



**HAIS / WASC Accreditation
Self-Study 2014**

Ke Kula Ho'āmana 'o
Kawaikini

Kawaikini Public Charter School

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K A W A I K I N I

Introduction: Preface

Pepe`e a palaholo

Said of the 'ama'u fern, which furnishes sap used in tapa making. Similar to the English proverb: Great oaks from little acorns grow.

School Background Information

For many decades, the decline of the Hawaiian language had become a grave concern as 'Ōlelo Hawai'i, the native Hawaiian language, was offered at fewer and fewer public schools throughout the state. Following the Constitutional Convention and election of November 7, 1978, Hawaiian became one of two official languages of the State of Hawaii, supported by law. With this came the ability to teach new generations in the Hawaiian language.

Envisioning a thoughtful, knowledgeable, and healthy community where the language, beliefs, and practices of the indigenous people of Hawai'i have become instinctive, Kawaikini New Century Public Charter School (hereafter referred to as Kawaikini) grew out of the efforts of a core group of dedicated parents and educators who were affiliated with the Hawaiian Language Immersion program at Kula Kaiapuni o Kapa'a (Hawaiian Medium School of Kapa'a). Aspiring to create a superior K-12 education for their students, these parents and teachers applied for and received a planning grant under the USDOE's Charter Schools Program in 2006. Upon receiving the grant, Kawaikini's parent non-profit organization, Supporting the Language of Kaua'i, Inc. (SLK) established an interim local school board (ILSB) which conducted bi-weekly planning meetings to provide direction for the design of the start-up charter school. These planning efforts eventually culminated in the submission of a Detailed Implementation Plan (DIP) in June 2007. In October 2007, after a highly competitive application process, Kawaikini received one of two available charters. Kawaikini soon opened in July 2008 with 79 students and a group of core families dedicated to fulfilling the school's mission:

Through the medium of the Hawaiian language, Kawaikini NCPCS will create a supportive learning environment where indigenous cultural knowledge is valued, applied, and perpetuated.

Since its inception, Kawaikini has been governed by a Governing Board (GB) - also previously referred to as a Local School Board (LSB) - consisting of eight members who are appointed for three-year terms. During the early years the Governing Board's evening meetings were conducted under outdoor tents with the help of portable lamps and flashlights, where heavy rains might momentarily drown out a discussion or cause board members to scatter to another area for shelter. This seminal time in the school's history

was both extremely difficult and extremely exhilarating. Yet from these humble beginnings barely six years ago, Kawaikini has grown in both size and capacity as its initial vision has come to reality and its strong commitment to this mission has been put into action.

Education and Curricular Framework

Curricular Framework

Kawaikini's educational program is founded on three Curricular Foundations: Kauaʻi a Manokalanipō (Kauaʻi Curriculum); Ke Ala ʻIke (Career and College Preparation Curriculum); and Ola Pono (Health and Wellness Curriculum).

Kauaʻi a Manokalanipō (Kauaʻi Curriculum) - Kawaikini's Manokalanipō curriculum includes a focus in each classroom or grade on the different moku (geographical areas) of Kauaʻi, including Puna, Koʻolau, Hale Leʻa, Kona and Nāpali. Students study the specific moku and are able to experience these places first hand during excursions to these sites. The curriculum is designed to give students a well-rounded place-based understanding of the different areas of the island and to foster an appreciation of the beauty and diversity of Kauaʻi.



Ke Ala ʻIke (Career and College Preparation Curriculum) - Kawaikini's Ke Ala ʻIke component is designed to prepare students for career and college success. Community partnerships with the Pacific American Foundation, Alu Like, and Kauaʻi Community College offer secondary students online career and college planning, problem-solving skills and strategies, and financial aid workshops.

Ola Pono (Health and Wellness Curriculum) - In line with its Ola Pono curriculum, Kawaikini has partnered with such community organizations to provide students with presentations on hygiene, nutrition and disease prevention. Students at the secondary level practice health and wellness in their participation in the school's garden (mala), quarterly nature hikes, traditional Hawaiian (makahiki) games, and canoe paddling.

