

**HAWAIIAN FOCUSED CHARTER SCHOOLS  
SELF-STUDY VISITING COMMITTEE REPORT**

**ACCREDITING COMMISSION FOR SCHOOLS,  
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES**

**FOR**

**KAWAIKINI NEW CENTURY PUBLIC CHARTER SCHOOL**

**3-1821 J Kaumuali'i Highway  
Līhu'e, Hawaii 96766**

**November 15-18, 2020**

**Visiting Committee Members**

Julie Zurek, Chairperson  
Teacher Librarian, Retired

Mary Martinson  
School Counselor, Kanu o ka 'Āina New Century Public Charter School

Tatiana Fox  
Sr. Design Specialist, Instructional Development & Support - Kamehameha Schools

## I. Introduction: The School Profile

- Copy the school's profile, exactly as written by the school in the self-study (Prompts for writing the School's Profile can be found on page 6 of the accreditation manual).
  - The visiting committee provides commentary on the accuracy and completeness of the School's Profile. The visiting committee can make additional observations about the school if important elements of the profile need to be put forth or if portions of the profile need clarification. Statements made in this section should be largely factual.
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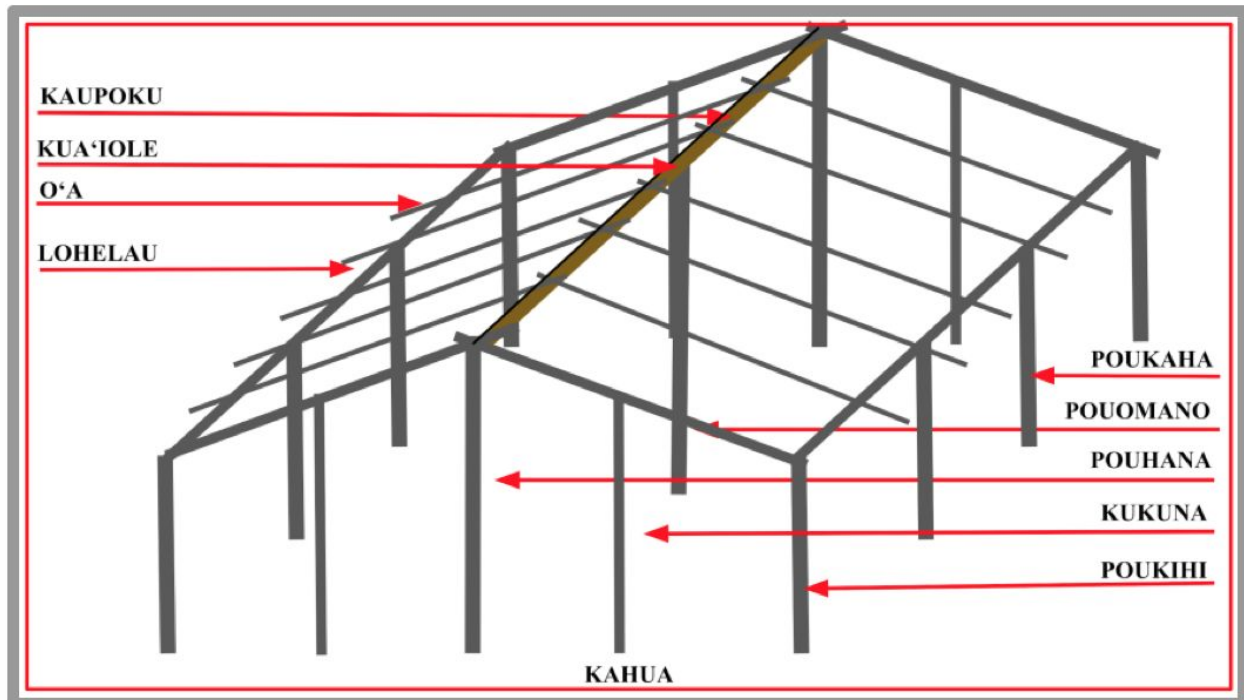
### The School Profile (from the February 2020 self-study)

Kawaikini began from a dream of a group of dedicated parents and teachers to have one school, Kindergarten through 12th grade (K-12), where the Hawaiian language and culture are commonplace. Although the Interim Local School Board looked into several possible sites, Kawaikini's current site, adjacent to Pūnana Leo pre-school and University of Hawai'i, Kaua'i Community College (KCC) in Puhī was determined to be the ideal location. Kawaikini is currently in the 12th year of a 25-year lease with UH/KCC of the approximately ten-acre site.

Our mission requires that graduates of Kawaikini be proficient in Hawaiian and in English. Therefore, Kawaikini is an immersion program in grades K-4, gradually becoming a bi-lingual program thereafter.

In Summer 2016, as a means of visually showing the integral relationship of our entire school community, the Hale Metaphor was developed. Several parts of a traditional hale (thatched house) have been linked to roles and responsibilities within our Kawaikini 'ohana as follows:

- The **kahua** (*foundation, made up of rocks of various sizes*) represents the Hawaiian language, values and culture that root us in our school's mission and vision.
- The **pouomano** (*centerpost*) represents the administrative team that upholds our school's overall structure.
- The **pouhana** (*outer centerposts*) represent the lead kumu for the kula ha'aha'a (elementary program) and kula waena/ki'eki'e (secondary program) who work with administration to uphold the school's overall structure.
- The **poukihi** (*corner posts*) represent the teachers who provide the outline for learning.
- The **poukaha** (*supporting posts*) represent the 'ohana (families) who provide additional support in holding up the hale.
- The **kukuna** (*supporting posts*) represent the community partners who also provide additional support in holding up the hale.
- The **lohelau** (*gable plates*) represent the students who are held up and supported directly by the teachers and 'ohana.
- The **o'a** (*rafters*) represent the school Expected Schoolwide Learner Results (ESLRs) which connect the students to the mission and vision.
- The **kaupoku/kua'iole** (*ridgepole*) represent the mission and vision reached through the ESLRs that are connected directly to the students who are held up by the teachers and parents. The administration and teacher leads are also directly connected to the mission and vision.



This diagram has since been incorporated into our Handbooks and parent meetings. Having a visual representation has been helpful in demonstrating how our strength is dependent upon every role group; everyone is important in the success of Kawaikini.

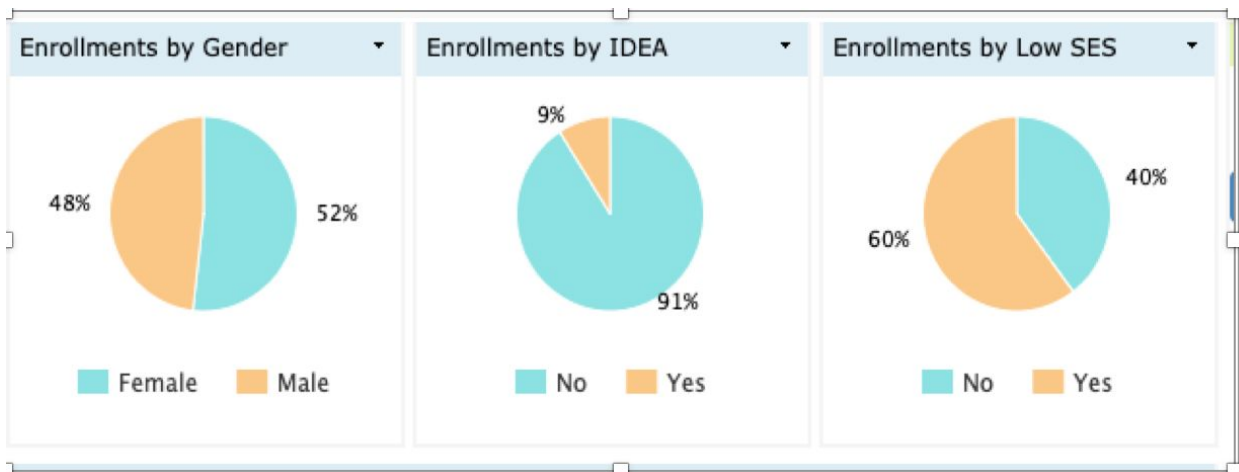
Since our initial visit in 2014, Kawaikini has made a structural change to the administrative team. In 2014, there were two Academic Director positions, Elementary and Secondary. Each of the Academic Directors were responsible for both the academic and operational progress of each program with a Fiscal Manager position assuming oversight responsibility for all the operational needs of the school. However, in the very next school year, School Year 2014-2015 (SY14-15), as a means of providing consistency throughout Kawaikini (K-12), the structure was changed so that all teachers and academic programs would come under one Academic Director. The Fiscal Manager position became difficult to fund in 2015, and an Accounts Clerk position was created. However, as of SY17-18, operational, non-academic and financial oversight is managed by a School Operations Supervisor position (SOS). This position remains through SY19-20, and together with the Academic Director (AD) and the Executive Director (ED), form the administrative team.

Since this major change in the organization of our administrative structure, there have been further addition of positions to assist teachers and students. Here is an overview of personnel in SY19-20:

ACS WASC Hawaiian Focused Charter Schools Visiting Committee Report

Kawaikini's Population	Elementary Program (M-6)	Secondary Program (7-12)	Total
Haumāna (Students)	125	42	167
Kumu Alaka'i (Lead Teachers)	7	6	13
Kumu Kōkua (Educational Assistants)	3	1	4
Nā Po'o (Administration: ED, AD, SOS)			3
Instructional/Student Support: SSC/AC, SpEd, Counselor, Cultural Education Specialist			3.5
Non-Instructional Support: SASA, Office Assistant, 0.5 Maintenance, 1 Bus Driver			3.5
Papa Alaka'i (Governing Board)			8

Kawaikini students represent a diverse Kaua'i demographic, with students' home communities spanning from Kekaha to Kīlauea. Further information on our 167 student population data (SY19-20) is as follows:



The first graduating class of Kawaikini was in 2011. In all, Kawaikini has had 21 graduates (2011-2019). Graduating classes have ranged in size from one to four students.

Eighty-nine percent of employees are Native Hawaiian and the remaining 11% are of various other racial backgrounds. We do not currently collect economic information on employees. Geographically, our staff is similar to our students, with home communities from Kalāheo to Kīlauea.

In alignment with Charter School regulations, Kawaikini's Governing Board (GB) is made up of community members with knowledge and/or experience to contribute to Kawaikini's sustainability and progress. Kawaikini's GB bylaws outline positions for a President, Vice-President, Treasurer and Secretary. In addition, the GB has several committees: Financial, Human Resources, Communications, Facilities and Education. These committees may meet outside of the 2/month meetings of the entire Board, as needed.

Kawaikini's budget has increased by 22% from school year ending 6/30/15 to school year ending 6/30/19. Annual audits are conducted at the end of each school year. From 2015 to 2018 Kawaikini continued to show different material weaknesses in its internal control, annually. Much of this had to do with the absence of a true fiscal director. The auditor continued to recommend the school develop and implement procedures to properly record transactions before the financial records were submitted for audit. With the hiring of the School Operations Supervisor and implementing year-end audit processes, Kawaikini received a clean audit for the school year ending 6/30/2019.

### *Addendum*

This addendum contains significant updates to Kawaikini's WASC Self-Study, submitted in February 2020.

#### *Adapting to COVID*

Many changes needed to be made in order to open school safely. Feedback from staff and 'ohana surveys informed decision making for school reopening plans. Kawaikini has created a Limhana Re-opening Guide to provide clarity and consistency for staff and a similar 'Ohana Re-opening Guide for families. These guidelines lead transitions between different learning models. Although student disenrollment and enrollment fluctuated in SY20-21, the enrollment number has remained unchanged.

The Covid-19 virus brought about an undetermined amount of decreased Hawai'i state funds allocated to all DOE public schools including public charter schools, as well as a decrease in per pupil funding from Kamehameha Schools. Grant funding awards have also decreased. Kawaikini's revenue for SY20-21 has decreased by 20% due to State budget cuts.

In addition to a decrease of funding, we are also seeing an increase of expenses. This school year's budget for cleaning expenses (supplies and staff) has increased by 12%.

In order to meet the needs of teachers and students, Kawaikini has also increased the amount of kumu kōkua (teacher aides) from 4 last year to 5.5 this school year. This increase in teacher aides in the classroom has helped provide instruction to students, monitoring for safety, and help with new processes (like daily health screenings, student individualized interventions and lunch distribution).

School mission aligned traditions were adapted during this time. Daily morning Piko is conducted virtually. Lā Ho'okahua (relationship building activity and reset cultural grounding

for the upcoming year) Day, was held with staff at Alako Fish pond following health and safety protocols.

The Visiting Committee determined that the Kawaikini NCPCS Profile and Profile update from the 2020 Addendum provide an accurate description of the school and the changes the school has made to accommodate the restrictions it has faced due to Covid-19 virus protocols.

## II. Comments on the Self-Study Process

This section refers strictly to the process. Comment on how effective the school was in promoting, securing, and demonstrating the broad involvement and collaboration of the full school community in creating the self-study?

Rate the school on how effectively they collaborated during the self-study process:

- Highly effective
- Effective
- Somewhat effective
- Ineffective

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Kawaikini began its self-study in SY17-18 and early in the planning process the school decided to use a collaborative model to gather information for the self-study. All teachers and teacher aides were involved in the process by meeting monthly for 1.5 years for discussions and clarification of things like instruction and assessment and reviewing questions with administration, staff, and the Governing Board. Teachers also wrote drafts of the SS sections to which they had been assigned, which were then reviewed and discussed in the teacher meetings. To ensure that all constituency groups were included, additional meetings (at least 4 meetings per school year) were held with parents to seek parent input and update the parents on the Self-Study progress. Brief surveys were given to all stake holders to collect information, specifically with parents.

The information gathered from constituency groups was then consolidated in a shared Drive folder and raw information was placed into Kawaikini's working Self-Study Report (also shared on Drive). The collected information was refined and organized - to varying degrees - by the SS Steering Committee. When further information was needed additional meetings were scheduled or emails were sent to request information. Chapters of the self-study were completed by the Steering Committee and proofread by editors: Kealoha Enrique (*Kawaikini GB member, Education Committee; Special Education at Kapa'a High School*), Dr. Liela Nitta (*one of the founders of Kawaikini; former Kawaikini GB member; retired teacher and principal*), and Dr. Natalie Nimmer (*H AIS*). A final editing of the entire document was done by Jessell Tanaka (*Director*), Alohilani Rogers (*Self-Study Coordinator, Cultural Education Specialist, former Academic Director and former GB member*), and Kimo Perry (*one of the founders of Kawaikini; former Kawaikini GB President; current member of Supporting the Language of Kaua'i*).

