supporting the Language of Kauai, Inc.	327,985	254,781	73,204
Federal and other grants	112,153	116,422	(4,269)
Other income	<u>141,212</u>	<u>143,518</u>	<u>(2,306)</u>
Total revenues	<u>1,618,353</u>	<u>1,587,932</u>	<u>30,421</u>
<u>Expenses</u>			
Salaries and wages	1,241,301	1,122,567	118,734
Other expenses	<u>525,217</u>	<u>471,428</u>	<u>53,789</u>
Total expenses	<u>1,766,518</u>	<u>1,593,995</u>	<u>172,523</u>
Increase (decrease) in net position	\$ <u>(148,165)</u>	\$ <u>(6,063)</u>	\$ <u>(142,102)</u>

Net Investment in Capital Assets Component of Net Position

The following provides a summary of the School's net investment in capital assets component of net position as of June 30, 2018 and 2017.

	<u>2018</u>	<u>2017</u>	Increase (Decrease)
Buildings and improvements	\$1,376,241	\$1,376,241	\$ -
Vehicles	136,972	118,072	18,900
Furniture and equipment	67,514	67,514	-
Office and computer equipment	116,660	116,660	-
Accumulated depreciation	<u>(649,429)</u>	<u>(553,985)</u>	<u>(95,444)</u>
Total capital assets – net	<u>\$1,047,958</u>	<u>\$1,124,502</u>	<u>\$(76,544)</u>

The overall decrease in capital assets is due to depreciation expense exceeding capital asset additions.

Contacting the School's Management

This report is designed to provide a general overview of the School's finances and to show the School's accountability for the money it receives. If there are any questions about this report or if additional financial information is needed, please contact the School.