Instructional Programs

As a K-12 school, Kawaikini's instruction is provided through its Elementary and Secondary programs. These serve students in grades Kindergarten through sixth grade, and grades 7- 12, respectively.

Elementary Program: Ke Kula Ha'aha'a o Kawaikini, Grades K-6

The elementary program at Kawaikini NCPCS provides a solid foundation for students, both academically and culturally. As a whole, the three main areas of focus have been: (1) transitioning from the Hawai'i Content and Performance Standards to the Common Core National Standards; (2) project-based partnerships to fulfill their kuleana (duties) culminating in an annual school performance, Lā Hō'ike'ike; and (3) learning about Kaua'i.

In 2012, the elementary program at Kawaikini NCPCS increased emphasis on the K-6 math program, Singapore Math while continuing to meet individual student needs due to the change from the Hawai'i Content and Performance Standards (HCPS III) to the nationally recognized Common Core Standards. Please see Chapter VIII(b) for further information regarding other curricular areas.



Students have been placed in Singapore Math classes that are best suited to their math abilities, thereby helping students to create a firm foundation in math understanding while continually challenging them to improve.

Elementary teachers also meet regularly to discuss teaching strategies to improve students' understanding of math.

Since 2012 students in grades 3 and 4 have taken the translated Hawaiian version of the HSA (Hawai'i State Assessment). The validity of this test is highly contested, but it has nevertheless been a state requirement since the 2011-2012 school year. For this reason, Kawaikini has continued to research other assessments that more accurately reflect our students' abilities, while supporting the mission of the school.



Kawaikini Faculty and Staff

Secondary Program: Kūlia i Ka Nu‘u, Grades 7-12

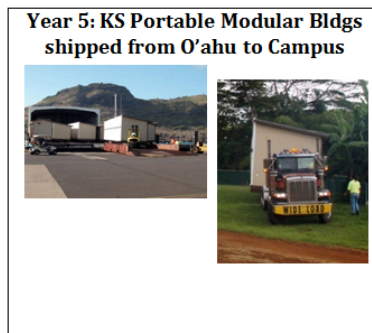
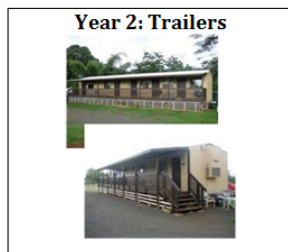
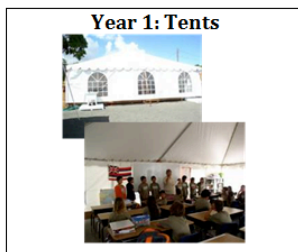
Kawaikini credit requirements at the secondary level reflect the rigor and relevance required by the Board of Education and remain true to its mission by requiring the successful completion of Hawaiian Language Arts at each year.

At the secondary level, a student’s day includes five period classes, with five different teachers, classrooms, and assignments. Students also have lunch duty based on a weekly schedule as well as non-credit classes in providing culturally appropriate and community-based experiences.

As of the 2012-2013 school year, all of our teachers are licensed and highly qualified in their core content area. The secondary faculty is comprised of Kumu Alaka`i (classroom teachers) in Hawaiian Language Arts, English Language Arts, Math, Social Studies, and Science. Online coursework is utilized for some core study such as chemistry, supplemental learning, and credit recovery.

Evolution of the School

Kawaikini’s facilities are located on approximately 10 acres of land leased on a long-term 25-year lease from the University of Hawai‘i and Kaua‘i Community College. During its first year of operation Kawaikini began with five kumu alaka`i (classroom teachers) and three kumu kōkua (educational assistants) who served the school's initial 79 students in tents, interim trailers and other makeshift facilities. Over the next few years, certain classes were transitioned into other more permanent classroom facilities as our enrollment grew to 92, then 106, between years 1 and 3. With that growth came incremental yet rapid progress in the school's facilities:



Interim tents and portable modular classrooms were used for additional classroom and meeting areas until 2013 but were phased out entirely at the end of the 2013 school year. Tents have been kept on campus for possible use as additional outside learning space.