The working draft of the self-study was shared with faculty and staff on Google Drive during the first faculty meeting of January 2020, and was available for comment until February 13, 2020. The self-study draft was also shared, via Google Drive, with each Governing Board member during January and February 2020. The Governing Board approved the self-study on February 20, 2020.

Teachers and teacher aides had input into the information gathering phase of the self-study and participated in the actual production of the self-study. Teachers/staff were been involved in the writing of the self-study, and, it appears, were given an opportunity to review chapters of the self-study until the entire draft had been completed and was presented to teachers and staff via Google Drive, after which teachers/staff were then given a limited timeframe in which to make any comments or change requests. Parental involvement in the preparation of the self-study took place during regular parent meetings, where parents participated in information gathering for the Self-Study. The Visiting Committee feels that Kawaikini successfully included the entire school community in preparation of the Self-Study.

### III. Assessment of the Progress Report

The focus of this section is to discover how the school uses its self-study and accreditation visits. See page 7 of the manual to see the prompts and guidance the school should follow in preparing this section. The visiting committee here should discuss the significant changes and the progress made on previous major recommendations since the school's last self-study. While the school is required to respond to all major recommendations, the school may decide, in due process, NOT to implement a major recommendation. The school should provide reasons for this decision which might be influenced by a major change that has occurred at the school since the time of the last accreditation. A major change might be a new head of school, construction of new buildings, a major capital campaign, a change in the school's grade level configuration, or graduation requirements.

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The 2017 Visiting Committee left Kawaikini with four major Recommendations. The Recommendations and the school's progress on the Recommendations are as follows:

**Recommendation #1:** Support the new Executive Director as she takes on the responsibilities of the school and the new strategic plan.

When Jessell Tanaka became the New Executive Director of Kawaikini in SY17-18 she was able to "shadow" the outgoing Executive Director during all of May and June 2017. The overlap timeline allowed the incoming director to see the end of year lā ho'ike'ike performances as well as see the planning tasks for the following school year and benefit from mentoring by her predecessor. Integration with the staff was smooth; having a consistent Academic Director and Pouhana (teacher leaders) during the new Director's first year was also supportive. Also, the outgoing Director and the Board decided to hold off on building the strategic plan until the new director was officially in place, which allowed her to be part of plan development and creation at the start of 2018, and clarify goals and priorities moving into the new school year and beyond. The Governing Board and administration have invested significant time in the Self-Study process; the finding of this process will guide the next Strategic Plan, which will cover 2020-2026.

**Recommendation #2:** Manage the impact that change in leadership structure and a new Executive Director has upon the culture of the school, particularly in the area of donor cultivation, development, and community involvement.

Since the last Visiting Committee in 2017 and the transition of leadership structure and personnel, the following impacts have occurred:

*Culture of the School.* Because of a thoughtful process in the hiring and introduction of the new Executive Director Kawaikini was able to avoid any serious disruption of the school culture. The change in the leadership structure to having three people as part of the administrative team allowed the school to make changes to school-level processes, including an electronic point of services systems and the development of a maintenance schedule for vehicles and facilities. Less time spent on collection and reconciliation of cash payments for bus, uniforms and lunch have allowed more time on other duties and helped alleviate certain stress points. Having these logistical issues run more smoothly positively impacts morale.

*Donor Cultivation:* Kawaikini continues to have a limited amount of individual donors. The School



Operations Supervisor manages the mahalo (recognition) process for donors.

*Development:* The current parent group is new, due to term limits, but is gaining experience in facilitating fundraising events. Fundraising events averaged \$7,188 for SY17-18 and SY18-19 and provided funding to address various minor needs at the school. Income from federal grants increased from an average of \$127,666 for SY15-16 to an average of \$174,234 for SY17-18 and SY 18-19.

The change in leadership structure allows the new position of School Operation Supervisor to apply for grants. The new director continues to work with Supporting the Language of Kaua'i in coordinating funding for a multipurpose building. Development has been positive with a 13% increase in total annual funds raised in SY17-18 and a 17% increase for SU 18-19.

*Community Involvement.* Kawaikini has increased its partnership with Kauai'i Community College and offered its first dual credit classes for high school students in SY18-19 and continued for SY19-20. In SY18-19 the Kawaikini partnership with Mālama Kaua'i expanded significantly to being a vendor for the lunch service program, in addition to a VISTA volunteer on site. Mālama Kaua'i also collaborated with Kawaikini through participation in the federal school nutrition program. In SY19-20 a new partnership with a school 'ohana member and local vendor, Epic Eats, evolved. Community involvement of the parent group continued with various local events throughout the school year, including a holiday parade, county fair festival and other local events. A new partnership with Mālama Hulē'ia in SY18-19 includes various grade levels integrating curriculum and project restoration goals. The impact of community involvement has been positive and furthers Kawaikini's commitment to creating and maintaining various community partnerships.

**Recommendation #3:** As the school adjusts to the new leadership framework, continue to find ways to clarify the responsibilities and roles of a single Academic Director (AD) while at the same time building the leadership capacity of the two Pouhana.

Due to growth some personnel changes have been made since SY16-17 which have helped increase support to both teachers and students. A new 0.5 fte Counselor position was created in SY17-18 to serve student needs in a more timely manner. A new Academic Director began in SY18-19; a new Academic Director manual was created to clarify the responsibilities of this position. Additionally, in SY18-19 a new 0.5 fte Academic Coach position was created and combined with the 0.5fte Student Support Coordinator (SSC) position. In SY18-19The 0.5 fte SpEd position, which was previously combined with the SSC position, became a stand alone 0.5 fte position; the SpEd position transitioned to a full-time position in SY19-20. Also in SY18-19 a full-time Cultural Education Specialist (CES) position was created to further Kawaikini's progress in several areas: (1) the school's documentation of our Manokalanipō, 'āina-based curriculum unit plans and writing project; (2) structure secondary program's cultural, fine arts curriculum and (3) track progress on the HFCS School Process Rubric. The HFCS School Process Rubric was collaboratively created by Hawaiian-focused charter school directors over the course of several years as a general guide by which all HFCS can gauge progress towards the HFCS Vision of the Graduate (also collaboratively created). Each year, the HFCS schools use this rubric to self-assess their progress towards the HFCS Vision of the Graduate: 19-20 Kawaikini HFCS School Process Rubric Self-Assessment.

Pouhana positions were created for two kumu to serve as teacher leaders. Orientation for the Pouhana duties and responsibilities (such as facilitating team planning, promoting positive team relationships and

attending all 'Aha Kauleo meetings) is provided by the Academic Director at the beginning of the school year. Additionally, Pouhana are given priority to attend training on leadership topics and/or teaching practices.

**Recommendation #4:** Continue to find ways to design the schedule so that teachers have time to collaborate and work on K-12 alignment.

Elementary and Secondary team teachers continue to meet for 35-40 minutes weekly to collaborate and meet with their Pouhana. SY19-20 Profes Hawaiian Language A'o Kaiapuni Standards to our existing grade-level practices, and review student datasional Learning Community (PLC) time of 40-70 minutes per week was provided to secondary teachers during the school day which allows teachers time to collaborate as well as complete school-wide curriculum goals assigned by the Academic Director and/or Academic Coach. Teachers have also been able to work on curriculum maps and classroom management plans during PLC time.

SY19-20 was year five of Kawaikini's Manokalanipō Writing Project to develop the Vision of the Kawaikini Writer, the grade-level benchmarks to achieve this vision and the assessment tasks and rubrics for teaching and measuring progress. Each year, our Kumu Alaka'i (lead teachers) have had approximately ten individual or small group meetings (25-45 min.) with a team of resource teachers to help us build this scaffolded framework.

Professional development days and faculty meetings for teachers to collaborate about K-12 alignment in areas, such as Manokalanipō, Culturally Relevant Assessments, and Hawaiian language, are provided by Administration. In SY19-20 over seven hours of time was embedded into weekly faculty meetings to work on writing assignments, alignment of the Hawaiian Language A'o Kaiapuni Standards to our existing grade-level practices, and review student data.

#### IV. Assessment of School's Performance for each Self-Study Section

A major component of the visiting committee report is the team's thoughtful commentary regarding the school's performance in light of the 16 accreditation standards found in the manual. This part of the report will be divided into six sections, each of which will address the accreditation standards included in that section's chapters in the self-study manual. The six sections are broken down as follows:

**Section I: Institutional Core Values, Purpose, and Aspirations (Chapter 1)**

**Section II: Teaching and Learning (Chapters 2-7)**

**Section III: Financial Sustainability (Chapters 8-10)**

**Section IV: Operations (Chapters 11-13)**

**Section V: Institutional Stewardship and Leadership (Chapters 14-15)**

**Section VI: Institutional Improvement and Sustainability (Chapter 16)**

*Each section gets a rating that IS NOT SHARED with the school at the exit meeting conducted by the visiting committee but IS later shared with the school. Each section's rating must be accompanied by a statement of rationale that explains the committee's reasoning and summarizes the evidence that it used in determining the rating.*

#### **Section I: Institutional Core Values, Purpose, and Aspirations (Chapter 1)**

##### **Chapter 1: Mission**

*Standard 1: The school has a clearly articulated mission statement, formally adopted by the Board of Trustees, that defines its purpose and core values, and informs all major planning and decision-making.*

##### **Context Statement/Rationale:**

Kawaikini's Executive Director and Governing Board initiated a comprehensive review of the school's Vision and Mission Statements during SY15-16. This was the first formal review of the mission statement since Kawaikini was established in 2008. As a result of the review changes were made to the mission statement to 1) clarify that Hawaiian is the foundation of the school's educational program, but not the only language of instruction, 2) emphasize the student community as the school's ultimate outcome, 3) establish bilingualism and biliteracy as the school's end goal for its students and 4) articulate a long-term goal of creating "citizens" beyond the student's time at Kawaikini. The new Mission statement was approved by the Governing Board in May 2016 and is the following:

##### **KE 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, 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 bi-lingual and bi-literate citizens in a supportive K-12 learning environment where indigenous cultural knowledge is valued, applied, and perpetuated.*

The Kawaikini Governing Board used the Mission Statement as an important point of reference in the recruitment, discussion and selection of the school's new Executive Director in 2017. The

Mission Statement has also been a guiding factor in the ongoing recruitment and selection of new Governing Board members. Demonstrating “a commitment to upholding the mission and vision of the school” is specifically referenced in Article II-B of the Governing Board By-Laws as a criterion for appointment to the Board and this requirement is regularly referred to in considering proposed applications. The Mission Statement also guided the decision made in the last four years to expand the Ke Ala Hūlili program allowing Kawaikini to accept new students into grades 7-8 who do not speak Hawaiian, which led Kawaikini to develop a proposal to formally adopt and institutionalize the new Ke Ala Hūlili pathway in 2018. The Ke Ala Hūlili program is a way to endure that more members of the community have access to Kawaikini’s mission of becoming bilingual and biliterate by expanding Hawaiian language access to more students.

However, when considering the alignment of the school’s Mission Statement with the current operations of the school there is an ongoing tension between certain components of the mission of Kawaikini as a school that is “grounded in the Hawaiian language” but is a school that also wants to create “bilingual and biliterate citizens”. To address the tension the Governing Board facilitated a meeting in July 2019 to review the Mission Statement and address whether there had been “mission drift”, particularly due to the introduction of the Ke Ala Hūlili Program. The meeting was attended by Governing Board members, elementary and secondary teachers, and the school’s administration. The meeting ended with a consensus that the Mission Statement is well-aligned with the operations of the school. The ongoing tensions continue to be addressed by two teacher committees in the summer of 2019, the Kōmike ‘Ōlelo Hawai‘i (Hawaiian Language Committee) and the Kōmike ‘Ōlelo Pelekānia (English Language Committee). While the Hawaiian Language Committee was able to align the Hawaiian Immersion standards with classroom activities the English Language Committee continues to work on English benchmarks and standards. In addition, Kawaikini has initiated the Mastery Connect Program which will help the school get a better understanding of where students are with proficiency in both languages and apply interventions in a more timely, specific manner. It is hoped that the Mastery Connect Program will help inform different curricula, programs and processes that will endure student achievement in English Language Arts and help relieve the ongoing tension regarding the school’s mission.

The Mission Statement is well aligned with the operations of Kawaikini, and it is reviewed on a regular basis to ensure that it is an accurate reflection of the school mission; the Mission Statement was most recently reviewed in SY19-20. The Visiting Committee was impressed at the extent to which the Kawaikini Mission Statement is embedded into and guides all aspects of the school’s programs, instruction, and operations. The Mission Statement was referred to, often, both in the Self-Study Report and in meetings with the Governing Board, school administration and staff, and parents, and is, in the case of Kawaikini, a truly living document.

**Strengths:** (list or explanation)

- The Mission Statement articulates the school’s mission of perpetuation of Hawaiian culture, including the Hawaiian language.
- The Mission Statement enables the Kawaikini community to have a place where they can live with Hawaiian values in an immersive environment.

**Opportunities, challenges, and needs faced by the school:** (list or explanation)

- Kawaikini should continue to clarify its mission by developing a shared understanding of specific instructional methods and assessments by which bilingualism and biliteracy can be achieved and measured.
- Kawaikini should standardize informational materials (Enrollment Application, Employee Application, ‘Ohana Handbook, etc.) to include the Mission Statement.

**Guiding questions for further institutional self-reflection:** (optional)

<Text here>

How effective is the school in meeting Standard 1:

- Highly effective**
- Effective
- Somewhat effective
- Ineffective

**Rationale for Rating Chapter 1:**

The school has a succinct Mission Statement which clearly reflects the school goals. The Mission Statement guides all decision making at the school and serves as a basis for the instructional program as well as defining the culture of the school. All stakeholders (Governing Board, school administration and staff, parents and students) are aware of and embrace the Mission Statement.