Current classroom facilities now consist of approximately 11,840 square footage of classroom and administrative space. This includes the following as of Fall 2013:

- Six modular classrooms (total: 8640 sf.) - These six classroom/administrative buildings are leased from SLK per a long-term rental agreement.



New modular classrooms installed July 2013

- Two bathrooms (total: 640 sf) - These six classroom/administrative buildings are also leased from SLK.
- Two energy-efficient smart classrooms, known as Hale Akamai, have been completed and are in current use by Kawaikini's secondary students (total: 2560 sf.). Also known as the FROG buildings, these buildings were designed to provide Flexible Response to Ongoing Growth (FROG). They serve as test platforms for use by Hawai'i Natural Energy Institute School of Ocean and Earth Science and Technology at UH Mānoa. The 1,280-square-foot smart buildings feature 75 percent energy demand reduction, abundant natural light and glare control, superior air quality, microclimate customization and advanced climate controls. Constructed of renewable or recyclable materials, each FROG building generates more energy within its footprint than is required to operate its systems. This system produces virtually no carbon emissions, provides 100 percent thermal comfort hours and has the capacity to return five times its energy use through active solar power generation.



**Project Frog Energy-Efficient "Smart" Buildings,
aka "Hale Akamai"**

Grounds of the school now include an enclosed playground area in the lower campus area, a garden for student projects, and a semi-enclosed grass field in the upper campus area. There are two roads leading to these areas, one of which serves as an emergency exit from campus, if necessary.

Longer-term landscaping has been awaiting final installation of new buildings on campus. With the installation of the school's infrastructure, PF buildings, and SLK modular buildings, attention will be focused on a comprehensive landscaping plan.

Current And Future Development

Currently Kawaikini has ten kumu alaka`i (lead teachers) and three kumu kōkua (educational assistants) in addition to a half-time special education teacher. As of Fall 2013, all teachers and students are housed in permanent air-conditioned buildings and enrollment is 123 students. We are moving forward with continual growth in student enrollment and improvements to our facilities and infrastructure. Based on Kawaikini Enrollment Projections provided to the Charter School Administration Office (CSAO) in Spring 2013, the school will have the capacity and infrastructure to serve 225 students by the 2019-2020 school year.

Introduction: Self-Study Accreditation Process

E kūkākūkā kākou i like ka mana`o e holomua!

Discuss together so that we are of one mind to move forward together with unity.

Work began for our initial visit in fall 2011 with completion of an Initial Visit Application and acceptance by WASC. Because of the newness of our school and the many changes and improvements needed for our young K-12 school, an extra year was requested to complete the Self-Study, culminating in spring 2014.

Following the initial one-day WASC visit on April 13, 2011, a faculty/staff committee structure was created so that these groups could focus on the major recommendations from the initial evaluation as well as begin work on the school's Self-Study and Action Plan. The following teams were created following an all-school orientation meeting with all stakeholders to explain the purpose and duties required for each committee:

- Governance
- Finances/Fundraising
- Human Resources (Administration, Faculty, Staff)
- Students, Program
- Community
- School Plant, Health and Safety

Our mission and vision requires each of us to share responsibility in cultivating and nurturing the traditional language, culture, and values of Kaua‘i. For this reason, parents, community members, teachers, staff, and students were all involved in this orientation. To the credit of our strong school ‘ohana, parents and community members volunteered to chair each of the committees. Membership on each committee included members of various stakeholder groups with student involvement primarily on the students and program areas of the Self-Study.

Time was set aside for these committees to address the three major WASC recommendations as well as the standards and indicators for each section following guidelines for Appraising the Independent School, K-12. Agendas, attendance sheets, and meeting notes were kept from all meetings and a record of progress in each area has been documented.

In fall of 2011, the faculty, parents, and the then-Local School Board (LSB) were informed about the Self-Study Accreditation and Progress Report process. Responsibilities for writing the report were defined and expectations for the content of the report were clarified via specific accreditation worksheets developed for each committee. A Self-Study Steering Committee was formed to oversee the process of evaluating each of three major recommendations offered by the Initial Visit Committee and to begin work on the entire Self-Study.

In January 2012 the various committees began in depth evaluation of the progress made on each major Visiting Committee recommendation and began work in earnest on each item in the Self-Study standards. This effort included board members, faculty, staff, community representatives, and administration. The 2012 Progress Report was reviewed by the faculty and staff and then approved by the LSB at their meeting in May 2012.

In the fall of 2012, the faculty, parents, and the Governing Board (formerly, the LSB) were updated about the Self-Study Accreditation and progress was reported for each of the three initial WASC recommendations. At the initial mandatory parent meeting, the Self-Study process was re-presented and new and returning parents were again encouraged to volunteer to participate. Committee memberships were revised to include new parents, staff, and teachers.

Monthly meetings were scheduled for the Steering Committee, consisting of the three newly appointed administrators, the former Executive Director who is a retired DOE principal with many years of experience, and a teacher with previous experience as a WASC as well as National Council for the Accreditation of Teacher Education (NCATE) Visiting Team member. Committee Chairperson meetings were scheduled bi-monthly with attendance of the HAIS consultants assigned to facilitate the process. Each of the three administrators agreed to coordinate and monitor one or more of the WASC Self-Study committees to ensure ongoing progress, regular meetings, agendas, etc.

Regular ongoing meetings occurred throughout 2012-2013. Agendas, attendance sheets, and meeting notes were kept from all meetings and a record of progress for each initial visit recommendation and Self-Study indicator has been documented. This effort included board members, faculty, students, staff, community, and administration. The progress report was reviewed by the faculty and staff and then approved by the GB at their meeting in May 2013.

In January of 2013 each committee submitted a summary of their discussions and evaluation of the WASC standards for each of their areas. This summary was shared at a celebration with invitations to the entire school 'ohana to attend. Student council representatives also attended and several new parent/community members were recruited and agreed to participate in the Self-Study. As a charter school of choice, each of us shared why we wanted to teach or study at Kawaikini. Parents talked about why they chose to send their children. With emotion, some parents shared how they themselves wished that a school such as Kawaikini had been available to them as children. Others lamented the loss of the language through prohibitions or punishments for speaking Hawaiian when they had gone to public school in their youth. They strongly supported the school's beliefs in promoting and preserving the Hawaiian language and culture for their children and for future generations. Students were asked why they liked attending Kawaikini and why they would like to continue to attend. Several reported that they valued the aloha offered to each of them individually from their teachers, the staff, and administrators. Another student loved the positive learning environment and how "learning through doing" with their many outdoor projects and field trips has made learning fun.

In June 2013 the administrators and steering committee teacher attended a full-day workshop with updated training and information related to completing the Self-Study and Action Plan. At the June 2013 Chairperson's meeting, each chair reported on the indicators, overall strengths, and areas for development for each chapter of the final Self-Study Report following guidelines for Appraising the Independent School, K-12. Discussion and prioritization of the areas of need based on their findings followed with orientation regarding development of the WASC Action Plan provided by the HAIS consultant assigned to assist us.



Accreditation Committee Chairs and Consultants meet to discuss their drafts

During the summer and fall of 2013 each committee met to review the comments and suggestions made by the HAIS/Kamehameha Schools consultants. The faculty and staff met during faculty meetings to review all of the chapters for accuracy and suggestions for improvement. The chairs of the committees met in August and September of 2013 to begin development of the Action Plan. The Action Plan was further developed in October 2013 with feedback from faculty, administration, the GB, and staff. The faculty reviewed the Action Plan for additional comments, suggestions, and input in October 2013. The chairs were asked to share the “final” drafts with each committee before the steering committee finalized the Self-Study Report. The GB approved the report at its November 2013 meeting. The final draft was then submitted to the Visiting Team Chair for her November pre-visit.

I. The School's Philosophy and Purpose

‘O ke kahua mua, ma hope ke kūkulu
First comes the foundation, and then the building.

CRITERION: *The school has established a clear statement of philosophy. In the following standards, the term philosophy refers to the school's statement of philosophy, purpose or mission.*

1. Provide the school's statement(s) of philosophy, purpose, and/or mission.

Kawaikini is a K-12 school that opened its doors on July 24, 2008. As a Hawaiian-medium and Hawaiian-values start-up charter school, Kawaikini's Mission is:

Through the medium of the Hawaiian language, Kawaikini New Century Public Charter School will create a supportive learning environment where indigenous cultural knowledge is valued, applied, and perpetuated.