**Strengths and Challenges for Section I: Institutional Core Value, Purpose, and Aspirations**

**(Boldface Notable Strengths and Significant Challenges from each section)**

**Strengths:**

- The Mission Statement articulates the school’s mission of perpetuation of Hawaiian culture, including the Hawaiian language.

**Challenges:**

- Kawaikini should continue to clarify its mission by developing a shared understanding of specific instructional methods and assessments by which bilingualism and biliteracy can be achieved and measured.

## Section II: Teaching and Learning (Chapters 2-7)

### Chapter 2: Educational Program

*Standard 2: Guided by the mission, the school clearly defines its curricular and co-curricular programs and provides coherent documentation of them. The programs are regularly evaluated, updated, and strengthened in order to stay current with relevant educational research, to assure the intended outcomes in student learning, and to prepare students for the next stage of their academic careers.*

#### **Context Statement/Rationale:**

Kawaikini envisions a Hawai‘i that will need community contributors that possess a positive cultural identity and respect for self, family, community, and ‘āina (land). Its curriculum provides a cultural foundation that prepares students with the skills and dispositions that are rooted in ‘ōlelo Hawai‘i (Hawaiian Language) and generational knowledge of their island home, Kaua‘i. Kawaikini has created a learning environment that fosters a sense of place and promotes the use of the Hawaiian language. It aims to have the language thrive not only on campus but at home and in the larger community.

The school has developed an educational program grounded in its vision and mission focused on: 1) Manokalanipō (Place), 2) Ke Ala ‘Ike (College and Career), and 3) Ola Pono (Health and Well-being).

- Manokalanipō (Focus on Place) - Students learn about Kaua‘i’s natural environment and traditional ways of interacting with the land that provides for current needs as well as preserve resources for the future. A project-based approach is utilized that incorporates various content areas and skills: literacy, technology, science, problem-solving, physical fitness, leadership and communication skills, and building relationships with community and ‘āina.
- Ke Ala ‘Ike (Focus on College and Career) - Designed to prepare students for community, career, and college success. Hawaiian/English bilingualism is developed over time for immersion (K-4) and bilingual (5-12) learners. Community partnerships offer secondary students with online career and college planning, problem-solving skills and strategies, and financial aid workshops.
- Ola Pono (Focus on Health and Well-being) - Students learn to be healthy (mind, body, and spirit). Piko, a regular practice of centering oneself with cultural protocol, is observed. Partnership with Ho‘ōla Lāhui Hawai‘i assists with workshops on hygiene, nutrition, disease prevention, and various physical fitness opportunities like an annual Makahiki celebration.

It is evident that Manokalanipō has been a curricular focus for all grade levels. An example of such is the Manokalanipō: Kākau (Writing) Expectations. It is a continuum of writing expectations aligned with the Hawaiian-Focused Charter School (HFCS) Vision of the Graduate and supported by Kamehameha Schools’ resource personnel. The Kupukupu Unit Plan template has been a way for faculty to document the project-based curriculum of Manokalanipō.

Kawaikini dedicates time for teachers and students to make progress on the Manokalanipō projects. This is also the designated time for grade 11 and 12 students to work on their senior capstone project, an inter-disciplinary summative assessment in which students determine the topic and demonstrate their comprehensive learning at graduation.

Kawaikini strives to have 80% of their grade 12 students obtain a Seal of Biliteracy from DOE. The data suggests that there is a need to improve students' reading and language skills in both languages, Hawaiian & English. The curricular program to prepare students with a solid foundation of academics and fundamental skills in reading and writing has shown that students are struggling. All data presented from Kamehameha Schools' Cultural Connection, He Lawai'a and KĀ'EO, indicate that there are gaps in student learning outcomes. As a result, Kawaikini has worked to scaffold English Language Arts (ELA) and Hawaiian Language Arts (HLA) instruction in order to (1) meet the students' current needs and (2) prepare the students to achieve grade 12 standards by graduation. There is a noticeable concern and learning gap specifically during grade 5, the transitional year when English Language Arts becomes part of the academic program. In order to improve and better meet the learning needs of students in both areas, 2 committees were formed, one each for ELA and HLA, to engage in collaborative curriculum discussions. However, only the HLA committee was able to begin work due to staffing.

Overarching curriculum is documented in the school's Mana'o Ho'okele Kawaikini, a K-12 compilation of content and skills to be taught each year. Although Mana'o Ho'okele Kawaikini has the potential for curricular accountability, not all kumu have aligned and implemented their individual teacher curriculum with fidelity due to varied reasons. Attention towards a collaborative effort to align academic curriculum across grade levels is an identified need and desire by administrators and faculty alike. The evidence from the accreditation visit suggests that there is a yearning for more structure, organization, and instructional leadership support across and within the grade levels and across all content areas that mitigate the changes that come with new teacher and shifted teacher lines.

**Strengths:** (list or explanation)

- Develops skills and dispositions needed for a place-based curriculum in a Hawaiian Language immersion environment that provides opportunities for students to be rooted in cultural practices and generational knowledge that will be beneficial to their future and the future of the island community of Kaua'i.

**Opportunities, challenges, and needs faced by the school:** (list or explanation)

- Identify, align, and document the academic program including specific desired learning goals and outcomes.
- Develop a vertically aligned curriculum that effectively integrates standards-based learning with language and place-based instruction in all subject areas.
- Build an environment that provides professional learning, evaluates the academic program, and makes needed refinements to ensure the individual and collective successes and challenges in curriculum implementation.

**Guiding questions for further institutional self-reflection:** (optional)

- What are the supports and systems needed in order to have an aligned and documented curriculum that not only meets the academic needs of students, but also the bi-lingual and bi-literate commitment outlined in the mission of the school?

How effective is the school in meeting Standard 2:

- Highly effective
- Effective
- Somewhat effective**
- Ineffective

## **Rationale for Rating Chapter 2:**

Kawaikini is grounded in their commitment to maintaining a Hawaiian language immersion learning environment that is focused on place-based learning. A core component of the educational programming includes curriculum focused on English Language Arts and Hawaiian Language Arts proficiencies. Instructional resources in both languages is an on-going challenge. Additional work needs to be done with the education program to identify, align, and document a curriculum that is aligned to specific learning goals and outcomes as identified in the Mana‘o Ho‘okele Kawaikini and Indicators of Success. More attention could also be given to ensuring that the curriculum has a coherent and discernable structure that supports student learning and guides curricular planning.

## **Chapter 3: The Student Learning Experience**

*Standard 3: The school maintains a vigorous and informed focus on the learning of each student. It has policies, expectations, procedures, assessment systems, and student feedback mechanisms that enable it to engage—and maximize the learning potential of—each student.*

### **Context Statement/Rationale:**

Kawaikini was founded as a school grounded in the Hawaiian language focused on creating a productive community of bi-lingual and bi-literate citizens where indigenous cultural knowledge is valued, applied, and perpetuated. It grounds itself in five fundamental assumptions about how students learn best:

- Ma ka hana ka ‘ike (Knowledge is learned by doing)
- Learning thrives in an environment that is challenging and engaging
- Building relationships is very important
- Repetition and consistency is key to learning a second language

Its educational program consists primarily of direct instruction and experiential learning and are reflective of the Mana‘o Kīpaepae (Beliefs) of Kawaikini:

- Na kākou ke kuleana e ho‘oulu a e mālama i ka ‘ōlelo, ka mo‘omeheu, a me nā mea waiwai o Kaua‘i nei. We believe that we all have a responsibility to cultivate and nurture the traditional language, culture, and values of Kaua‘i.
- ‘A‘ole pau ka ‘ike i ka hālau ho‘okahi. He mea nui ho‘i ke a‘o i nā mea kahiko me nā mea hou i mākaukau ai ke kanaka o kēia ao. We believe that a diverse and academically rich education is necessary to thrive in a dynamic, ever-changing world.

Students’ learning experiences include collaborations with community partnerships and project-based learning opportunities. Student perception surveys conducted indicate high-interest and engagement in content offered through these community partnerships. Furthermore, the student learning experience is influenced by purposefully planned school-wide events that observe historical Hawaiian events and community building.

Student learning includes both indoor and outdoor environments within the school campus and around the island of Kaua‘i in the different moku (districts). Thus, the entire island of Kaua‘i is their learning environment. Student learning includes traditional subject areas as well as Hawaiian-culture based content through daily use of Hawaiian language in and out of classes, piko (cultural protocol), hula (dance), mele (song), and oli (chant). These experiences are unique



to Kawaikini and provide the entire school community with a Hawaiian perspective and an overall Hawaiian worldview.

As part of the academic expectations, seniors work on a capstone project that is presented to the entire school community at the end of their senior year. When graduates speak of their time at Kawaikini, the highlight has been the close relationships developed with the school, other students/alumni, and the general ‘ohana (family) feeling. While they acknowledge and are appreciative of their development of self-identity, knowledge of culture and values, and awareness of civic issues in their communities, they also express a feeling of inadequate preparation academically, specifically in reading and writing in English.

As a result of the current COVID-19 pandemic, distance learning has also been embraced. Kawaikini has followed state and county guidelines for re-opening their school. They began the school year in full distance learning, and as of this date, have transitioned to allowing some students in-person with teachers on campus while some remain in the distance learning model.

**Strengths:** (list or explanation)

- Students and families have a strong connection to the ‘ōlelo Hawai‘i (Hawaiian language) and Manokalanipō (place-based) aspects of the curriculum.
- Various stakeholders express a feeling of ‘ohana (family) beyond a typical school community.

**Opportunities, challenges, and needs faced by the school:** (list or explanation)

- Increase the use of varied assessments as evidence of student learning and review as a faculty to determine how to continue to improve the learning program and teacher practice to best meet the varied needs of students.
- Find a balance between meeting the academic expectations of student learning and sense of community.

**Guiding questions for further institutional self-reflection:** (optional)

<Text here>

How effective is the school in meeting Standard 3:

- Highly effective
- Effective
- Somewhat effective**
- Ineffective

**Rationale for Rating Chapter 3:**

Kawaikini’s focus on Manokalanipō, a place-based curriculum, serves as a pillar in the overall student learning experience. Kawaikini prides itself on their strong fundamental beliefs, specifically in the idea that knowledge is learned by doing and that relationships are important. Finding the balance between building relationships within the school community and maintaining a rigorous educational program is a challenge. The school has made notable efforts in supporting the learning needs of individual students through the hiring of an SSC/Academic Coach. Additional work needs to be done to build the capacity of all teachers such that they are

collectively engaging all students towards realizing their learning goals. This will better prepare graduates feeling competent and confident for their futures.

#### **Chapter 4: Faculty and Pedagogy**

*Standard 4: The school has a clear set of criteria for teacher effectiveness that reflects its mission and pedagogical goals and that informs hiring, professional growth, and evaluation. Through regular assessment of pedagogical effectiveness, which includes student learning outcomes, the school seeks to strengthen teaching and learning.*

#### **Context Statement/Rationale:**

The mission of Kawaikini drives the work of the school for prospective employees. Data gathered within the accreditation process reflects that the faculty and staff embrace the school's mission and values and infuse them into the student learning experience. The hiring procedures at Kawaikini focus on recruitment of faculty that are licensed for the content area they will be assigned to teach, as well as fluency in the Hawaiian language and cultural values in alignment with the mission and pedagogical goals of the school. A co-teaching method was piloted to support the faculty and staff delivery of content in a school striving for dual-literate and bilingual graduates as a student learning outcome. Faculty shared the additional needs presented with having students participating in classes at various levels in both English and Hawaiian language. This has shown to be more challenging with the current learning models being provided due to COVID 19. The co-teaching model has been welcomed by faculty to strengthen teaching and learning.

For new hires, the orientation to the unique program offered at Kawaikini and dual literacy goals for graduates requires alignment of curriculum and also incorporation of cultural values within the content. In an effort to develop a system that informs new and existing staff of policies and procedures to begin a new year, a day is designated to review the nuts and bolts of daily work at Kawaikini. Typically there are also retreats and participation in culturally based activities allowing for new kumu to feel more prepared for their role within the Hawaiian Focused Charter School setting. Participating in the types of learning that are a part of Kawaikini allows for building relationships with new and existing coworkers. Due to required adjustments due to COVID-19, the pilina building activities were not done in the same format this 2020-21 school year.

Meetings are not as consistent at this time due to the increased demands of COVID 19. Faculty report having an appreciation for the communication with the addition of the Pouhana roles and having supervisors to direct questions and receive information from, and efforts to ensure faculty and staff that are school wide are also kept in the loop of decision making. There are ongoing needs related to COVID 19 that require high levels of communication within the school. Professional Learning Communities (PLCs) and meeting time with teacher leader Pouhana staff and also with administration to continually strengthen teaching and learning are an area to continue to develop and strengthen.

Kawaikini has been working for several years to address and improve the teacher evaluation process. This area of need is referenced in relation to opportunities to improve systems and also forward the school's mission and pedagogy within academic programs. This process is continuing to evolve and the forms and follow up have had adjustments since the last accreditation visit. Currently, faculty goal set and reflect on their own pedagogy through an Individual Learning Plan as part of the teacher evaluation process which they review in the fall with their supervisor. Although continuing to be refined, this is a continued identified area of need and has not been implemented with all kumu consistently. Having a system to assess pedagogical effectiveness in relation to the student learner outcomes aligned with the mission and academic program of the school will further assist the faculty in their professional growth and delivery of curriculum and instruction.

**Strengths:** (list or explanation)

- Development of Pouhana (teacher leaders) and their role within the communication processes has had a positive impact schoolwide.

Increased efforts to improve communication systems school wide

**Opportunities, challenges, and needs faced by the school:** (list or explanation)

- A process for faculty evaluation that is consistently implemented and followed is a need for Kawaikini.
- There is a need for Professional Learning Committee time and full faculty meeting time to be utilized to assess individual and class/school level data in consideration of the student learner outcomes that are reflected in the mission and academic program of the school related to biliteracy and bilingualism.

**Guiding questions for further institutional self-reflection:** (optional)

<Text here>

How effective is the school in meeting Standard 4:

- Highly effective
- Effective**
- Somewhat effective
- Ineffective

**Rationale for Rating Chapter 4:**

While there are emerging systems to address the areas of need for Faculty and Pedagogy at Kawaikini, there is a longstanding identified need in the area of the process for faculty evaluation. Through the Self Study and virtual site visit, the need for a discussion around common pedagogical practices was shared by faculty and administration in separate conversations. Parents also identified an area of need around the process of moving into biliteracy with English being introduced in the 5th grade year as being a challenge for their children, and the faculty and administration also shared that there is a need to dial down what curriculum, common practices, and professional development and training may be needed to move closer to the goal of strengthening pedagogical effectiveness which will strengthen teaching and learning and evaluative practices.

**Chapter 5: Climate and Community**

***Standard 5: The school maintains a healthy climate that mirrors the mission. That climate is sustained through highly effective communication and supports the learning and personal growth of each student. It reflects a commitment to diversity, equity, and inclusion, and it is evident in the engagement of the school community.***

**Context Statement/Rationale:**

The component that bonds all involved with the school is the mission, which incorporates cultural values that drive planning and program implementation. Feedback is provided from students, `ohana, alumni, faculty and staff in relation to school climate and this data is reviewed at the school and Governing Board levels to guide future planning. Kawaikini's community partnerships and strong parental involvement allow for communication beyond the school itself. There is parental involvement expected in relation to furthering the Hawaiian and English language skill-set within the home setting, and families applying to Kawaikini are aware of their kuleana (responsibility) in supporting the bilingual and biliterate goals of each student K-12. The climate has been reported to support the integration of students invited to join the Ke Ala Hūlili in the middle school years. Haumāna (students) that have been with the school since elementary years support new classmates in finding their footing at Kawaikini, and the addition of new classmates has been a positive experience for those who have had the same peers throughout their school experience.

The addition of a counselor position has been reported as having a positive impact on the climate and also a major support to kumu, haumāna receiving supports, and `ohana. The Cultural Educational Specialist, Academic Coach/Student Services Coordinator, and Pouhana (teacher leaders) in supporting kumu and administration with data driven reflection of student progress on an individual, class, and school level has been a positive area of improvement for the school and impacts the school climate as it supports the teachers and students in achieving their goals. While not all are utilizing a consistent data-driven approach to reflection on student progress and curriculum, the school is moving towards that.

Kawaikini's daily piko is an example of one of the cultural practices integral to the school. Piko centers all present, grounding the energy and giving a sense of mindfulness and readiness for the day, with a goal to strive to be their best self each day the mana'o provided at piko influences the climate on a daily basis. Piko as a practice is taught to incoming Kindergarten, middle school, and high school students who join the school. Annual professional development days known as Ho`okahua Kawaikini begin the new school year for faculty and staff and focus on cultural practices to gather `ike (knowledge) for themselves, and also to teach to haumāna (students) and model throughout the year. This practice in addition to others that are a part of Kawaikini as well as school or community events typically held annually build community within the school, and the island community.

As cultural learning is the backbone of the mission and academic program at Kawaikini, graduates have multiple opportunities to present on the cultural practices they have learned at annual Hō`ike (showcases) as well as events that bring in `ohana and community members to participate in happenings at the school. These events demonstrate the strength of the school climate and identity of Kawaikini. Seniors present at the quarterly `ohana evenings and share their experiences and what being a member of Kawaikini has done for them. Due to the COVID-19 pandemic, the live cultural practices and events have needed to be altered to a virtual or small group setting in alignment with safety guidelines. The school is working how best to maintain the integrity of the cultural practices that are so much a part of the school climate and reason the staff, students, and parents choose to be a part of Kawaikini.

The school has revisited the mission since opening their doors. The values that anchor the school are also considered when discussing adjustments to existing policies or drafting new ones. This effort gives opportunity for services and programs to align to the growth of each student in consideration of the Kawaikini graduate. Feedback from stakeholder groups is strong in that Kawaikini is an `ohana. As a family, all members in whatever their role may be from the youngest keiki (child) to the Executive Director and members of the Board, reap the benefits of the positive school climate, and strive to maintain this sense of community.

The student population growth from the years since Kawaikini opened is an indicator of the positive reputation of the school and future internal and community partnership opportunities. Word of mouth is a large part of what has attracted students and families to wanting to join the Kawaikini `ohana, as has observing keiki in the act of community project based learning and huaka`i. Parents, faculty, administrators and members of the community and GB have all shared that Kawaikini feels like an `ohana. Classmates become like siblings, and families choose Kawaikini so that their keiki (children) are taught the cultural values and Hawaiian language.

The school has had support from community organizations in providing social and emotional learning (SEL) as well as having implemented some formal SEL programs internally primarily at upper elementary and the middle school levels. Lower elementary has a consistent framework for teaching and modeling appropriate behavioral and relational expectations that align with the cultural values of the school. Feedback supports further pursuit of having SEL provided to haumāna K-12 as the positive impact on such material has already been noticed, and with the challenges being experienced due to the COVID-19 pandemic at a personal social-emotional level SEL is one method to provide non-academic supports to haumāna.

Even though the COVID-19 pandemic created multiple challenges in the closing of campuses, providing distance learning and then a hybrid program teaching and learning continues. Students are actively engaged in their learning whether they are on campus or online for class. While challenges continue, the changes required extreme efforts for all working within Kawaikini, the students, and the `ohana to be able to move ahead with a school year during a pandemic and reflects the climate of the school. Communication has been shared by parents as being a strong and positive area. They appreciate the availability of teachers and high levels of communication, and the messages provided by the administrative team are more frequent due to the pandemic this first semester of the 2020-21 and are provided so that all impacted are as aware as possible of any new decisions or changes to daily school routines. Internal communication has been shared to be both an area of improvement in recent years as well as a continued need. Timely responses both at the faculty level between coworkers, as well as between faculty and administration and the use of meeting time has been shared as having room to grow.

**Strengths:** (list or explanation)

- The positive school climate was shared by all stakeholder groups as the reason they choose to be a part of Kawaikini.
- The integration of new students to the school being a positive experience for the existing haumāna and newly enrolled reflects the overall climate.
- The cultural values infused throughout the academic and non-instructional components of the school promote and give a foundation for the feeling of `ohana and belonging reported.
- The supports provided by the non-instructional support staff (Cultural Education Specialist, Counselor, SSC/Academic Coach) have been reported as being a significant help and having a positive impact on the school climate.

**Opportunities, challenges, and needs faced by the school:** (list or explanation)

- Kawaikini needs to improve communication at all levels as it has a direct impact on the school climate.
- Kawaikini needs to investigate infusing social and emotional learning and coping skills for haumāna at all ages to further support the non-academic needs. Such skills can have a positive impact on the academic performance in addition to support of the emotional needs of haumāna.
- Continue the efforts towards a data-driven process for reflection of student growth both academically and socially/emotionally.

**Guiding questions for further institutional self-reflection:** (optional)

How effective is the school in meeting Standard 5:

- Highly effective**
- Effective
- Somewhat effective
- Ineffective

**Rationale for Rating Chapter 5:**

The climate at Kawaikini was reported by all members of the school in all stakeholder groups to be the reason they choose to send their child to the school, why they continue to work at the school, and why they want to be a part of the school overall. The feedback that Kawaikini is an `ohana (family) was shared at all levels, and the values and climate are inclusive and engaging at all levels. Communication has been

reported as being strong and consistent by those outside the school at the family or from community affiliated groups. Internal communication while always an area of focus to ensure it remains clear and timely has also been reported by faculty and staff to be greatly improved in the past few years and when the pandemic hit, such improvements allowed for an easier transition to a new method of providing education and student supports.

**Chapter 6: Residential Life    *NOT APPLICABLE***

*Standard 6: The residential life program of the school is designed and structured to reflect the school’s mission, to complement other programs, and to ensure a safe environment that fosters student personal and social growth.*

**Context Statement/Rationale:**

<Text here>

**Strengths:** (list or explanation)

<Text here>

**Opportunities, challenges, and needs faced by the school:** (list or explanation)

<Text here>

**Guiding questions for further institutional self-reflection:** (optional)

<Text here>

How effective is the school in meeting Standard 6:

- Highly effective
- Effective
- Somewhat effective
- Ineffective

**Rationale for Rating Chapter 6:** <Text here>

**Chapter 7: Preschool    *NOT APPLICABLE***

*Standard 7: The preschool offers a high quality, developmentally appropriate program that fosters both independence and socialization in a stimulating, safe, and caring environment. The social, emotional, physical, and cognitive development of children is supported by a qualified, nurturing staff of early childhood educators.*

**Context Statement/Rationale:**

<Text here>

**Strengths:** (list or explanation)

<Text here>

**Opportunities, challenges, and needs faced by the school:** (list or explanation)

<Text here>

**Guiding questions for further institutional self-reflection:** (optional)

<Text here>

How effective is the school in meeting Standard 7:

- Highly effective
- Effective
- Somewhat effective
- Ineffective

**Rationale for Rating Chapter 7:** <Text here>

**Strengths and Challenges for Section II: Teaching and Learning**

**(Boldface Notable Strengths and Significant Challenges from each section)**

**Strengths:**

- Develops skills and dispositions needed for a place-based curriculum in a Hawaiian Language immersion environment that provides opportunities for students to be rooted in cultural practices and generational knowledge that will be beneficial to their future and the future of the island community of Kaua‘i.
- Students and families have a strong connection to the ‘ōlelo Hawai‘i (Hawaiian language) and Manokalanipō (placed-based) aspects of the curriculum.
- Development of Pouhana (teacher leaders) and their role within the communication processes has had a positive impact schoolwide.
- The positive school climate was shared by all stakeholder groups as the reason they choose to be a part of Kawaikini.
- The supports provided by the non-instructional support staff (Counselor, SSC/Academic Coach) have been reported as being a significant help and having a positive impact on the school climate.

**Challenges:**

A process for faculty evaluation that is consistently implemented and followed is a need for Kawaikini.

- Build an environment that provides professional learning, evaluates the academic program, and makes needed refinements to ensure the individual and collective successes and challenges in curriculum implementation.
- Increase the use of varied assessments as evidence of student learning and review as a faculty to determine how to continue to improve the learning program and teacher practice to best meet the varied needs of students.
- Kawaikini needs to investigate infusing social and emotional learning and coping skills for haumāna at all ages to further support the non-academic needs. Such skills can have a positive impact on the academic performance in addition to support of the emotional needs of haumāna.
- Continue the efforts towards a data-driven process for reflection of student growth both academically and socially/emotionally.



### **Section III: Financial Sustainability (Chapters 8-10)**

#### **Chapter 8: Admissions and Enrollment**

*Standard 8: The school has published, consistently applied admission and financial aid policies and procedures that demonstrate a commitment to access and diversity in accordance with the school's mission. The admission process identifies students and families who are well matched to the school's program and values. Admission practices are mission-driven and designed to support the financial sustainability of the school.*

#### **Context Statement/Rationale:**

Kawaikini publishes their admissions policies and procedures annually in a variety of formats. The school's website is one such method. An annual State of the School meeting is held in January which invites current and prospective parents to learn about ongoing at the school and soon after this meeting recommitment agreements are sent out for existing students and new applications are accepted for review. Kawaikini as an immersion school has a mission that openly informs the goal for proficiency in Hawaiian and English languages for graduates of the school. Dedication to Hawaiian language and cultural education is of high importance within the mission of the school and therefore prioritized in the enrollment and admissions process, with having attended a Hawaiian language school being an important data point. In addition, siblings of current Kawaikini haumāna and if a parent is employed at the school also receive preference. Kindergarten is a major entry point for Kawaikini, and students who attended a preschool offering Hawaiian language curriculum, or have a sibling or employee affiliated with the school receive preference. There is less likelihood of admission to Kawaikini if applying having not met such criteria and the school is considering the size of the class or how to otherwise admit students who come from outside of these considerations.

Each grade level is capped at 20 students, and so should a student not return for the following year, new applicants are reviewed after the start of the Kindergarten year to fill any potential spaces available but only on a case by case basis are new students accepted between 1st and 7th grade. A challenge in this process is when a student is being potentially recommended for retention. This would then require a space in the next class, and open a space in their current class should they remain with the same grade level another year. The school works to address such needs to prevent retention, and also work with the admissions committee as necessary. The second highest potential opportunity for new invitees at Kawaikini is the 7th grade because the school historically has a decline in enrollment at this time period. In order to support new applicants at this time in their education who have not been attending an immersion program, Kawaikini developed Ke Ala Hūlili which works to bridge this gap for the new learners to prepare them for success in an immersion setting. This program allows for the school to ensure the school's program and values are well matched by applicants and their families joining after elementary school is completed. Kindergarten and 7-8th grade with the Ke Ala Hūlili program are the largest entry points, and the school continues to monitor the progress of this program in order to determine needs for the school to ensure enrollment remains steady.

Data for applications to the school is initially tracked during January and February annually, and this information then goes to a committee including the ED, AD and SASA. A lottery process is utilized for admitting students into each grade level. Those who are not offered a space at Kawaikini are put onto a waiting list. Fewer students are accepted to the Ke Ala Hūlili due to the

nature of the program with a ratio cap of 25% maximum of a grade level having new enrollees that are joining the school in their middle school years.

Financial data is not a component of the admissions process, and no financial aid is necessary as there is no tuition for attending Kawaikini. However, enrollment is the major contribution to the school's revenue and therefore the school does what it can to ensure class sizes are full and available slots filled each school year in regards to consideration of the financial sustainability of the school.

**Strengths:** (list or explanation)

- Steady increase in enrollment over time.
- Identified, consistent procedures at a monthly, quarterly, and annual level to support the financial sustainability of the school to support current and long term goals.
- Innovative school initiatives such as the Ke Ala Hūlili and summer orientation programs to attract students at the secondary level seeking a bilingual and biliterate culturally based educational experience.

**Opportunities, challenges, and needs faced by the school:** (list or explanation)

- Competition with other schools as students reach the secondary level is an ongoing challenge.
- An identified area of consideration for the school is maintaining the small class sizes and integrity of the program while recognizing families on the wait list or wishing to enroll with increased interest in application from the neighbor immersion preschool.

**Guiding questions for further institutional self-reflection:** (optional)

How effective is the school in meeting Standard 8:

- Highly effective
- Effective**
- Somewhat effective
- Ineffective

**Rationale for Rating Chapter 8:**

The admissions process at Kawaikini is a strong point for the school overall. The school has had a steady increase in enrollment since opening, and currently has high interest for the Kindergarten level from the immersion preschool that feeds into the school. They are unable to accept all applicants at Kindergarten. Due to the size of the school the enrollment has been steady to sustain it's needs. As enrollment is the highest contribution to financial revenue, the school is doing well to maintain and grow their numbers.

## **Chapter 9: Finance**

*Standard 9: The school has an operating budget sufficient to carry out the school's mission with designated sources of funds to support the school program, plant, operations, and personnel. The school's finances ensure the long-term sustainability of the institution, and they are regularly reviewed by the Board of Trustees, well managed by a qualified staff, appropriately documented, and compliant with all applicable regulatory and legal financial requirements.*

### **Context Statement/Rationale:**

Kawaikini's overall financial condition is stable and in June 2020, it received a clean independent audit with no findings. The primary source of revenue is the student enrollment allotment. Funds from per pupil allocations meet the needs of the core expenses including salaries of personnel. Additional funds from outside organizations such as Kamehameha Schools, Office of Hawaiian Affairs, and a private non-profit Supporting the Language of Kaua'i, Inc. (SLK) are brought in to support the school program, facilities, and operation expenses. Their parent board, Nā Hulu Mākua, also fundraises to supplement classroom supplies and other incidental requests that come up throughout the school year. Since SY17-18, Kawaikini has also become eligible for Title I funding, which has been used to offset curricular resources.

The School Operations Supervisor (SOS) has been an asset to the recently restructured Administrative Team. The SOS was brought on during SY17-18, and has a background as a Chief Financial Officer as well as experience running a non-profit organization and community organizations. With the SOS' expertise, Kawaikini is starting to see a healthy shift in net revenue and overall fiscal sustainability.

The SOS and Executive Director develop monthly and quarterly financial statements for the Governing Board and the Charter Commission. The Governing Board and Administration, including the SOS, utilize the budgeting process to make decisions for the school related to spending. Starting in SY18-19, these processes took into consideration the academic goals of the school for further alignment between budget and the educational program, which included accountability measures between the Board and Administration.

In the annual State of the School report, financial data is included. This report is reviewed with all stakeholder groups, including at a parent meeting in the month of January of each year. The report is posted on the school's website and also provided in hard copy to the Governing Board and to members of Supporting the Languages of Kaua'i. In February, the administrative team reviews the budget from the prior year as well as current financial data to plan for the future in accordance with the goals of the school and the strategic plan. The Finance Committee on the Governing Board is provided with this data and offers suggestions and recommendations. Following the committee's review, there is a sharing out to the full Governing Board in February. Incorporation of the strategic plan, school program, and financial data in planning allows for alignment of school initiatives and prioritization. The school has an annual audit and there are policies and procedures in place that are in compliance with legal and financial requirements that supports the long term sustainability of the school.

The school has written comprehensive financial and budget policies that are documented in its Financial Operations Manual. The SOS maintains and ensures that the manual is updated to

reflect approved policies by the Governing Board and includes any changes to school-level procedures. There are processes for purchase requisitions and accounting that include formal requests that are approved provided clear alignment with the educational program.

Kawaikini, like many schools across the nation, have felt the economic impact of this current COVID-19 pandemic. To ensure the health and safety of the school community, immediate action was taken to comply with CDC, State, and County recommendations. The Governing Board approved access to the Fiscal Reserve Fund to cover the costs of these unanticipated expenses such as cleaning and sanitization supplies, additional storage for furniture that needed to be moved to accommodate for social distancing, installation of outdoor washing stations, and purchase of tents for open-air spaces. While this fund is 5% of the annual budget, the Administrative Team has managed to stay within 2.5% of it.

**Strengths:** (list or explanation)

- There has been increased enrollment over the past several years in part as a result of the Ke Ala Hūlili program which addresses the historical decrease at the middle school level
- Monthly budget is readily prepared, presented, and reviewed by the SOS, Executive Director, and Governing Board/Finance Committee.
- Clean audit for the past 2 years (June 2019 & June 2020)
- Governing Board approved access to financial reserves has aided in the unforeseen financial emergency that the current COVID-19 pandemic has caused

**Opportunities, challenges, and needs faced by the school:** (list or explanation)

- Fluctuating student enrollment
- Per student funding has decreased as a result of COVID-19
- Master Planning has been stalled due to COVID-19, thus capital campaigning will be a challenge as potential funders may be adversely impacted by the pandemic themselves.

**Guiding questions for further institutional self-reflection:** (optional)

- How might faculty and staff be educated about and included in the budgeting process such that they build their capacity and understanding of responsible fiscal management?
- How does the yearly operational budget projections align with the desired result for student learning? What are the areas of tight alignment? What might be some areas needing improvement?

How effective is the school in meeting Standard 9:

- Highly effective**
- Effective
- Somewhat effective
- Ineffective

**Rationale for Rating Chapter 9:**

Kawaikini's careful attention to its finances is an overall strength. It is evident that much attention has been given to ensuring that there are comprehensive financial policies and procedures. Furthermore, as a result of bringing on board a qualified School Operations Supervisor whose background included being a Chief Financial Officer, overall accounting and reporting has been transparent and timely. While the school has had to tap into its financial reserves during this pandemic, it remained fiscally prudent in the use of the funds such that it did

not exhaust the entire reserve.

## **Chapter 10: Advancement**

*Standard 10: Consistent with its mission and proportional to its needs and resources, the school engages in fundraising, marketing, communications, constituency support, and community relations to attain its goals and ensure its future viability.*

### **Context Statement/Rationale:**

A majority of funding in support of the school comes from enrollment numbers and per pupil funds. New programs, such as the Ke Ala Hūlili for older haumāna joining the school who may not have the same level of Hawaiian language proficiency as their peers having attended Kawaikini during elementary years, have helped expand enrollment at the secondary level. Grants and other funding sources supplement the budgetary needs of the school and the amount from such sources (Title I, Federal Impact Aid) fluctuate. The use of funds is allocated to cover personnel costs and initiatives that align with the mission and goals of the school now and in the future.

Kawaikini benefits from stakeholders at many levels, both internal and within the community and island, that support their program. The term “friend raising” is important to the school, including building and maintaining positive relationships with current and prospective students and families alumni, and community partnerships. The communication with internal relationships and outside community organizations, including members of the legislature, is strong. This adds to the positive relationships between the school and resources of advancement and adding to funds secured for school initiatives. Maintaining these positive relationships is important for future marketing and advancement efforts.

Although small in number, the graduates of Kawaikini are invited for ongoing events and several have returned to Kawaikini as employees. From Governing Board members to parents to community agencies the school has support in the method of in-kind donations of time, expertise, and fundraising efforts. Efforts to maintain a record of donations or time given by volunteers, as well as acknowledging those who have given in some way to the school is underway, along with further goals to bring in resources to the school.

Administration, Faculty, and the Governing Board all play a role in advancement initiatives. From identifying needs to monitoring the budget and financial reports, to applying for necessary grant funds and maintaining relationships with grantors and other community organizations there is a lot of work going into advancement at Kawaikini. The relationship between Kawaikini and Supporting the Language of Kaua’i, Inc. (SLK) is advantageous to the school, in part because SLK assists the school in cultivating and soliciting donations and identifying potential donors. The efforts of the Governing Board are also advantageous to the school. The willingness to provide a substantial amount of time to the school is a consideration with the selection and appointment of new members to the Governing Board. Members of the Governing Board are visible members of the school community and participate at school events. SLK has added to this total through grant monies, a substantial level of support for the strategic plan and goal for the Multi-Purpose Building currently in the planning and fundraising phase of development.

**Strengths:** (list or explanation)

- Partnerships such as Kamehameha Schools, OHA, Supporting the Language of Kaua'i (SLK) and other outside agencies is a strength for the school as they support in funds beyond student enrollment monies.
- The Governing Board has been successful in bringing in substantial funding for major school initiatives.
- Community relations, including relationships with other island charter schools and HI focused charter schools statewide.
- Kawaikini acknowledges that advancement should also align with the values of the school.

**Opportunities, challenges, and needs faced by the school:** (list or explanation)

- Kawaikini should continue and increase fundraising activities, including fundraising for identified projects such as building facilities and lunch program needs.
- Kawaikini should continue efforts and activities to maintain a positive image of the school within the community.

**Guiding questions for further institutional self-reflection:** (optional)

How effective is the school in meeting Standard 10:

- Highly effective
- Effective**
- Somewhat effective
- Ineffective

**Rationale for Rating Chapter 10:**

A majority of funding in support of the school comes from enrollment numbers and per pupil funds. Administration, Faculty, and the Governing Board all play a role in advancement initiatives. From identifying needs to monitoring the budget and financial reports, to applying for necessary grant funds and maintaining relationships with grantors and other community organizations there is a lot of work going into advancement at Kawaikini.

**Strengths and Challenges for Section III: Financial Sustainability**

**(Boldface Notable Strengths and Significant Challenges from each section)**

**Strengths:**

- Identified, consistent procedures at a monthly, quarterly, and annual level to support the financial sustainability of the school to support current and long term goals.
- Innovative school initiatives such as the Ke Ala Hūlili and summer orientation programs to attract students at the secondary level seeking a bilingual and biliterate culturally based educational experience.
- Monthly budget is readily prepared, presented, and reviewed by the SOS, Executive Director, and Governing Board/Finance Committee.
- Governing Board approved access to financial reserves has aided in the unforeseen financial emergency that the current COVID-19 pandemic has caused

- Partnerships such as Kamehameha Schools, OHA, Supporting the Language of Kaua`i (SLK) and other outside agencies is a strength for the school as they support in funds beyond student enrollment monies.

**Challenges:**

- Kawaikini should continue and increase fundraising activities, including fundraising for identified projects such as building facilities and lunch program needs.

## **Section IV: Operations (Chapters 11-13)**

### **Chapter 11: Human Resources**

*Standard 11: The school maintains positive working conditions, fair and consistent personnel policies—including hiring and evaluation practices—and appropriate compensation. A collaborative culture with open communication is fostered to create an optimal environment for the community of the school.*

#### **Context Statement/Rationale:**

In alignment with the school’s mission, Kawaikini draws faculty and staff with Hawaiian language, culture and ‘āina-based education interests and experience. There are twenty-eight (28) employees altogether, and eighteen (18) of them (64%) are proficient in Hawaiian language. The Hawaiian language proficiency breakdown by employee grouping is: 11 of 13 faculty (85%); 4 of 4 kumu kōkua (assistant teachers) (100%); 3 of 11 staff (27%), which includes support staff and administrators. The school expresses pride in the fact that some staff and faculty are products of the Hawaiian immersion program from across the state. There are also faculty who have received their undergraduate degrees in Hawaiian Language and Hawaiian Studies, which include programs designed to support those who are specifically interested in teaching at Hawaiian immersion schools like the University of Hawai‘i at Mānoa’s Kawaihuelani and University of Hawai‘i at Hilo’s Ka Haka ‘Ula o Ke‘elikōlani Kahuawaiola teacher-training program. To address the fact that not all staff are proficient in the Hawaiian language, Kawaikini is looking into more ways to support the Hawaiian language development of employees.

Kawaikini abides by the collective bargaining agreements for HSTA and HGEA BU3 BU6, BU13, and BU4. This includes benefits such as health care, retirement, sick leave, holidays, school vacations, and others. The governing board also approved policies for Maternity Leave-Sharing and Teacher and Administrative Sabbaticals. Furthermore, there was a recent unilateral increase in compensation for Hawaiian Language and SpEd teachers that matched the differential provided by the State Department of Education teachers but not charter school teachers. The school views its ability to provide access to community resources such as cultural sites around Kaua‘i as an added benefit and especially celebrates individual employee’s success in a work environment that supports the perpetuation of the Hawaiian Language.

Over the years, the organizational structure of Kawaikini has changed and additional full-time employees have been added. The Administrative Leadership Team now consists of 3 members: the Executive Director, K-12 Academic Director, and School Operations Supervisor. The school has also increased the number of support staff to include additional Kumu Kōkua (assistant teachers), Kumu Alaka‘i (lead teacher), a Student Services Coordinator (SSC/Academic Coach, Special Education Teacher, and a Cultural Education Specialist. The Kumu Kōkua and SSC/Academic Coach positions are a result of a number of faculty requesting additional support in the classroom and voicing concern for the lack of response to students’ behavioral, social and emotional needs. This recently revised organizational structure has been deemed effective by faculty.

During this COVID-19 pandemic and with the guidance of the non-profit arm of Kawaikini, Supporting the Language of Kaua‘i, the school has taken advantage of additional financial support including county aid that is currently funding temporary positions on campus like an additional classroom helper, a part time gardener and office assistant. These positions have greatly assisted the re-opening of the school and maintenance of the landscape. As of today, this



assistance will cease at the end of the calendar year.

The school recognizes that there is a gap in their current performance evaluation system for teachers as the correlation between evaluation and professional growth is lacking in its desired impact to improve professional practice. All other staff use a standard self-assessment and supervisor-assessment process. This includes goal setting at the beginning of the year that is revisited in the spring.

Typically, there may be only one (1) new-hire each school year. However, the SY20-21 has been an anomaly as there have been 6 new-hires. This is in part due to additional positions being added as well as filling vacancies caused by typical Kawaikini has identified some opportunities for addressing their recognized challenges which include developing a proactive plan to recruit qualified faculty, developing a systematic method of onboarding and orienting new employees, and reviewing/revising performance evaluations.

**Strengths:** (list or explanation)

- All employees value the indigenous language and culture of Hawai‘i, and a majority of the staff are proficient in Hawaiian language.
- Organizational structure with clear roles and responsibilities such as an Administrative team that delineates responsibilities by separating operational from educational leadership that is overseen by the Po‘o Kula (Executive Director).
- Increased staffing to support individual student learning needs.
- Entire school community openly welcome new faculty and staff members; existing faculty/staff members assume responsibility for orienting new staff and acclimating them to the school and larger community (eg. inviting to take a new faculty on a site visit to the region that he was to be teaching about knowing that he is not from the island of Kaua‘i and has never been to that part of the island).

**Opportunities, challenges, and needs faced by the school:** (list or explanation)

- Consider reviewing the performance evaluation system such that it includes: personal and professional goal setting aligned to overall school goals, focused observations that are in alignment with identified goals, and coaching and reflection as support tools that promote professional growth and improvement.
- Onboarding and orientation of new hires have typically been operational; thus there is an opportunity to develop a program to assist and acclimate new employees throughout the first year of employment.

**Guiding questions for further institutional self-reflection:** (optional)

- How are new faculty and staff supported beyond the initial orientation period at the start of the school year?
- What might be some indicators that all employees understand policies and procedures and are able to independently transfer their understanding in authentic situations?

How effective is the school in meeting Standard 11:

- Highly effective
- Effective**
- Somewhat effective
- Ineffective

**Rationale for Rating Chapter 11:**

Kawaikini's unique mission and focus on bilingual education is what draws and retains its employees. Its organizational structure is clear and sound. Faculty and staff's compensation are comparable to other charter schools in Hawai'i. Kawaikini is aware of areas needing to be improved, like its performance evaluation system, and is making efforts towards providing clarity, structure, and support for all employees. More attention to orienting and mentoring new hires beyond the initial on-boarding process could be of value to sustaining a positive, supportive work environment and culture.

## **Chapter 12: Facilities: Buildings and Grounds**

*Standard 12: The physical plant supports and enhances the mission of the school and enables the school to implement its program effectively. The physical plant is a safe, well maintained, secure, and healthful environment for students and adults. The school is regularly attentive to the physical plant, creating and executing plans for the current maintenance and future development of the facilities in support of the mission and programs.*

### **Context Statement/Rationale:**

Kawaikini has benefited from partnerships with community organizations that have resulted in establishing a physical plant that supports the current educational programming. The campus now has 3 distinct areas: elementary, central, and secondary. It also has a playground area in elementary, an imu (underground oven) in the secondary section, and student gardens that are maintained primarily by the school community.

There are eight (8) high-quality, used portable buildings donated by Kamehameha Schools. Six (6) of them are classroom buildings, and two (2) are bathroom buildings. Other buildings include two (2) Project Frog smart buildings called "Hale Akamai", a house donated by Kukui'ula Development Company used as the administrative space, and a brand new Hale Piko that was donated through a Boy Scouts eagle project. These donations have allowed for classes and office spaces to be moved indoors from outdoor tents.

While progress has been made to improve the physical plant of Kawaikini, two (2) identified issues have arisen: 1) lack of a sustainable facility to support a school-wide lunch program and 2) increasing need for secondary facilities. Recognizing this, Kawaikini is planning for a large multi-purpose building, a major project that will require funding to be raised through a capital campaign and a possible extension to the lease. Due to the projected increase in the secondary student population, additional facilities and funding will be needed in the next five (5) years. In the interim, Supporting Languages of Kaua'i (SLK) is assisting the school with permitting for a pavilion site that will be partially enclosed. They have already received agreements from local contractors to assist in the building and are sourcing the required materials. Like other school improvement projects on campus, the extended school community will undoubtedly volunteer and provide in-kind service towards this effort.

Kawaikini is in a prime location to support its underlying vision of a P-20 learning environment. The Hawaiian language immersion preschool and Kaua'i Community College are its neighbors. The school has reported that it continually strives to have a visual identity that resembles a Hawaiian-focused school. They have made efforts in their landscaping to include more tropical and cultural plants that can be used for cultural practices like lei making and kīhei making for graduation observances. These plants are also used as decorations for school events. Aside from the campus' landscaping, the school has a spectacular view of the mountain range that is an

observable feature that supports the place-based curriculum of Kawaikini.

A challenge for the school has been the upkeep and maintenance of the grounds. Currently, there is no full-time staff dedicated to maintenance. General cleaning and custodial services are contracted out to a local vendor, and all other maintenance issues are handled by Administration as they arise. They have been fortunate to have had well-trained, specialized volunteers that provide in-kind services for short-term projects. Yet, the school acknowledges that this is not a sustainable approach to long-term maintenance needs and are aware of the need to include maintenance of their facilities especially in their plans for the multi-purpose building capital campaign.

The COVID-19 pandemic has put a halt on the Master-Plans and has required the school to make adjustments to its facilities and grounds. They have acquired tents and moved furniture in order to meet CDC, state, and county regulations. They have also had to re-assign learning spaces, designate play areas for grade levels, assign eating areas for each student, and map out “squares” for students in classrooms such that social distancing is observed. An example of their attention to ensuring a safe environment is the fact that they repurposed an administrative office to be an isolation room such that they can quickly confine any potential exposure to the virus. An unexpected benefit was a donation of a container from a staff member to be used as a temporary administrative office that was quickly outfitted with electricity and air-conditioning. This temporary facility was done through volunteer work by families of the school community. While not a facility persay, the use of technology via distance learning is another learning environment that all in the school community have also embraced.

**Strengths:** (list or explanation)

- Designated learning environments for each level of learning - elementary and secondary - that also includes common spaces for play and social interaction.
- State of the art facilities that are donated by community partners.
- Located near a Hawaiian-immersion preschool and community college to support P-20 learning environment for students.
- Clear procedures and plans for general cleaning and maintenance of facilities and grounds, inclusive of an on-line work request form that can be tracked.

**Opportunities, challenges, and needs faced by the school:** (list or explanation)

- As enrollment increases in the secondary school, there is a need for facilities increases as well. In some situations, there are teachers/classes that need to share one building and they can cause distraction.
- Funding and capital campaigning for a Master Plan continues to be a challenge, especially at a time like this in the pandemic

**Guiding questions for further institutional self-reflection:** (optional)

How effective is the school in meeting Standard 12:

- Highly effective
- Effective**
- Somewhat effective
- Ineffective

## **Rationale for Rating Chapter 12:**

Kawaikini has been blessed with support from its non-profit arm, Supporting the Language of Kaua'i and various community partnerships that have resulted in generous in-kind donations towards facilities and general maintenance of such. The school has designated specific areas of campus for each of its learning communities - elementary and secondary and established clear procedures for addressing maintenance issues. Kawaikini has a long-term master plan that they are currently working towards that aims to address the growing student population.

## **Chapter 13: Health, Safety, and Wellness**

*Standard 13: The school has established and effectively implemented policies and procedures that promote the health and ensure the safety of students and adults on campus and at school events. The school complies with all relevant legal and regulatory requirements in this regard, and it takes responsibility for educating community members and for promoting policies, habits, and practices that encourage and sustain individual and community wellness.*

### **Context Statement/Rationale:**

Kawaikini has established policies and procedures in alignment with state regulations and directives from its Governing Board. It also has a safety committee that meets monthly to discuss standing safety concerns, evaluate effectiveness of drills, ensure safety protocols, and problem solve challenges. They are currently meeting baseline requirements.

Kawaikini has self-disclosed that there are areas of improvement for moving beyond the typical school training and drills to be inclusive of overall health, safety, and wellness in all aspects. There is a need to review and possibly create new policies. Currently, there are separate documents that house the safety and compliance information: one (1) for school procedures and one (1) for the Governing Board procedures. The school is looking towards consolidating the documents into one (1) comprehensive document for ease of access. Furthermore, the school is aware that more can be done to train staff as well as inform the larger school community of such policies and procedures. Ensuring that all staff are up to date with current information and are able to independently use skills and knowledge from trainings remains a goal for the school.

In regards to students and staff feeling safe while at school, the data suggest that majority of the students perceive that there is a "caring school climate." When compared to other Hawaiian-focused charter schools in the state, the data reported is comparable. As for the employee's perspective, there was a realization that data around a feeling safe at school was never collected and as such will be included in future staff surveys.

Kawaikini focuses on instilling Hawaiian cultural values in various ways, one of which is their morning Piko protocol where the entire school community convenes and Hawaiian wise sayings are shared as a way to offer wisdom on how to interact with others. The school also partners with community organizations to deliver various wellness programs that enhance its educational program in the areas of health, nutrition, emotional intelligence, sexuality, and relationship types. During the accreditation visit, various stakeholders have expressed content and often commend the school for its caring and nurturing environment that resembles a family.

In regards to ensuring the health and safety of the school community during this COVID-19 pandemic, Kawaikini made the necessary adjustments to its physical environment and also established strict protocols to ensure social distancing in compliance with CDC, state, and county

recommendations.

**Strengths:**

- Kawaikini’s Hawaiian cultural commitment lends to creating an environment of respect and rapport that supports the overall health and well-being of all members in the school community.
- The school has established policies and procedures that are communicated to all and updated as necessary.
- Kawaikini has been responsive and acted swiftly to ensure a safe and healthy learning environment during this current pandemic.

**Opportunities, challenges, and needs faced by the school:** (list or explanation)

- While great effort has been made in regards to physical safety, there is an opportunity to explore social and emotional wellness especially in light of the impacts that events like the pandemic has had on all members of the school community.
- There continues to be opportunities to include the faculty and staff voice such that their needs in relation to feeling safe and supported in a healthy work environment are heard and acknowledged.

**Guiding questions for further institutional self-reflection:** (optional)

- What might be some other modes of collecting data that will inform how all constituents are feeling?

How effective is the school in meeting Standard 13:

- Highly effective
- Effective**
- Somewhat effective
- Ineffective

**Rationale for Rating Chapter 13:**

Kawaikini is in full compliance with all state and county regulations. There are established policies and procedures that are communicated to all in the school community. In the accreditation visit, parents shared that they are kept informed and appreciate the school’s due diligence to maintaining a safe and clean environment, especially during a time like now with the current COVID-19 pandemic. Adequate training for staff is provided and supplies are readily available for use. In addition, attention is given to the overall well-being of each member of the school community, which is a result of its cultural approach to building a resilient school community.

**Strengths and Challenges for Section IV: Operations**

**(Boldface Notable Strengths and Significant Challenges from each section)**

**Strengths:**

- All employees value the indigenous language and culture of Hawai‘i, and a majority of the staff are proficient in Hawaiian language.
- Clear procedures and plans for general cleaning and maintenance of facilities and grounds, inclusive of an on-line work request form that can be tracked.
- Located near a Hawaiian-immersion preschool and community college to support P-20 learning environment for students.

- Kawaikini's Hawaiian cultural commitment lends to creating an environment of respect and rapport that supports the overall health and well-being of all members in the school community.
- The school has established policies and procedures that are communicated to all and updated as necessary.
- Kawaikini has been responsive and acted swiftly to ensure a safe and healthy learning environment during this current pandemic.

**Challenges:**

- Consider reviewing the performance evaluation system such that it includes: personal and professional goal setting aligned to overall school goals, focused observations that are in alignment with identified goals, and coaching and reflection as support tools that promote professional growth and improvement.
- Onboarding and orientation of new hires have typically been operational; thus there is an opportunity to develop a program to assist and acclimate new employees throughout the first year of employment.
- While great effort has been made in regards to physical safety, there is an opportunity to explore social and emotional wellness especially in light of the impacts that events like the pandemic has had on all members of the school community.
- There continues to be opportunities to include the faculty and staff voice such that their needs in relation to feeling safe and supported in a healthy work environment are heard and acknowledged.
- Funding and capital campaigning for a Master Plan continues to be a challenge, especially at a time like this in the pandemic

## **Section V: Institutional Stewardship and Leadership (Chapters 14-15)**

### **Chapter 14: Governance**

*Standard 14: The school has an active, engaged, and committed governing Board comprised of members whose collective and individual strengths support and advance the school. The Board of Trustees clearly understands and acts on its responsibilities, ensuring that its size, composition, and practices enable it to be effective. The Board of Trustees sets and safeguards the mission, and it hires, evaluates, and supports the Head of School. The Board also holds fiduciary responsibility for the institution, and it strategically plans for the school's future.*

#### **Context Statement/Rationale:**

The Governing Board at Kawaikini is highly committed to the success of the mission and program provided to haumāna. The high level of communication and dedication to the kuleana required with being on the GB shows a strong commitment to the school and meetings. In a typical year the members of the GB participate in activities held on campus and quarterly makua nights with families. Due to COVID 19, much of these are now taking place virtually or the GB has been unable to be on campus as much due to restrictions and safety measures.

Kawaikini's GB has developed processes to ensure that all members are aware of the commitment required and the process with which becoming a member of the board as well as ongoing reflection of the GB wholistically and as individual members supports efficiency and effectiveness of the GB overall. With COVID 19, an increase in virtual meetings between GB and committees to discuss how to support and guide the school have been reported. To further support the needs of the school with COVID 19, the GB developed in the first semester of the 2020-21 school year a new committee that includes members of the GB, administration, community members, parents, and staff with the intention of gathering input in relation to planning and decision making related to the pandemic.

Members of the GB have an annual training with the goal of building relationships and also to review the Board Manual, policies and procedures, Committees, and other responsibilities. This process is supported through Supporting the Language of Kaua'i. Throughout the year, efforts to increase effectiveness through individual and committee goal setting and reflection are taken. While not all committees have yet to consistently build these systems, there exists a process to report out monthly at the full board meeting the updates from committees in relation to decisions made and any new goals set with action steps determined.

The GB of Kawaikini has frequent and ongoing tasks associated with membership. Formal meetings are held monthly, with informal meetings specific to topics requiring further discussion also held by interested parties in the meantime. There are multiple functions within the school year that the GB members participate in, and in recent years this time commitment has led to some members being unable to fulfill the full term of their role on the GB. Recently, new members that have joined the GB are from the community that had no prior affiliation with the school, bringing outside knowledge and perspective. GB members divide up necessary work in their roles on committees which they then share out to the full GB and administration of the school.

The GB monitors the progress of the school with communication with the ED who serves as a non-voting member of the GB, and also is invested in the creation of the strategic planning documents since the opening of the school, as well as the accreditation process. In addition, the GB is highly involved in the process of State of the School annual report which is shared out with all stakeholder groups every January at a makua night. The reference to this report as a “mini accreditation” provides context that it guides the school in self-reflection and goal setting, ensuring that the mission and program are on the forefront of decisions. The active role of the GB members also allows for decisions on policy and procedures for current needs and interests within the community.

**Strengths:** (list or explanation)

- State of School Report as an annual process of reflection and progress report shared with all stakeholders
- Involved GB with members who are also employed by school, as well as recent newly appointed community members who bring added diverse perspective from outside the Kawaikini experience.
- The communication in informal as well as formal meetings
- Frequent participation at school events and involvement beyond meetings
- Adapting to address concerns, goal setting documents, and strategic planning allows for continued reflection and alignment of initiatives with the mission of the school.

**Opportunities, challenges, and needs faced by the school:** (list or explanation)

- Continuing to follow steps to ensure that those serving on the GB are able to fully commit to the time and work required is identified with hopes to provide fewer needs to replace a GB member mid-year or mid-3 year term.

**Guiding questions for further institutional self-reflection:** (optional)

How effective is the school in meeting Standard 14:

- Highly effective**
- Effective
- Somewhat effective
- Ineffective

**Rationale for Rating Chapter 14:**

The Governing Board for Kawaikini is actively involved with the school and has existing processes that are followed to maintain it’s effectiveness in supporting the school. Committees are structured and meetings both formal and informal are held consistently. The GB members are dedicated to their role in serving the school. The GB has shown quick action to support the school in the COVID-19 pandemic through creation of an additional committee with community, parent, school and GB members. The GB has historically worked with the school for school improvement initiatives and continues to do this, even as some priorities with plans for the Multi Purpose Building being delayed due to the pandemic.



## **Chapter 15: Administration**

*Standard 15: The administration effectively leads the school in assessing, planning, and innovating, as well as in managing the educational program and the overall operations of the school. The administration takes responsibility for establishing and maintaining a healthy, collaborative, and supportive environment for teaching and learning, and it actively promotes ongoing school improvement.*

### **Context Statement/Rationale:**

In the past few years, the administrative team at Kawaikini has seen significant changes and consists of a balance of new and longstanding affiliations with the school. A new Executive Director was hired from outside of Kawaikini in 2017. The Academic Director started this role in 2018 and is a founder of the school, having served most recently in a teaching line. The School Operations Supervisor was hired in the 2017-18 school year and during the initial years of the school opening served as a consultant, returning to Kawaikini in a leadership role. Two of the three administrators have also served as members of the Governing Board since the school opened providing awareness of the roles and responsibilities taken care of at that level.

The administrative team arranges frequent meetings with one another, the GB and faculty as a means to provide smooth lines of communication between their team and with other members of the school community, as well as gather feedback. This process supports the assessment and planning for the educational program and operations of the school. There are layers of leadership beyond the administrators, and an organizational system for Pouhana (teacher leaders) and administrators, allowing for more open lines of communication and less personal complications in addressing concerns. There are some areas of communication that are being addressed by the school including gathering information from faculty and staff both in large full group meetings as well as smaller groups. Further efforts to prevent potential breakdowns in or miscommunication include the internal Google website and Team Reach application allow for updates to faculty and staff daily and in the moment as needed, improving communication which impacts the collaborative environment of the school.

For individual professional reflection and growth, Kawaikini has been updating and striving to improve effectiveness of the teacher evaluation process. Currently, a tool is in use while work is being done to pilot and move towards implementation of a new system that is in alignment with the requirements of the Hawai'i State Teacher's Association and the mission of the school. The Individual Learning Plan as a component of this annual evaluation provides for individual goal setting and the administrative team uses the arching themes in seeking to provide appropriate support or professional development. The Employee Handbook was revised in 2019-20 and identifies the specifics of the ILP and evaluation process.

Efforts to support faculty involve appointing an Academic Coach/SSC position and implementation of team collaboration and planning time via PLCs. Although this PLC time has been rearranged due to the needs of COVID-19, the desire to move towards consistent data teams and attention to the academic program are in the works. The addition of Pouhana and Academic Coach roles allows for internal leadership opportunities and added layers of support and communication for the employees. These measures contribute to the overall operations of the school with embedded supports that can promote a collaborative work environment that drives continuous school improvement.

**Strengths:** (list or explanation)

- Administrative team that communicates well, has trusting relationships, and supports one another.
- Strong relationships with the Governing Board, community and fellow educational organizations
- Improvement in internal communication systems and dedication to continue to focus on strong communication is identified, with efforts to remain transparent with decisions made.

**Opportunities, challenges, and needs faced by the school:** (list or explanation)

- The faculty evaluation process should be a priority in the future for the administration and the school.
- Administrators need to build their capacity in instructional leadership in order to focus on the areas of curriculum alignment and movement towards a consistent data-driven process with focus on the educational and non-instructional programs/supports will further improve the school's ability to achieve their mission.

**Guiding questions for further institutional self-reflection:** (optional)

How effective is the school in meeting Standard 15:

- Highly effective
- Effective**
- Somewhat effective
- Ineffective

**Rationale for Rating Chapter 15:**

The administrative team at Kawaikini is well organized and in having been working together a few years now have developed a solid structure together and in their roles with stakeholders within and outside the school. The Executive Director, School Operations Supervisor, and Academic Director all understand their individual and collective roles in regards to administration and support one another. The communication within the administrative team is strong and effective. Efforts to be transparent and straightforward with faculty and staff are evident. Processes exist to gather input from faculty, staff, parents, and the board. The administration of Kawaikini is willing to make decisions that may not go along with what all parties wish for, and provide an explanation as needed but stand with what was determined to be the best course for the school. The administrative team needs to fulfill their obligations in relation to the faculty evaluation process which has been a challenge identified for several years. The administrative team in moving to address areas of curriculum alignment and a focus on the educational and non-instructional programs and supports will further improve the school's ability to achieve their mission.

**Strengths and Challenges for Section V: Institutional Stewardship and Leadership**

**(Boldface Notable Strengths and Significant Challenges from each section)**

**Strengths:**

- State of School Report as an annual process of reflection and progress report shared with all stakeholders
- Adapting to address concerns, goal setting documents, and strategic planning allows for continued reflection and alignment of initiatives with the mission of the school.
- Administrative team that communicates well, has trusting relationships, and supports one another.

**Challenges:**

- The faculty evaluation process should be a priority in the future for the administration and the school.
- Administrators need to build their capacity in instructional leadership in order to focus on the areas of curriculum alignment and movement towards a consistent data-driven process with focus on the educational and non-instructional programs/supports will further improve the school's ability to achieve their mission.

## **Section VI: Institutional Improvement and Sustainability (Chapter 16)**

### **Chapter 16: Self-Assessment, Decision-Making, and Change**

*Standard 16: The school regularly engages in assessment practices that include the collection, analysis, and effective use of relevant data. This data is employed in evaluating the school's educational programs, as well as in informing decision-making in other areas of school operations. The school readily identifies and promotes changes needed for school improvement in a manner that marshals sufficient resources and garners the community support necessary for successful implementation.*

#### **Context Statement/Rationale:**

Kawaikini has identified a need for development of a consistent formalized system to gather, assess, and analyze data in order to grow in the area of effective use of data. While still a relatively new school, since the doors opened Kawaikini has continually developed and revised policies and procedures that relate to how new projects are approved. Remaining as innovative as possible as that helped lead to the creation of this charter school, Kawaikini also includes decision-making structures to prevent unnecessary risks and to ensure the school is running smoothly in relation to student growth.

Within the past few years significant changes in the administrative structure and addition of the Ke Ala Hūlili program have had a major impact on the school overall. Data is used to make informed decisions about present programs and future initiatives at Kawaikini. Positions such as the School Operations Specialist, the Cultural Education Specialist (CES), the Counselor role, and revising the Student Services Coordinator and Special Education Care Coordinator roles are examples of how the school uses data to determine areas of need and strategies to address them. Teacher leader positions were also added to the structure of the school to streamline communication and improve decision making processes. Kawaikini identifies continued efforts to improve internal communication about school level decisions as a need, and the personnel changes above have already and can continue to support this process.

Efforts to improve in consistent data collection are already underway. Annual surveys are being provided and have been updated to ensure information from students, `ohana, faculty and staff include information that was not sought in years prior. Administration has faculty and staff provide feedback electronically via Google Forms to gather responses at all meetings that help them to determine future agendas and to make informed decisions. The Governing Board is using a data dashboard to drive conversations and decision making. Administration holds frequent meetings to review sources of data, an example of which is adding time to not only provide required assessments to haumāna (students) but also to ensure faculty have time to review the results and make decisions about future curriculum and teaching plans. There are components to the program offered at Kawaikini that are difficult to measure from a quantitative perspective, such as the Hō`ike (showcase) Eō e Lili`u Song Competition.

Programmatically, in order to support the bilingual education and cultural learning for Kawaikini students, the CES works with outside partners such as Kamehameha Schools and internally with kumu (teachers) to support curriculum and instruction. The addition of the part time Counselor position and reallocation of resources for the Student Services Coordinator is due to review of student data and input from faculty and staff for improving academic progress and supporting the emotional and behavioral needs of students. There are multiple examples of how the school already uses data to inform decisions, and the continued progression and formalization of such systems will further support Kawaikini.

The student Individual Learning Plan (ILP) has been in existence since the first year Kawaikini opened. Although this portfolio of evidence has changed in format over the years, the current ILP consists of a longitudinal record that contains assessment data and the intention is to utilize the data gathered to identify areas of need for each individual student, moving towards overarching trends within a grade level, and schoolwide. As needed, information from a parent and student conference with school staff with goals set is added to the ILP record for progress monitoring. Although still in development with data teams via PLC time, the Academic Coach/SSC and Administrative team has identified the goal of moving into systematic processes for a data-driven decision making school. The ILP provides a tool to give focus to this system. As Kawaikini continues to fine tune the system of collection of sources of data and in alignment with goals set within the State of the School Report, Strategic Planning and other documents, this will inform decisions and potential changes to drive school improvement.

The COVID-19 pandemic has required Kawaikini to reflect upon and make decisions on the current priorities related to initiatives. The needs for facilities and plans for the Multi-Purpose Building to provide classroom and cafeteria space still exist, however, at this time the internal program and alignment of curriculum, maintaining the support services and forward momentum for collaborative data teams that drive classroom and schoolwide learning is a high priority that align with self assessment, decision making, and change.

**Strengths:** (list or explanation)

- There are multiple processes in place that drive the decision making at Kawaikini. The administrative team and Governing Board are dedicated to assessing data that informs their decision making process.
- Steps made to improve the assessment of data to guide curriculum, instruction and student supports are having a positive impact on the school.

**Opportunities, challenges, and needs faced by the school:** (list or explanation)

- Continued movement to improve internal communication about school level decisions and gather feedback from faculty and staff is an area of need. Although major improvements have been shared, this continues to be a challenge for the school and would benefit from further attention.

- Kawaikini has processes developed but needs to be consistent in implementation. This can further support areas of self assessment, decision making, and change for the school. Examples of such processes included the faculty ILP/evaluation, use of PLC and meeting time related to the student ILP and movement towards increased use of data by instructional and non-instructional staff.

**Guiding questions for further institutional self-reflection:** (optional)

How effective is the school in meeting Standard 16:

- Highly effective
- Effective
- Somewhat effective**
- Ineffective

**Rationale for Rating Chapter 16:**

At the administrative and governing board levels, there is a constant assessment of data that is evaluated in relation to decisions made for the school. Efforts to increase individuals in utilizing data consistently to guide curriculum and instruction are in place and plans to move towards meeting and Professional Learning Community time incorporating review of data at a teacher level are on the radar for administration and the Academic Coach. The school needs to address the lack of assessing data to drive instructional delivery and impact student learning. The school has done an admirable job in navigating the plethora of decisions and changes required due to the COVID-19 pandemic.

**Strengths and Challenges for Section VI: Self-Assessment, Decision Making and Change**  
**(Boldface Notable Strengths and Significant Challenges from each section)**

**Strengths:** (list or explanation)

- Steps made to improve the assessment of data to guide curriculum, instruction and student supports are having a positive impact on the school.

**Opportunities, challenges, and needs faced by the school:** (list or explanation)

- Kawaikini has processes developed but needs to be consistent in implementation. This can further support areas of self assessment, decision making, and change for the school. Examples of such processes included the faculty ILP/evaluation, use of PLC and meeting time related to the student ILP and movement towards increased use of data by instructional and non-instructional staff.

## V. Summary Listing of the Notable Strengths and Significant Challenges

*The visiting committee should provide a list of the notable strengths and significant opportunities, challenges, and needs as synthesized from the various sections. Areas of strength, challenge, and needs will be identified in the summary report for each section. Recurring themes are noted as major.*

- **Notable Strengths:** Notable strengths contribute to high educational quality and promote the school's efforts to accomplish its Improvement Plan.
- **Significant Opportunities, Challenges, and Needs:** Visiting committee addresses these to ensure the school can achieve high quality education consistent with the school's mission.

### Notable Strengths:

- The Mission Statement clearly articulates the school's mission of perpetuation of Hawaiian culture, including the Hawaiian language.
- All members of the school community (Governing Board, Administration, Faculty, Staff, Students, and Families) value the indigenous culture and language, 'ōlelo Hawai'i (Hawaiian language) and appreciates the place-based curriculum focus of Manokalanipō.
- Kawaikini emphasizes the place-based curriculum in a Hawaiian Language immersion environment that provides opportunities for students to be rooted in cultural practices and generational knowledge that will be beneficial to their future and the future of the island community of Kaua'i.
- Innovative school initiatives such as the Ke Ala Hūlili and summer orientation programs to attract students at the secondary level seeking a bilingual and biliterate culturally based educational experience.
- The positive school climate was shared by all stakeholder groups as the reason they choose to be a part of Kawaikini. Its Hawaiian cultural commitment lends to creating an environment of respect and rapport that supports the overall health and well-being of all members in the school community.
- The supports provided by the Pouhana (teacher leaders), Academic Coach/SSC and non-instructional support staff (Counselor) have been reported as being a significant help and having a positive impact on the school climate.
- Monthly budget is readily prepared, presented, and reviewed by the SOS, Executive Director, and Governing Board/Finance Committee. Identified, consistent procedures support the financial sustainability of the school that supports current and long term goals.
- There are clear procedures and plans for general cleaning and maintenance of facilities and grounds, inclusive of an on-line work request form that can be tracked.

### Significant Challenges:

- Build an environment that provides professional learning, evaluates the academic program, and makes needed refinements in order to ensure that there are individual and collective successes and challenges in curriculum implementation.
- Administrators need to build their capacity in instructional leadership in order to focus on the areas of curriculum alignment and movement towards a consistent data-driven process with focus on the educational and non-instructional programs/supports that will further improve the school's ability to achieve their mission.

- Increase the use of varied assessments as evidence of student learning and review as a faculty to determine how to continue to improve the learning program and teacher practice to best meet the varied needs of students.
- Continue the efforts towards a data-driven process for reflection of student growth both academically and socially/emotionally.
- Consider reviewing the performance evaluation system such that it includes: personal and professional goal setting aligned to overall school goals, focused observations that are in alignment with identified goals, and coaching and reflection as support tools that promote professional growth and improvement.
- Kawaikini should continue and increase fundraising activities, including capital campaigning for identified projects such as building facilities and lunch program needs.

#### **iVI. Summary Listing of the 16 Chapter Ratings**

Once the visiting committee has completed the ratings and the rationale for each section in the report above, they should include them here as well for easy access for the school's and reviewing Board of Directors and WASC Commission reference. Please double check for accuracy.

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*Standard 1: The school has a clearly articulated mission statement, formally adopted by the Board of Trustees that defines its core values and purpose. The mission statement expresses the school's institutional purpose, distinctive qualities, and vision of education and it informs all major planning and decision-making.*

- Highly effective**
- Effective
- Somewhat effective
- Ineffective

**Rationale:**

The school has a succinct Mission Statement which clearly reflects the school goals. The Mission Statement guides all decision making at the school and serves as a basis for the instructional program as well as defining the culture of the school. All stakeholders (Governing Board, school administration and staff, parents and students) are aware of and embrace the Mission Statement.

*Standard 2: Guided by the mission, the school clearly defines its curricular and co-curricular programs and provides coherent documentation of them. The program is regularly evaluated, updated, and strengthened in order to stay current with relevant educational research, to assure the intended outcomes in student learning, and to prepare students for the next stage of their academic careers.*

- Highly effective
- Effective
- Somewhat effective**
- Ineffective



**Rationale:**

Kawaikini is grounded in their commitment to maintaining a Hawaiian language immersion learning environment that is focused on place-based learning. A core component of the educational programming includes curriculum focused on English Language Arts and Hawaiian Language Arts proficiencies. Instructional resources in both languages is an on-going challenge. Additional work needs to be done with the education program to identify, align, and document a curriculum that is aligned to specific learning goals and outcomes as identified in the Mana‘o Ho‘okele Kawaikini and Indicators of Success. More attention could also be given to ensuring that the curriculum has a coherent and discernable structure that supports student learning and guides curricular planning.

***Standard 3: The school maintains a vigorous and informed focus on the learning of each student. It has policies, expectations, procedures, assessment systems, and student feedback mechanisms that enable it to engage—and maximize the learning potential of— each student.***

- Highly effective
- Effective
- Somewhat effective**
- Ineffective

**Rationale:**

Kawaikini’s focus on Manokalanipō, a place-based curriculum, serves as a pillar in the overall student learning experience. Kawaikini prides itself on their strong fundamental beliefs, specifically in the idea that knowledge is learned by doing and that relationships are important. Finding the balance between building relationships within the school community and maintaining a rigorous educational program is a challenge. The school has made notable efforts in supporting the learning needs of individual students through the hiring of an SSC/Academic Coach. Additional work needs to be done to build the capacity of all teachers such that they are collectively engaging all students towards realizing their learning goals. This will better prepare graduates feeling competent and confident for their futures.

***Standard 4: The school has a clear set of criteria for teacher effectiveness that reflects its mission and pedagogical goals and that informs hiring, professional growth, and evaluation. Through regular assessment of pedagogical effectiveness, which includes student learning outcomes, the school seeks to strengthen teaching and learning.***

- Highly effective
- Effective**
- Somewhat effective
- Ineffective

**Rationale:**

While there are emerging systems to address the areas of need for Faculty and Pedagogy at Kawaikini, there is a longstanding identified need in the area of the process for faculty evaluation. Through the Self Study and virtual site visit, the need for a discussion around common pedagogical practices was shared by faculty and administration in separate

conversations. Parents also identified an area of need around the process of moving into biliteracy with English being introduced in the 5th grade year as being a challenge for their children, and the faculty and administration also shared that there is a need to dial down what curriculum, common practices, and professional development and training may be needed to move closer to the goal of strengthening pedagogical effectiveness which will strengthen teaching and learning and evaluative practices.

***Standard 5: The school maintains a healthy climate that mirrors the mission. That climate is sustained through highly effective communication and supports the learning and personal growth of each student. It reflects a commitment to diversity, equity, and inclusion, and it is evident in the engagement of the school community.***

- Highly effective**
- Effective
- Somewhat effective
- Ineffective

**Rationale:**

The climate at Kawaikini was reported by all members of the school in all stakeholder groups to be the reason they choose to send their child to the school, why they continue to work at the school, and why they want to be a part of the school overall. The feedback that Kawaikini is an `ohana (family) was shared at all levels, and the values and climate are inclusive and engaging at all levels. Communication has been reported as being strong and consistent by those outside the school at the family or from community affiliated groups. Internal communication while always an area of focus to ensure it remains clear and timely has also been reported by faculty and staff to be greatly improved in the past few years and when the pandemic hit, such improvements allowed for an easier transition to a new method of providing education and student supports.

***Standard 6: The residential life program of the school is designed and structured to reflect the school's mission, to complement other programs, and to ensure a safe environment that fosters student personal and social growth.***

- Highly effective
- Effective
- Somewhat effective
- Ineffective

**Rationale: NA**

***Standard 7: The preschool offers a high quality, developmentally appropriate program that fosters both independence and socialization in a stimulating, safe, and caring environment. The social, emotional, physical, and cognitive development of children is supported by a qualified, nurturing staff of early childhood educators.***

- Highly effective
- Effective
- Somewhat effective
- Ineffective

**Rationale: NA**

***Standard 8: The school has published, consistently applied admission and financial aid policies and procedures that demonstrate a commitment to access and diversity in accordance with the school’s mission. The admission process identifies students and families who are well matched to the school’s program and values. Admission practices are mission-driven and designed to support the financial sustainability of the school.***

- Highly effective
- Effective**
- Somewhat effective
- Ineffective

**Rationale:**

The admissions process at Kawaikini is a strong point for the school overall. The school has seen steady increase in enrollment since opening, and currently has high interest for the Kindergarten level from the immersion preschool that feeds into the school. They are unable to accept all applicants at Kindergarten. Due to the size of the school the enrollment has been steady to sustain it’s needs. As enrollment is the highest contribution to financial revenue, the school is doing well to maintain and grow their numbers.

***Standard 9: The school has an operating budget sufficient to carry out the school’s mission with designated sources of funds to support the school program, plant, operations, and personnel. The school’s finances ensure the long-term sustainability of the institution, and they are regularly reviewed by the Board of Trustees, well managed by a qualified staff, appropriately documented, and compliant with all applicable regulatory and legal financial requirements.***

- Highly effective**
- Effective
- Somewhat effective
- Ineffective

**Rationale:**

Kawaikini’s careful attention to its finances is an overall strength. It is evident that much attention has been given to ensuring that there are comprehensive financial policies and procedures. Furthermore, as a result of bringing on board a qualified School Operations Supervisor whose background included being a Chief Financial Officer, overall accounting and reporting has been transparent and timely. While the school has had to tap into its financial reserves during this pandemic, it remained fiscally prudent in the use of the funds such that it did not exhaust the entire reserve.

***Standard 10: Consistent with its mission and proportional to its needs and resources, the school engages in fundraising, marketing, communications, constituency support, and community relations to attain its goals and ensure its future viability.***

- Highly effective
- Effective**

- Somewhat effective
- Ineffective

**Rationale:**

A majority of funding in support of the school comes from enrollment numbers and per pupil funds. Administration, Faculty, and the Governing Board all play a role in advancement initiatives. From identifying needs to monitoring the budget and financial reports, to applying for necessary grant funds and maintaining relationships with grantors and other community organizations there is a lot of work going into advancement at Kawaikini.

***Standard 11: The school maintains positive working conditions, fair and consistent personnel policies—including hiring and evaluation practices—and appropriate compensation. A collaborative culture with open communication is fostered to create an optimal environment for the community of the school.***

- Highly effective
- Effective**
- Somewhat effective
- Ineffective

**Rationale:**

Kawaikini’s unique mission and focus on bilingual education is what draws and retains its employees. Its organizational structure is clear and sound. Faculty and staff’s compensation are comparable to other charter schools in Hawai‘i. Kawaikini is aware of areas needing to be improved, like its performance evaluation system, and is making efforts towards providing clarity, structure, and support for all employees. More attention to orienting and mentoring new hires beyond the initial on-boarding process could be of value to sustaining a positive, supportive work environment and culture.

***Standard 12: The physical plant supports and enhances the mission of the school and enables the school to implement its program effectively. The physical plant is a safe, well maintained, secure, and healthful environment for students and adults. The school is regularly attentive to the physical plant, creating and executing plans for the current maintenance and future development of the facilities in support of the mission and programs.***

- Highly effective
- Effective**
- Somewhat effective
- Ineffective

**Rationale:**

Kawaikini has been blessed with support from its non-profit arm, Supporting the Language of Kaua‘i and various community partnerships that have resulted in generous in-kind donations towards facilities and general maintenance of such. The school has designated specific areas of campus for each of its learning communities - elementary and secondary and established clear procedures for addressing maintenance issues. Kawaikini has a long-term master plan that they are currently working towards that aims to address the growing student population.

***Standard 13: The school has established and effectively implemented policies and procedures that promote the health and ensure the safety of students and adults on campus and at school events. The health, safety, and wellness of members of the school community are supported by compliance with all relevant legal and regulatory requirements. The school takes responsibility for educating community members and for promoting policies, habits, and practices that encourage and sustain individual and community wellness.***

- Highly effective
- Effective**
- Somewhat effective
- Ineffective

**Rationale:**

Kawaikini is in full compliance with all state and county regulations. There are established policies and procedures that are communicated to all in the school community. In the accreditation visit, parents shared that they are kept informed and appreciate the school's due diligence to maintaining a safe and clean environment, especially during a time like now with the current COVID-19 pandemic. Adequate training for staff is provided and supplies are readily available for use. In addition, attention is given to the overall well-being of each member of the school community, which is a result of its cultural approach to building a resilient school community.

***Standard 14: The school has an active, engaged, and committed governing board comprised of members whose collective and individual strengths support and advance the school. The Board of Trustees clearly understands and acts on its responsibilities, ensuring that its size, composition, and practices enable it to be effective. The Board of Trustees sets and safeguards the mission, and it hires, evaluates, and supports the Head of School. The board also holds fiduciary responsibility for the institution, and it strategically plans for the school's future.***

- Highly effective**
- Effective
- Somewhat effective
- Ineffective

**Rationale:**

The Governing Board for Kawaikini is actively involved with the school and has existing processes that are followed to maintain its effectiveness in supporting the school. Committees are structured and meetings, both formal and informal, are held consistently. The GB members are dedicated to their role in serving the school. The GB has shown quick action to support the school in the COVID-19 pandemic through creation of an additional committee with community, parent, school and GB members. The GB has historically worked with the school for school improvement initiatives and continues to do this, even as some priorities with plans for the Multi Purpose Building being delayed due to the pandemic.

***Standard 15: The administration effectively leads the school in assessing, planning, and innovating, as well as in managing the educational program and the overall operations of the school. The administration takes responsibility for establishing and maintaining a healthy, collaborative, and supportive environment for teaching and learning, and it actively promotes ongoing school improvement.***

- Highly effective
- Effective**
- Somewhat effective
- Ineffective

**Rationale:**

The administrative team at Kawaikini is well organized and in having been working together a few years now have developed a solid structure together and in their roles with stakeholders within and outside the school. The Executive Director, School Operations Supervisor, and Academic Director all understand their individual and collective roles in regards to administration and support one another. The communication within the administrative team is strong and effective. Efforts to be transparent and straightforward with faculty and staff are evident. Processes exist to gather input from faculty, staff, parents, and the board. The administration of Kawaikini is willing to make decisions that may not go along with what all parties wish for, and provide an explanation as needed but stand with what was determined to be the best course for the school. The administrative team needs to fulfill their obligations in relation to the faculty evaluation process which has been a challenge identified for several years. The administrative team is moving to address areas of curriculum alignment and a focus on the educational and non-instructional programs and supports will further improve the school's ability to achieve their mission.

***Standard 16: The School regularly engages in assessment practices that include the collection, analysis, and effective use of relevant data. The data is employed in evaluating the school's educational programs, as well as in informing decision-making in other areas of school operations. The school readily identifies and promotes changes needed for school improvement a manner that marshals sufficient resources and garners the community support.***

- Highly effective
- Effective
- Somewhat effective**
- Ineffective

**Rationale:**

At the administrative and governing board levels, there is a constant assessment of data that is evaluated in relation to decisions made for the school. Efforts to increase individuals in utilizing data consistently to guide curriculum and instruction are in place and plans to move towards meeting and Professional Learning Community time incorporating review of data at a teacher level are on the radar for administration and the Academic Coach. The school needs to address the lack of assessing data to drive instructional delivery and impact student learning. The school

has done an admirable job in navigating the plethora of decisions and changes required due to the COVID-19 pandemic.

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## **VII. Summary listing of any Baseline Requirements to which the school's response was "No"**

Standard 4: Baseline Requirements Checklist indicated in Self Study as not met by the school due to not having a process of faculty evaluation that is regularly undertaken and documented. This has been addressed in Chapter 4-Faculty and Pedagogy, Chapter 15-Administration, and in the Summary Listing of the Notable Strengths and Significant Challenges section of the Visiting Committee Report.

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## **VIII. Future Planning Document**

[The school should update and implement the schoolwide action plan integrating the important areas identified through the self-study and visit and submit the plan after the visit; this should be submitted after the visit; currently the schools using the HAIS protocol may have up to six months after the visit to submit the schoolwide action plan or future planning document to WASC. This should be sent in a single pdf or Word document using the WASC document upload link on the top navigation bar of the WASC website: [www.acswasc.org/document-upload/](http://www.acswasc.org/document-upload/). The plan should be shared with other key personnel assisting the school.]