Students performing at Lā Ho'ike'ike schoolwide performance

Supplementing the school's Mission are its Vision, Beliefs, and General Goals. These can be seen below:

Kawaikini's Vision:

We envision a thoughtful, knowledgeable, and healthy community where the language, beliefs, and practices of the indigenous people of Hawai'i have become instinctive.

Kawaikini's Beliefs:

1. We believe that we have a responsibility to cultivate and nurture the traditional language, culture, and values of Kaua'i.
2. We believe that the Hawaiian language should be a respected and normal part of daily life throughout Hawai'i.
3. We believe that bilingualism is cognitively advantageous.
4. We believe that good physical, spiritual, and emotional health is vital to learning.
5. We believe that being part of a caring community provides children with the inner strength to succeed throughout life.
6. We believe that a diverse and academically rich education is necessary to thrive in a dynamic, ever-changing world.

Kawaikini's 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 success in their academic and career pursuits.

2. How was this statement (or statements) developed?

The mission was developed by engaging a wide spectrum of the school 'ohana (family, extended family, faculty, staff, and community partners) as well as the larger Hawaiian community through an advisory board of key supporters. Kawaikini's foundation statements, including Mission, Vision, Beliefs, and General Goals, were developed as a result of a process that began in 2006 with a concerned group of parents and teachers

coming together to establish an interim local school board (ILSB), composed of members of all school stakeholders.

The process included three phases. First, concerned parents met to define strategic values, issues, and beliefs in collaboration with existing elementary school Hawaiian immersion teachers. Then the newly developed ILSB met bi-weekly to continue collaboration toward the school's initial New Century Public Charter School proposal, incorporating stakeholder input and best practices based on Indigenous Education research. A public review process was conducted to gather comments and input from all stakeholders, advisory group members, and community leaders leading to the completion of the final mission statement. Finally, after the issues were further studied and discussed among the groups listed above, a draft mission statement was developed as part of the Detailed Implementation Plan (DIP). The DIP formed the basis for the application to obtain permission to begin a K-12 Hawaiian immersion charter school in 2007. The mission statement and DIP were adopted by consensus of the newly formed ILSB in 2007. The DIP described the vision, mission, and beliefs of the school as well as detailed plans regarding its operation.

Thus, the mission statement was drafted with input from concerned parents, Hawaiian immersion teachers, the Kawaikini Advisory Board which is comprised of community leaders and educators with expertise in Hawaiian culture and language, and alumni and staff from other Hawaiian immersion charter schools throughout the state.

3. Describe student learning expectations as related to the school's philosophy, purpose or mission and the school's profile.

Kawaikini's expected student learning expectations stem directly from the purpose and mission established by the Governing Board in alignment with current legislation requiring public charter schools to meet all public school standards. During the 2011-2012 school year, Kawaikini developed a list of student learning expectations through school-wide discussion and collaboration. A task force, comprised of the Kawaikini Self-Study Education Committee and administrators, took this list and condensed the statements into the Expected School-wide Learning Results (ESLRs) — statements of what every student who graduates from Kawaikini New Century Public Charter School should know, understand, value, and be able to do. In July 2012, Kawaikini faculty, administrators, and staff participated in a two-day retreat focused on educational philosophy and strategy.



Students performing at Lā Ho'ike'ike schoolwide performance

Work continued throughout the 2012-2013 school year to identify specific desired student learning outcomes and provide a framework for educational standards necessary to reach those outcomes — in a context that reflects and honors Hawaiian knowledge, perspectives, and cultural practices shared by various stakeholders. Until 2013 Kawaiikini's ESLRs were based on the Hawai'i State Standards. In 2012-2013 the school began to transition the alignment of the ESLRS to the new statewide Common Core Standards.



Students working online in classroom

The following chart illustrates each ESLR as it aligns with the school's vision, mission, beliefs, and most recently, expected exit indicators: