



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

2019

For the period January 1, 2019 - December 31, 2019

Submitted January 10, 2020



TABLE OF CONTENTS

I. EXECUTIVE SUMMARY	2
Message from the Executive Director	3
Message from the Governing Board President	4
II. OVERVIEW OF KAWAIKINI	5
A. Quick facts: School Year 2018-19	5
B. Kawaikini's founding	5
C. Kawaikini's Governing Board	6
D. Kawaikini's Vision and Mission	7
E. Kawaikini's Beliefs, Goals and Expected Schoolwide Learning Results	7
III. 2019 SUMMARY AND REPORT	9
A. Administration	9
B. Academics	12
C. Teachers and Students	16
D. Governing Board	21
E. Parents (Nā Hulu Makua)	24
F. Supporting the Language of Kaua'i, Inc.	25
IV. CONCLUSION	26
V. APPENDICES	27
APPENDIX A: Governing Board Bios	28
APPENDIX B: Faculty and Staff Bios	30
APPENDIX C: School Performance	37
APPENDIX D: 2018-2019 Independent Financial Audit	41

I. EXECUTIVE SUMMARY

The current report provides an overview of the Kawaikini New Century Public Charter School for the calendar year 2019 (January 1, 2019 through December 31, 2019). This report is for our parents and other stakeholders and is designed not only to document the activities of Kawaikini over the previous year, but also to provide an occasion for reflection. As a school of choice, we recognize that our parents need information when making decisions regarding the education of their children. It is also hoped that as our school community reads this report they will see areas where they can contribute their own talents to help the school.

In 2019, Kawaikini's Governing Board introduced a new format to the State of the School report. This year's version follows that format by including the highlights of various stakeholder groups within the school that contribute to Kawaikini's success; namely the Administration, Teachers, Governing Board, and Parents. Also included is a section featuring updates by teachers on the activities and projects taking place in their classrooms.

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



Message from the Executive Director

2019 marked a milestone for Kawaikini bridging its first decade of inception to the next phase of existence. We recognize Hawaiian culture and traditions as regularly evolving systems, grounded in the knowledge of the past to inform the present and future. Hawaiian culture, and 'aina based education is no different.



This past year we celebrate a few more accomplishments including:

* 4th year of our project in instructional outcomes and curriculum structure for Kawaikini's Vision of the Writer: Teachers continued collaboration with each other, as well as individual grade level finalizing of writing rubrics with support from Kamehameha Schools. We celebrate the growth of student writing work aligned from K - 12.

* Student support services team continued this year to include a special education teacher, counselor as well as a student services coordinator/academic coach. Staff are experienced in support to both students with special needs, and teaching staff. The team is vital to organizing our system to support all Kawaikini learners.

* Kawaikini Kumu continue to build community partnerships across the island. These relationships allow our students to access different parts of the island, interact with local organizations and live the value of culture as education.

* Financial stability and effectiveness of systems is fundamental to a strong platform for learning. This year we completed an audit with no significant findings! In 2019, funding was allocated to support our Ke ala Hūlili program and high school dual credit courses.

I look forward to the coming years in further developing our facilities, graduating students with a biliteracy seal and submission of our WASC re-accreditation self study! Kawaikini continues to grow and evolve, cultivating a rich foundation in Hawaiian language and culture for our students, while striving for supreme academic achievement.

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

Me ka ha'aha'a,



Message from the Governing Board President



Aloha mai kākou,

As I prepare this letter and reflect on 2019 I am greeted with a wave of pride and emotion when I realize just how far our journey at Kawaikini NCPCS has come. I am reminded of how great a blessing it has been to share a place in this wa'a alongside each administrator, kumu, haumāna, mākua and community partner that has helped raise up our next generation of po'e ʻōlelo Hawai'i. The growth and course we've sailed over the last 11 years at Kawaikini has been worth every challenge and triumph.

At one point or another, we all are faced with having to justify our choice for the path of Hawaiian Immersion. I have learned that anything of value requires some sort of commitment, hard work and perseverance. The bonds and identity that are instilled in each of our haumāna stays with them throughout their life. I have been blessed to witness just how much fruit has come from the foundations being cultivated here at Kawaikini.

In conclusion, I encourage each of you to revisit your purpose for taking a seat in this wa'a. I have learned that no matter how large or small, our contribution to our lāhui is really our kuleana. Every seat on this wa'a is of equal value and in order for us to holomua, we need each seat to contribute. Please join us in raising up the next generation of po'e Hawai'i. Without our kāko'o their growth will be stunted.

Here are some opportunities for involvement:

- *Governing Board*
- *Na Hulu Mākua*
- *Supporting the Language of Kaua'i (SLK)*

Me ke aloha,

A handwritten signature in black ink, which appears to read "Kūiulei Hamberg". The signature is fluid and cursive.

Kūiulei Hamberg, Governing Board President

II. OVERVIEW OF KAWAIKINI

A. Quick facts: School Year 2019-2020



School Name:	Kawaikini New Century Public Charter School (KNPCPS)
Established:	July 2008
Students (2018-2019)	167
Lead Teachers:	13
Educational Assistants:	4.0
Support Staff:	3.5
Administration:	3
Lead teacher/student ratio:	14.1 / 1
Instructional staff/student ratio:	10.3 / 1
Language of instruction:	Hawaiian only through grade 4; Hawaiian and English in grades 5-12.
Executive Director:	Jessell Tanaka, MSW
Academic Director:	Nāmomi McCorrison

B. Kawaikini's founding

Kawaikini New Century Public Charter School was established as the result of a long-standing dream of Hawaiian immersion parents and teachers to provide a stronger educational model for Hawaiian-language based instruction on Kaua'i. Upon receiving a planning grant under the USDOE's Charter Schools Program in 2006, Kawaikini's support organization, Supporting the Language of Kaua'i, Inc. (SLK, Inc.), established an interim local school board (ILSB) which submitted the application for charter status to the State of Hawaii's Charter School Review Panel. In October 2007 Kawaikini received one of two available charters through a highly competitive application process, and opened its doors for instruction in July 2008. In May 2014 Kawaikini received a full six-year accreditation by the Western Association of Schools and Colleges (WASC).

C. Kawaikini's Governing Board

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

Governing Board member	Office	Term Ends
Ku'ulei Hamberg	President	June 30, 2021
Kealoha Enrique	Vice President	June 30, 2020
Roxanne Carvalho	Treasurer	June 30, 2020
Larie Manutai	Secretary	June 30, 2020
Faith Burgess		June 30, 2021
Jaclyn Kaina		June 30, 2021
Rachelle Noe Haumea		June 30, 2022
Rayana Wahineu'i Waiamau		June 30, 2022
Michelle 'Ilima Hose	Associate Member	
Keani Mayer	Associate Member	
Devi Berg	Associate Member	
Jessell Tanaka	Ex-officio (non-voting)	No term limit

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

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

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

D. Kawaikini's Vision and Mission

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

Nu'ukia / Vision

*

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

*

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

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

Ala Nu'ukia / Mission

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

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

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

Kawaikini's beliefs and general goals are as follows:

Beliefs

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

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

General Goals

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

Expected Schoolwide Learning Results (ESLRs)

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



- Accreditation: Kawaikini continues into our 5th of 6 year Accreditation term with WASC. Our administration, faculty, staff and Governing Board work to finalize our 2020 self study. Self study findings will carve the goals for our strategic plan moving forward. Our upcoming accreditation site visit is set for April 5-8, 2020.
- Title I Funding: Funding increased access to resources in meeting schoolwide goals (See Title I Schoolwide Plan on our website). Plan Goals for student and staff successes include: (1) Majority of our students will be calculating math problems and reading on grade level and will have a successful transition from elementary to secondary levels; (2) Math and reading scores will indicate gradual increases by at least 5% each year; (3) New leadership positions will show growth in knowledge of different areas of charter school leadership. (4) Majority of teachers and teacher aides will have multiple levels of knowledge in curriculum, teaching instructional strategies, and best practice student and classroom interventions as outlined in their individual learning plans; and (5) Teachers will be able to identify individual student progress levels and show students movement towards meeting educational goals and Kawaikini expected Schoolwide Learning Results.



In 2019, Title I funding allowed the school to purchase student chromebooks, intervention hours with students to increase math and reading skills, a software data assessment program, Kumu hours for collecting and analyzing data to inform instruction, curriculum development hours and literacy materials and supplies.

Financial Condition:

The final fiscal year statements for School Year 2018-2019 have been prepared by Jay Miyaki, CPA, LLC, and can be found in the appendices of this report. This audit did not identify any deficiencies in internal control that is considered to be a material weakness.

The current fiscal year produced a 11.33% increase in per-pupil funding versus the previous year of 1.95%. This is the largest increase since the beginning of the school. Kawaikini's total operational budget for this school year is \$1,712,315, which is a 0.02% increase from last school year as the school's new administration continued taking measures to cut unnecessary expenses. There was an increase of net income of 110% from SY 2017-2018 to SY 2018-2019.

New fiscal reporting mechanisms were introduced to the governing board this year. A dashboard which provides financial indicators at a glance helps administration, the

finance committee and the governing board make more effective and efficient financial decisions for the school.

The outlook for next fiscal year is projected to be stable, depending on enrollment. Enrollment was budgeted at 165 students this fiscal year and is currently at 167. Kawaikini will continue its practice of maintaining a financial reserve of 5% of operating costs. The school will continue to uphold the highest level of accountability to find and utilize additional funding through grants, donations, fundraisers and other resources. The school will also continue to collaborate with its financial arm, Supporting the Language of Kauai, Inc. to support additional projects as needed.



B. Academics

Kawaikini's academic programs continue to develop as we work to improve programs and to put new initiatives in place. Highlights of some of the important initiatives that were instituted in 2019 include:

Kulanui Academy: Early College dual credit program

Kawaikini continues to support students participation in a Dual Credit College Program for the second year. Kaua'i Community College is an accredited institution of higher education whose mission is to provide open access, affordable education to the community; and the Sponsor is a public charter school whose mission is to prepare its high school students for success in their academic and career pursuits; and the College has developed the Kulanui Academy (hereinafter the "Program"), which is a cohort-based dual credit



UNIVERSITY of HAWAII*
KAUAI
COMMUNITY COLLEGE

program offered at the College that will allow eligible high school students from public charter schools on Kaua‘i to earn an associate degree or up to two years of college credits while simultaneously obtaining a high school diploma; and it is of mutual interest and advantage to both parties for the Sponsor’s eligible high school students to participate in the Program and enroll in college level courses that will simultaneously count towards earning a degree from the College as well as a high school diploma from the Sponsor; and the College and the Sponsor are willing to work together to provide the Program to the Sponsor’s eligible high school students.

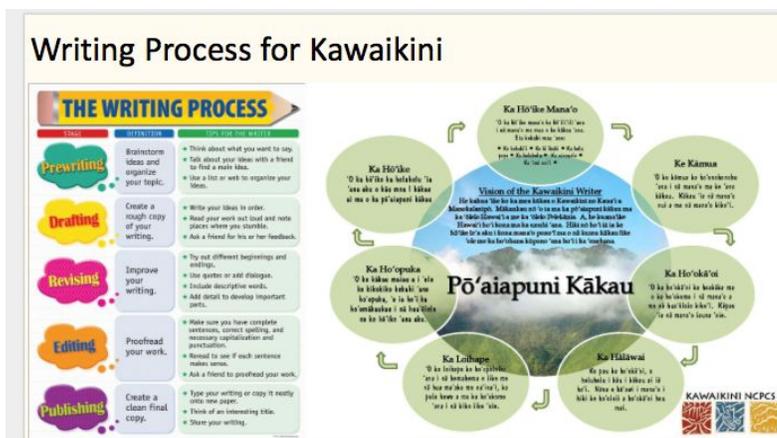
Manokalanipō Curriculum project

Writing Project

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

Curriculum Outcomes Year 4

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



Cultural Education Specialist

In 2018, Kawaikini created a new position to support the Manokalanipō curriculum framework. The position is responsible for developing grade-level culturally appropriate, authentic rubrics and assessments, evaluating our school process status guided by the KS rubric for Hawaiian-Focused Charter Schools (HFCS), supporting student cultural artifact creations in the secondary program, and accreditation. Kumu 'Alohilani Rogers supports monthly Kumu consulting meetings focused on aligning our writing assessments and grade level data collection. Plans for 2020 remain to develop a complete K-12 unit lesson plan inventory for any kumu to build their project instruction.

Ke Ala Hūlili Program Cohort

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

The 2019 Ke Ala Hūlili Program consisted of 4 new students and it was administered for 4 weeks during the summer. Classes were held on Monday, Tuesday, Thursday, and Friday from 8am - 12pm. Wednesday was Huaka'i projects from 8am - 2pm. Evaluation was based on attendance, knowledge of language, school oli, and daily school routine. An 'ohana presentation day closed out this summer program showcasing what students learned throughout the program.

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

Lili'uokalani Trust Pili Mai Youth Development Program

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

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



Kamehameha Kikaha nā Iwa Program

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



The mission of the program is to support Native Hawaiian students in achieving a higher education degree, entering the career of their choosing, and cultivating their ability to be servant leaders. The program is a supplementary educational enrichment program with a focus on college and career guidance. Students will discover and assess their skills, interests, and values and explore matching post-high institutions and career options to develop plans for their future. Kawaikini seniors traveled to Hawai'i island in October 2019 visiting a community college and University of Hawai'i at Hilo in their area of interest. Students report high levels of satisfaction with the counselor, the program activities, and level of insight gained into possible careers post high school graduation.

Ho'ola Lāhui

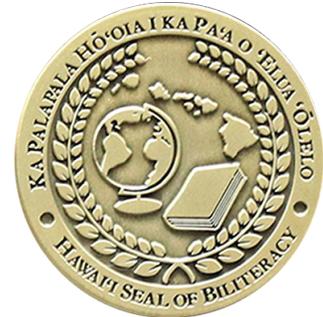


We are fortunate to continue our educational partnership with Ho'ola Lāhui Hawai'i, who continues to provide a Health and Wellness education program that assists all our students from Grades K-12. Ho'ola Lāhui staff services our students through Physical Education activities, Health Awareness Education,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

Makahiki Celebration with the other Kaua'i charter schools.

Seal of Biliteracy

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



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

C. Teachers and Students

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

1. Elementary program

Papa Malaa'o (Kumu 'Ilima Hose)

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

In language arts, the keiki have been immersed in the Hawaiian language while learning all of the hakalama and most basic phrases through reading, writing, and verbal communication. Through the hakalama, the keiki in papa mālaa'o are learning to read and build fluency in the Hawaiian language. The keiki built their knowledge on number sense to understand more about addition and subtraction. The keiki in papa mālaa'o have learned and memorized Hanohano Kawaikini. They have also become very familiar with mele of Kaua'i and one mele each for each of the 8 Hawaiian islands.

The keiki focused on the "kuahiwi" in semester 2 of 2019. Our lessons were built around "kuahiwi" using the CCSS and HCPS III standards. We also focused on the community of Kauai, our 8 Hawaiian islands, and the world as well. Parents came in to teach about various jobs/occupations in the community. Papa Mālaa'o has made awesome progress in this first semester as visible in their assessments, hō'ike, and projects! E kūlia i ka nu'u!

Papa 1 (Kumu Kawailehua Hamberg)

In Papa 'Ekahi, we began taking a look at many oli and mele Hawai'i. Beyond oli and mele, mo'olelo is a major part of the foundation in this years Manōkalanipō curriculum. However, through some of the chants we have focused on such as, "Hōmaikawa'a" and "Li'uli'u", this begins to allow our haumāna papa 1 to understand the connection kākana have to time and



space/place. These oli and mele touches upon the impact us as k̄naka have upon 'āina. The knowledge we gain through mele and oli, help students build their own personal relationship to the places and 'ike within it.

Papa 1 & papa 2 have joined together to work in restoring Pu'ali with the Mālama Hule'ia 'ohana. The field trips we have taken allows our haumāna to physically build a relationship to their moku and mukupuni. Through these huaka'i, papa 1 has created many booklets to showcase what they have learned from visiting these places. Many writing projects such as mind maps were done to measure and evaluate their knowledge upon visiting these places. The students have quickly learned and memorized nearly 7 chants and songs along with a hula noho and continue to make tremendous progress.

In papa 1, upon introducing new material we then implement Kauno'o or learning centers for all subjects. These learning centers has allowed students to practice time management, maintain focus and excitement, along with completing assignments. The haumāna are engaged and eager to learn. Centers create encouraging groups for all haumāna to excel. Papa 1 has made awesome progress and will continue to work hard through the year! 'O kēia 'ike 'u'uku e nui ana!

Papa 2 (Kumu Ka'iulani Carvalho)

In Papa 2 we started looking at our ocean life environment with a lesson plan that focused around the song "Nā i'a 'ono ē" which touches on science (species characteristic), Language arts (sentence structures), and Art. We are currently working on looking at all the Ahupua'a of Puna by using our skill of observation (what we see, what we hear, the weather and the environment). We have been on multiple huaka'i this semester; Kamalōmalo'o, Keālia, Niumalu, Waipouli, Pu'ali, Nounou (sleeping Giant). We were able to show place names in these ahupua'a (Kalanipu'u, 'Alakoko/'Alekoko, Hūle'ia, Pu'ali, Ninini, Kalapaki and many more). We were able to look at parts of the coconut tree and its multiple uses. We were able to touch briefly on how to tie knots (square knot, figure 8) and we also tried to weave a fish with the coconut leaf. Haumāna Papa 2 have been able to use knowledge that they have learned last year and enhanced it this year by teaching that knowledge to the haumāna Papa 1.

This year, Papa 1 and 2 have been learning multiple oli, the use and purpose of them and have been increasing our bank of oli to use. 7 mele oli were taught or reviewed and we are currently learning 1. We have also been meeting to practice hula as well; a hula noho (sitting hula) was taught.

We have been working a lot on writing. The quality of their writing has improved significantly from day one. At the beginning of the year more than half of the class did not write clear or in complete sentences. We are still working on the quality of the content on writing

(sentence structures). They are using thinking maps more to brainstorm and help write their assignments.

Papa 3 (Kumu Lei Wann)

In Papa 3, we continuously strive to develop our skills in each content area. We have worked alongside Papa 4 students to study the moku of Ko'olau. Our keiki have been working on strengthening their sentence writing and developing paragraphs. We have been diligently working on improving the literacy levels in our class. The students are making progress. Incorporating their kilo skills in their projects and in their writing has been evident in their work.

Papa 4 (Kumu Kaliko Goo)

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

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

Students benefit from focusing on use of conversational 'Ōlelo Hawai'i. We have been doing several lessons to develop our grammar skills and practice conversational 'Ōlelo amongst our peers. Within the short semester students have made great leaps and bounds and are very inquisitive and eager to learn more!!

Papa 5 (Kumu Kanānā Kuhaulua)

Papa 5 keiki are learning the ahupua`a of Halele`a along with various mele/oli of Halele`a such as Ka Poli Laua`e Ka`u Aloha, Ka Ua Loku, Hanohano Hanalei, and Ka Wai o Namolokama. All haumāna work to increase their fluency in `Ōlelo Hawai'i in reading. We are using Achieve3000 online program during the school day to support English language development.

Papa 6 (Kumu Ulu Torio)

The 6th grade is currently involved in a research project in the ahupua‘a of Hā‘ena in the moku of Halele‘a. This project consists of understanding the Hā‘ena community, it’s needs and collecting data to understand the health of the Hā‘ena community. Are Hawaiian ancestors used kilo(observations) to understand the community, it’s needs, and how to interact with the environment each season. The 6th graders are learning and practicing the art of kilo to build their relationship with their ancestors and the Hā‘ena community. We are also using Achieve3000 to improve reading and reading comprehension and formative loop to improve math skills from adding and subtracting too understanding integers. All students have improved in their adding, subtracting, multiplication, division facts, and mental math skills. Many of the math, social studies, and science standards are being tied into the Hā‘ena project and the Manokalonipō curriculum.

2. Secondary program

Secondary - ‘Ōlelo Hawai‘i Ke Ala Hūli (Kumu Keani Mayer)

Students in grades 7 - 12 who have entered the school after 6th grade with little or no previous exposure to the Hawaiian language are learning how to speak, read, write in Hawaiian. Their time at Kawaikini begins in the summer before their first year and they spend time learning the language, protocol, and the Manokalanipō curriculum. They are integrating into our Hawaiian language environment and rely on their peers for interaction with conversational ‘olelo Hawaii.

Secondary - ‘Ōlelo Hawai‘i (Kumu Kawehi Pā)

Students in 7-12 grade worked on grammar, vocabulary, sentence patterns, readings, communication skills and speech skills. Both middle school and high school students focused on a writing project called Kumu Honua Maui Ola. Kumu Honua Maui Ola was an article that students read pertaining to their cultural Identity. Students read the article, learned about the four parts of a cultural identity then connected it to their life. Students brought pictures to share examples of these four parts in their life, write four paragraphs and created a poster to show their maui (identity). High school students also focused on their mo‘okū‘auhau (genealogy). Students from 9-12 grade read different examples of mo‘okū‘auhau, researched their own mo‘okū‘auhau, then wrote their own mo‘okū‘auhau in a form of an Oli (chant). It is an important thing for students to know who they are and where they come from. The students enjoyed researching their own identity, ‘ohana, and life through the Hawaiian language. E ho‘i kākou i ka piko.

Secondary - Social Studies (Kumu Kanani Durant)

This year students in grades 9-12 are studying world history. One of the main focuses was on developing student's literacy in both Hawaiian and English in the social studies content. Students learned skills which included sourcing, contextualizing, close reading, and corroborating information to answer essential questions. Using these skills, students were tasked with researching world religions which included the kumulipo, developing arguments regarding genetic modification of foods, and creating and delivering formal presentations. To balance the academic demands of the class, students were introduced to indigenous worldviews through mele and oli to describe relationships to 'āina and lāhui.

Secondary - Mathematics (Kumu Wahineu`i Waiamau)

With the continuation of the semester-block schedule, this semester, the high school students have completed their mathematics coursework for the year! Whether through Algebra 1, Algebra 2, Geometry or Statistics & Probability missions, the students have demonstrated mastery of course topics through summative tests and projects. Students have explored the number system, equations and inequalities, trigonometric functions, and exponential models. Additionally, a directed studies course in mathematics allowed some of the grade-12 students to delve into the world of financial literacy.

Secondary - Science (Kumu Nico Dollar)

Students were learning Earth and Space science topics and practiced scientific process throughout the course. We also analyzed current issues in science that appeared in our local newspaper, and Science World Magazine. In our 1st Unit "Our Dynamic Earth" the students were tasked with learning and practicing how to gather evidence and make models of things that can't be seen (dinosaurs) or are hard to manipulate (our solar system). Our 2nd unit was "Beneath the Earth's Surface" (asthenosphere & lithosphere) where our focus in the scientific process was on measurement and analysis. From there we moved into seismic wave studies and then onto plate tectonics. Moving up to the "Earth's Surface" we then explored how movement beneath the Earth's surface affects above the Earth's surface, exploring convection cells, volcanic activity, and finally rocks, soil, landforms and mountain building. In the 3rd quarter of the semester our focus was on completing a science fair board display of research or an experiment to assess student learning of the scientific process. We looked at the other spheres, biosphere and hydrosphere with a focus on the role of water. We finished the year examining last sphere-atmosphere and studying weather, the climate cycle, clouds, and atmospheric gases.

Secondary - Health (Kumu Nicomas Dollar)

The 8th grade health class went through 10 modules of Pono Choices program that focuses on preventing teenage pregnancies and sexually transmitted infections (STIs) through sex education curriculum written for Hawaiian students by the University of Hawaii-Manoa.

Secondary - English (Kumu Mahina Nakea)

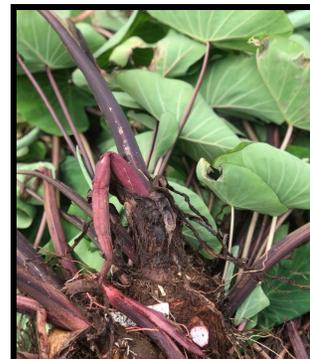
Students in grades 11 and 12 are currently engaged in a unit focused on Pacific Island literature written in English. They are analyzing the texts in terms of the standard Elements of Literature, specifically characterization, imagery, motif, and theme. They are also making connections between the text and mo'olelo of the people and places in which their text is set. In addition, the students are doing research on different nonfiction, historical aspects of their books to give them more background information to draw upon, to provide a deeper understanding of their novels, and to see how the conflicts in their novels arise from real life experiences.

Students are working in reading groups. They were presented with several books to choose from. Their choice determined their group. The books they are reading are *Potiki*, by Patricia Grace, *Written in the Sky*, by Daniel Kaopio, and *One Boy, No Water*, by Lehua Parker.

The groups are basically literature circles, with each student having a different responsibility to the group at each meeting. They must complete two literary critiques: one at the mid-point of their novel and one at the end. They wrote an essay in which they analyze the novel in terms of theme, point-of-view, characterization, imagery, or motif. In addition, they created an art piece based on imagery presented in their novels.

D. Governing Board

During 2019, Kawaikini's Governing Board continued to organize its work around a list of goals to support the school's mission. Each



committee set target goals and outcomes aligned with the school's Strategic Plan, Accreditation objectives, and current priorities at the school. The GB meets frequently over the year to work on specific goals and review progress. Some highlights of the work that was accomplished during 2019 include:

2019

1. Education and Curriculum committee
 - a. Created an inventory of assessments used at the school.
 - b. Added a line item in the school budget to allow for teachers to meet and collaborate.
 - c. Submitted a proposal for strengthening the Secondary program, including implementation of the Hūlili Pathway in 2019.

2. Facilities and Maintenance committee
 - a. Developed a Maintenance Plan and Preventative Maintenance Schedule to organize the school's facilities operations.
 - b. Oversaw plans for design of Kawaikini's Multi-purpose building to house its cafeteria, assembly and performance area, and additional classroom/office space.
 - c. Began clearing of albizia trees along the fenceline around the school's property.
 - d. Initiated various improvement projects around campus.

3. Finance and Audit committee
 - a. Oversaw the school's independent audit for fiscal year 2018-2019.
 - b. Created, approved, and monitored the school's operational budget for the 2019 school year.
 - c. Reviewed and updated fiscal policies.
 - d. Organized all fiscal reporting and budgeting forms into a single, easily understood format that is consistent with that required by Charter School Commission and auditors.

4. Communications committee
 - a. Trained members to access and use the Document Respository.
 - b. Created and administered our first communications survey.

5. Human Resource committee
 - a. Conducted an evaluation of the Executive Director for the period of January 2018 through Dec. 31, 2019.
 - b. Supported the ED in the creation of her professional development plan and training.

- c. Supported personal and professional development of faculty and staff at the school by ensuring funding is allocated in the school's budget.
6. Parent Relations committee
 - a. Conducted an annual training for Nā Hulu Makua board members.
 - b. Created a resource to store Nā Hulu Makua materials to help incoming board members transition into their roles.
 - c. Attended NHM meetings as necessary to help with communication and provide assistance.
 7. Board Development committee
 - a. Filled all Governing Board openings for the 2018-2021 term.
 - b. Organized an annual one-day Strategic Planning session for GB members
 - c. Conducted orientation and training for all GB members.
 - d. Created a standardized handbook of all Kawaikini policies.
 - e. Reviewed and updated current policies as needed.
 - f. Created an annual Board calendar with key tasks and milestones.
 - g. Established benchmarks for GB performance.
 - h. Created and presented the school's annual State of the School report to Kawaikini parents.

2020

For 2020, the Governing Board has set goals that it is working toward. Some of these are:

1. Education and Curriculum committee
 - a. Revise and update Kawaikini's assessment inventory, including identifying areas for improvements and alignment to mission and vision.
 - b. Develop a system for alignment of Manokalanipō and math curriculum for K-12
 - c. Review and analyze secondary program initiatives (Ke Ala Hulili & KCC Early Bridge)
2. Facilities and Maintenance committee
 - a. Oversee implementation of 2019-2020 priorities.
 - b. Oversee and Develop procedures for the Playground Committee
 - c. Revise and update the campus master plans
 - d. Finalization of Multi-purpose design
3. Resource Development committee
 - a. Develop a written long-range fundraising plan with implementation schedule
 - b. Find additional revenue during 2018-19 to support immediate priorities

4. Finance and Audit committee
 - a. Oversee previous year audit (2018-2019)
 - b. Oversee school budget for current year (SY 2019-2020)
 - c. Create new budget for next school year 2020-2021
 - d. Conduct monthly meetings to review monthly financial statements
5. Communications committee
 - a. Continue to train new members on how to access and use the Document Repository.
 - b. Develop and maintain a list of community supporters.
 - c. Analyze the School's current communications methods and make recommendations.
6. Human Resource committee
 - a. Conduct the Executive Director evaluation for January 2019 - December 2019.
 - b. Support the Executive Director's professional development plan.
 - c. Create and implement surveys to inform the Executive Director Evaluation.
7. Parent Relations committee
 - a. Attend Nā Hulu Makua meetings.
 - b. Organize assistance to Nā Hulu Makua, including training and materials.
 - c. Boost parent involvement.
8. Board Development committee
 - a. Organize the annual Strategic Planning retreat.
 - b. Create and present the annual State of the School report to parents and stakeholders.
 - c. Support the re-accreditation effort in the area of Governance.
 - d. Create a policy on Kawainiki's stance on public issues.

E. Parents (Nā Hulu Makua)

Since its inception in 2009, Nā Hulu Makua, the parent organization of Kawaikini, has been very active. Its purpose is “to provide support to Kawaikini parents and facilitate cooperation between parents and the school.” Current Nā Hulu Makua officers are: Misha Laney, President; Ku’ulei Cummings, Vice President; Elise Macomber, Treasurer; Megan Deets, Secretary; Jade Moss, Communications Coordinator; Kalau Martinez, Historian; Nico Dollar, Teacher Liaison.

Key activities and accomplishments of the parent group during 2019 included:

- Fundraising events including: Kauai County Fair and Helu Laki
- Supporting events at the school including: Huaka’i Papa; La Ho’ike’ike; Makana no nā haumana puka kula; Purchasing sports equipment for wā pa’ani; Holiday food drive; providing snacks for major testing throughout the year; Supporting the school by providing pizza days for lunch working in the Kawaikini community garden; delivering information to the ‘ohana via email, flyers and one-calls; providing food for all families during 4 mandatory school meetings.
- Active participation on the playground committee
- Organizing an ‘Ohana movie night, and assisting with Science, literacy and math ‘ohana night events
- Undergoing board training to support organizational effectiveness.

Planned activities for the first half of 2020 include:

- Helu Laki
- Playground Committee and assist with installing new playground equipment
- Continue supporting school ‘ohana events
- Helping with Aha Makua
- Fundraising!!!



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

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



In 2019, SLK provided the following services to Kawaikini:

1. Administration of grants and donations: \$333,994 (KS Hoolako \$258,468; KS Growth \$75,000; Network for Good \$526)
2. Contractual Services: \$17,025 (Janitor \$11,130; Cushnie Construction \$5,523; Greg's Repair of bus \$372;
3. Leased facilities to support the school.
4. Fiscal sponsorship for proposals submitted to external granting organizations.
5. Direct financial contributions of:
 1. \$18,708 for design of Kawaikini's multi-purpose building
 2. \$972 for Governing Board facilitation and support

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

For 2020, SLK's main areas of focus will be helping Kawaikini secure funding for necessary projects and beginning a capital campaign for construction of the school's multi-purpose building. We will also be administering our own grants program to community organizations who are working to further Hawaiian language education.

Board members serving SLK during 2019 were:

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

IV. CONCLUSION

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



K A W A I K I N I

V. APPENDICES

A - Governing Board Bios

B - Faculty and Staff Bios

C - Testing Results

D - Independent Financial Audit

APPENDIX A: Governing Board Bios



Ku'ulei Hamberg (President) - Ku'ulei is a long time makua of the Hawaiian Immersion Program beginning with Punana Leo through Kaiapuni and now at Kawaikini. With parent support being a cornerstone of Kawaikini's structure, Ku'ulei has served on the Na Leo Kako`o and Nā Hulu Makua parent boards in multiple roles. Kawaikini has played a critical role in assisting Ku'ulei with raising her children with a firm foundation in who they are and what they represent. Ku'ulei enjoys serving in the Children's Ark Sunday school ministry at New Hope Kaua'i Christian Fellowship, spending quality time with her 'ohana, and giving back to the community by volunteering her time and talents to various community organizations. Ku'ulei lives in Wailua with husband Luke and children Kawai, Kahiau, Hi'ilei, and Lehua. Her term ends June 2021.



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



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



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



Faith Burgess - Faith Burgess is the Front Office Associate at Par Pacific, where she's responsible for sales in fuel and oil products, management of customer accounts, and daily account transactions. Prior to Senter Petroleum, Faith worked for Niu Construction Inc. and Grace Pacific Corp for 20+ years, where she gained knowledge and experience in many facets of the construction industry. She is also an entrepreneur! – owns and operates B & C Services, Inc in her spare time. Faith is a proud graduate of Kapa'a High School and a member of Na Wahine Hui O Kamehameha since 1981 – a women's

organization to the Royal Order of Kamehameha Kaumualii Chapter. In her spare time, you will not be surprised to see Faith volunteering her time at KEO dinners and Kawaikini events on campus. She also loves spending time with her hanai children, attending their school events or just hanging out. Her term ends June 2021.



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



Wahineu'i Waiamau has been a Kawaikini Kumu Alaka'i since the 2015-2016 school year and joined Kawaikini's Governing Board in June 2019. She is a graduate of Kamehameha Schools – Kapālama and holds a Bachelors of Arts in Secondary Education with an endorsement in Advanced Mathematics from Concordia University – Portland.



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

iaAPPENDIX B: Faculty and Staff Bios

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

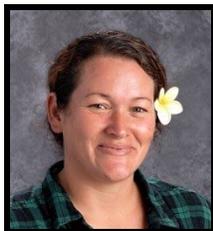


Kumu **'Ilima Hose** is currently the Kumu Alaka'i for papa mālaa'o. She was born and raised in Wailua, Kaua'i and graduated from Kapa'a High School. She holds a Bachelor of Arts Degree in Hawaiian Studies with an emphasis in Hawaiian Language from the University of Hawai'i at Hilo. She also has a Teaching Certification and a Master of Arts Degree in Indigenous Language and Culture Education, both received under the Kahuawaiola Hawaiian Medium Teacher Education Program at UHH. Kumu 'Ilima is happy to be home teaching our keiki and perpetuating the language and culture of our kūpuna.

Kumu **Kawailehua Hamberg** is the Kumu Alaka'i of Papa 1. Kumu Kawailehua is an alumni of the Hawaiian Language Immersion Program which began in Punana Leo and continued on through Kawaikini NCPCS. She has received her Bachelor's Degree as a double major in 'Ōlelo Hawai'i and 'Ike Hawai'i (Hawaiian Language and Hawaiian Studies) under Hawai'inuiākea at the University of Hawai'i at Mānoa. Kumu Kawailehua returns to Kawaikini in the capacity of a full time Kumu Alaka'i. She is fluent in 'Ōlelo Hawai'i and is proud to return back to Kawaikini and her community.



Kumu **Ka'iulani Carvalho** is the Kumu Alaka'i for Papa 2. Kumu Ka'iulani comes to Kawaikini from the island of Hawai'i as a Hawaiian medium graduate, a substitute teacher and after-school program teacher at Ke Kula 'O Nāwahīokalani'ōpu'u. She holds a Bachelor of Arts Degree in Hawaiian Studies with emphasis in Hawaiian Language and Psychology from the University of Hawai'i at Hilo. She also has a Graduate Teaching Certificate from Kahuawaiola Indigenous Teacher Education from the University of Hawai'i at Hilo. She is fluent in 'Ōlelo Hawai'i and enjoys community and volunteer work.



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



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

Kumu **Kanānā Kuhaulua**



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

Kumu Alaka'i Kula Kī'eki'e (Lead Teachers for Secondary)



Kumu **Kanani Durant** is the current Secondary Program Social Studies kumu, pae 7-12 and the Manokalanipō teacher for grade 11. She has been part of the secondary team since 2014. She has previously worked at Ho'opuka Learning Center developing and implementing aina based curriculum. She is a graduate of Kaua'i High School and holds a BA degree in both Hawaiian Studies and Hawaiian Language from the University of Hawai'i at Mānoa. She is a mother of 3 children and enjoys aloha 'āina projects.



Kumu **Wahineu'i Waiamau** is the Secondary Program's (7-12) Mathematics Kumu. She is a graduate of Kamehameha Schools – Kapālama and holds a Bachelors of Arts in Secondary Education with an endorsement in Advanced Mathematics from Concordia University – Portland. Kumu Waiamau has been a part of the secondary team since the 2015-2016 school year.



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

participating in aloha 'āina huaka'i and feels that as a Hawaiian and a kumu, it is her responsibility to support the mission of Kawaikini.



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



Kumu **Keani Mayer** graduated from Kapa'a High School in 2006, she then attended Kaua'i Community College and there she earned her a certificate of completion in Hawaiian Studies in 2008. She moved to the island of Hawai'i where she attended UH-Hilo. She worked at various Hawaiian Cultural work environments, such as: 'Imiloa Astronomy Center, Pūnana Leo o Hilo Hi'ipēpē & Kūlia ia ka pono Hilo/Puna. She received a Bachelor of Arts degree in Hawaiian Studies with focus on Hawaiian Language in 2013. She returned to Kaua'i where she became a Kumu Kāko'o and a Kumu Alaka'i for Papa Malaa'o. She then went to explore more options of employment at Alaska Airlines and Kaua'i High School as a TA/Sub. Keani has returned to Kawaikini and served as the Kumu Kāko'o for Papa M-2 and Kumu 'Ōlelo Hawai'i for Secondary Program (Grades 7-12). She is now Kumu 'Ōlelo Hawai'i Papa 7-8 and Ke Ala Hulili.

Kumu Kawehi Pa

Kumu Kōkua/Kīnana (Educational Assistants/SPED)



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



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

Kumu Kalau Martinez



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



Kumu **Kahanu Keawe** currently serves as Kawaikini's Counselor. She studied at the University of Hawai'i at Manoa graduating with her Master of Social Work degree. Kahanu is passionate about helping those around her to successfully navigate their lives.



Kumu **Natalia Steinhorst-Soler** serves as our education specialist. Natalia holds a Masters of Arts in Education from California State University, San Marcos, as well as her Hawaii State Teacher's License in Elementary, Special Education, and Mathematics. She is currently working on her Masters

of Education in Educational Leadership in Charter Schools. She is bilingual in English and Spanish and is currently studying 'Ōlelo Hawai'i. She is excited to be part of our kula which gives students validation in language and culture, and acknowledging the importance of physical health and connecting with their environment.



Kumu **Devi Berg** serves as our Academic Coach/Student Services Coordinator. Devi comes to Kawaikini from King Kaumuali'i Elementary School and holds a Teaching Certificate in Elementary Education and a Bachelors of Arts in Natural Science from the University of Hawaii at Hilo. Devi also has her Hawaii State Teacher's License in both Elementary Education, K-6 field and the Teacher Leader Field.



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

Kumu Kanoa is fluent in 'Ōlelo Hawai'i.

Office Staff



Ke'ala Bristol serves as the school's Student Administrative Services Assistant (SASA). Ke'ala studied Journalism and Public Relations at Hawai'i Pacific University in Honolulu. While earning her degree, she took four semesters of Hawaiian language. Ke'ala lives in Puhi with her husband and her two keiki. She is excited to play a role in the conservation of 'Ōlelo Hawai'i and loves to hear Hawaiian language daily in the workplace!



'Auli'i Herrod serves as Kawaikini's Administrative Assistant. 'Auli'i started 'Ōlelo Hawai'i in Papa Malaa'o (Kindergarten) at Ke Kula Kaiapuni o Kapa'a. She is a graduate of Kawaikini, Class of 2013.

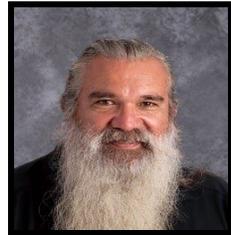


'Anakē Terri Russell serves as the School Operations Supervisor for Kawaikini NCPCS. Terri holds a BA degree in Finance from Trevecca Nazarene College in Nashville, TN, and has over 25 years of experience in non-profit leadership and grants administration. Originally from South Carolina, Terri moved to Kaua'i in 1997 and immediately fell in love with the

Hawaiian people, their language and their culture. Terri previously worked with Ho'ola Lāhui Hawai'i for 14 years as their Chief Financial Officer and was a key player in the establishment of the Kaua'i Community Health Centers in Waimea and Kapa'a. Terri volunteers with many community organizations, including teaching Sunday School at Kapa'a First Hawaiian Church. She resides with her one son and her Hawaiian 'ohana, and is currently studying 'Ōlelo Hawai'i in her spare time.



Kumu **Mālia 'Alohilani Kuala Rogers** is the Cultural Education Specialist. She has taught in the field of Hawaiian language education for over 25 years, where she has taught at the elementary, middle school, high school, adult education, and community college level. She has also helped to develop and translate materials used in the Hawaiian language education program. Kumu 'Alohilani has a BA in Hawaiian Language from the University of Hawai'i and certification in elementary education. She is also on the Board of Directors of 'Aha Punana Leo. Her goal is to see the revitalization of the Hawaiian Language and culture here in Hawai'i through the education of our kamali'i, with a specific emphasis on Kaua'i. She enjoys spending time with her 'ohana and reading, especially stories and articles from old Hawaiian Language newspapers and books. Kumu 'Alohilani was our previous Academic Director.



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

Ho'opākela (After-school Program)



'Anakē **Noe Haumea** is the site coordinator for KALO, which runs our various After-School Programs. She is a Kamehameha School graduate and was a stay-at-home mom until a couple of years ago when she decided to go back to school. 'Anakē Noe has earned her Associates in Arts degree in Hawaiian Studies from Kaua'i Community College and is now pursuing her Bachelor's in Psychology. Noe has four keiki. They are all products of Hawaiian Immersion. The oldest graduated from Kawaikini in 2011. Her two daughters left to attend Kamehameha, graduating in 2019 and 2021. Her youngest is in papa 'elima. Noe served as Treasurer for Nā Hulu Makua for 5 years. She has been with the afterschool program for the past six years.

Po'o Kumu (Academic Director)



Kumu **Nāmomi McCorrison** is currently the Academic Director for Grades K-12. She has taught preschool at Pūnana Leo o Kaua'i as well as grades K-1 at the Kaiapuni elementary school level. She was our previous Kumu Alaka'i for Papa 2. She has been teaching for 17 years. Kumu Nāmomi holds a BA degree in Hawaiian Studies and an Elementary Teaching Degree from Brigham Young University Hawai'i, where she also served as the President of the Hawaiian Club. She is a dedicated educator with a passion for teaching Hawaiian culture and language. Kumu Nāmomi is fluent in 'Ōlelo Hawai'i. Nāmomi is currently pursuing her Master's Degree in Charter School Administration. Her daughter is a graduate of Kawaikini's class of 2015 and she currently has two sons that attend Kawaikini in Grades 6 & 10.

Po'o Kula (Executive Director)

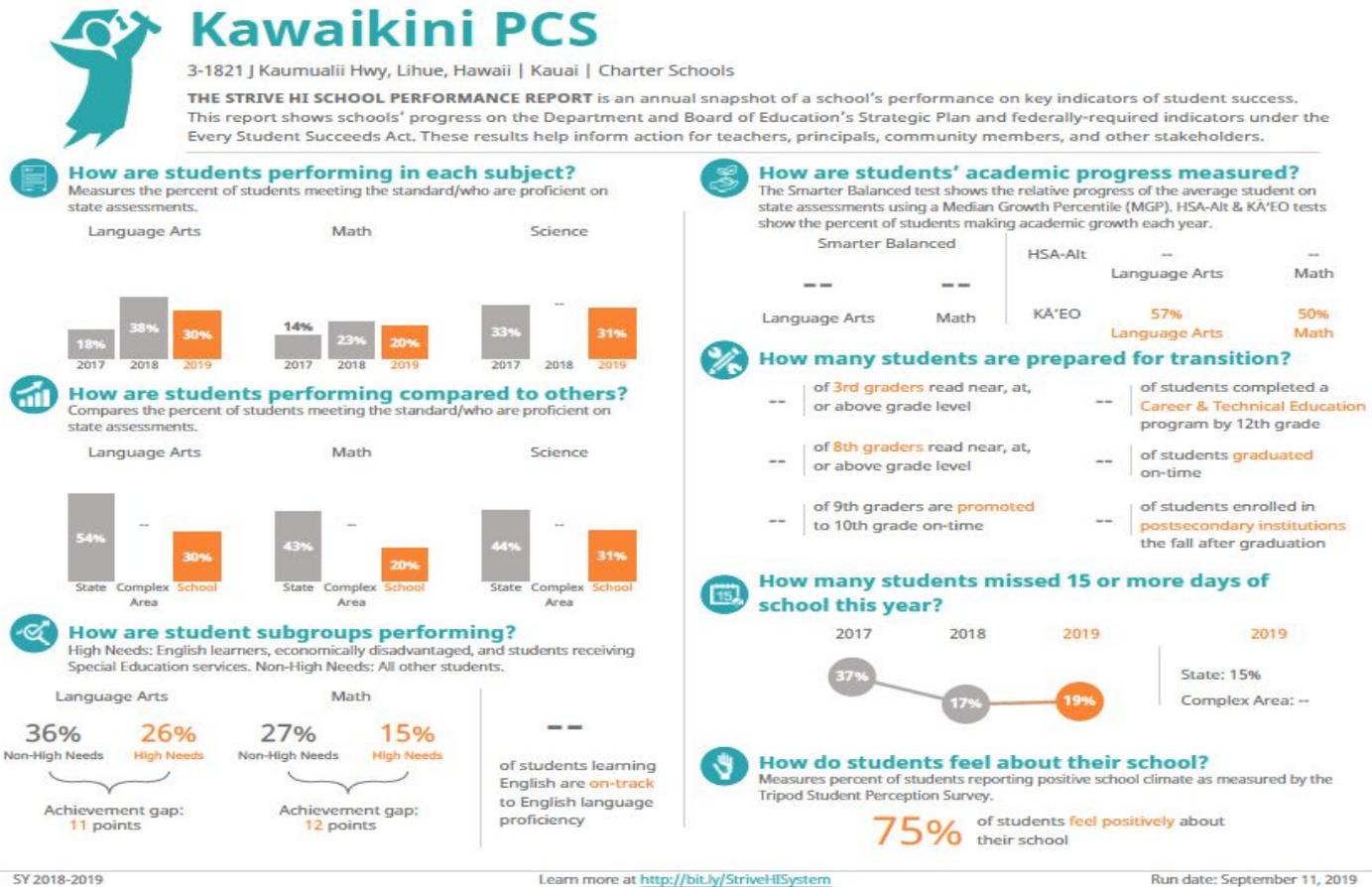


Po'o **Jessell M. Kalae Tanaka** is the Po'o Kula (Principal) of Kawaikini beginning May 2017. She holds a Bachelor's degree in Psychology and Master's degree in Social Work at the University of Hawai'i at Mānoa. Her prior experience includes managing operations of a center for child abuse, facilitating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

APPENDIX C: School Performance

Strive HI

Strive HI is a State of Hawai'i system to monitor and report on overall performance for all public schools in Hawai'i (DOE and Charter) which includes: Financial, Organizational, and Academic Performance. All information is then used to classify schools into levels of performance. For the 2018-19 school year, Kawaikini remains in the classification of "Continuous Improvement", along with the bulk of public schools.



In the area of Strive HI Academic Performance, Kawaikini continues to look for ways to improve in all areas. In 2018 and 2019, particular attention has been given to improving Chronic Absenteeism, which is the percentage of students missing a high number of school days throughout the academic year.

Testing

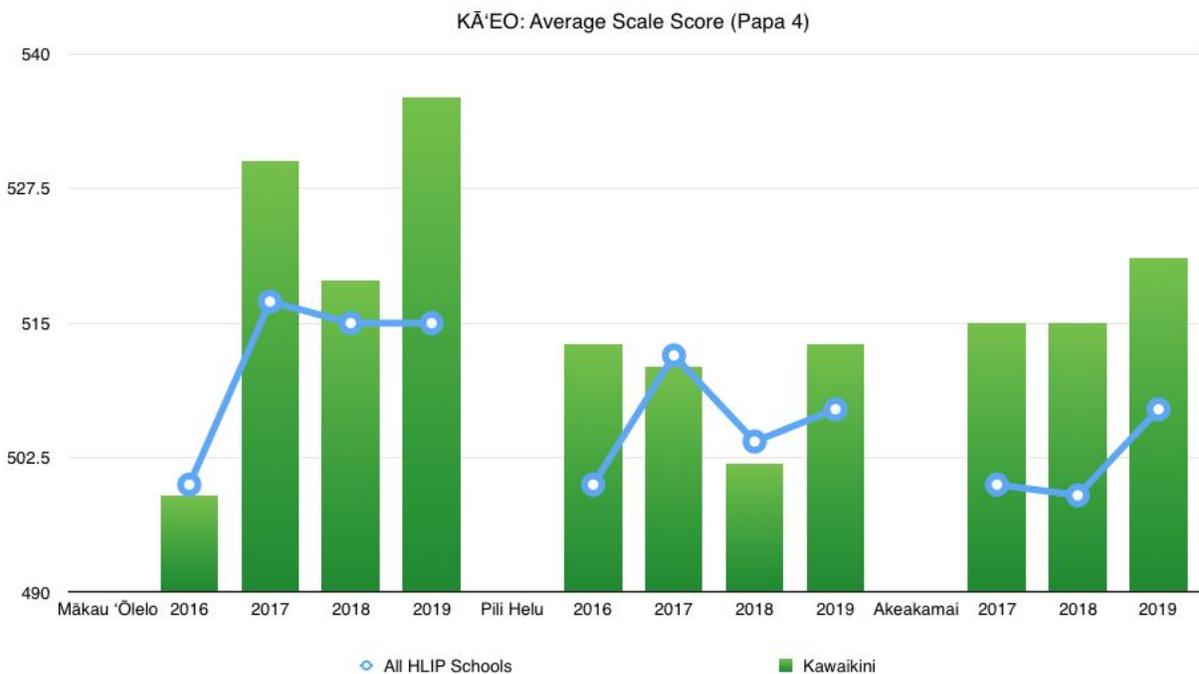
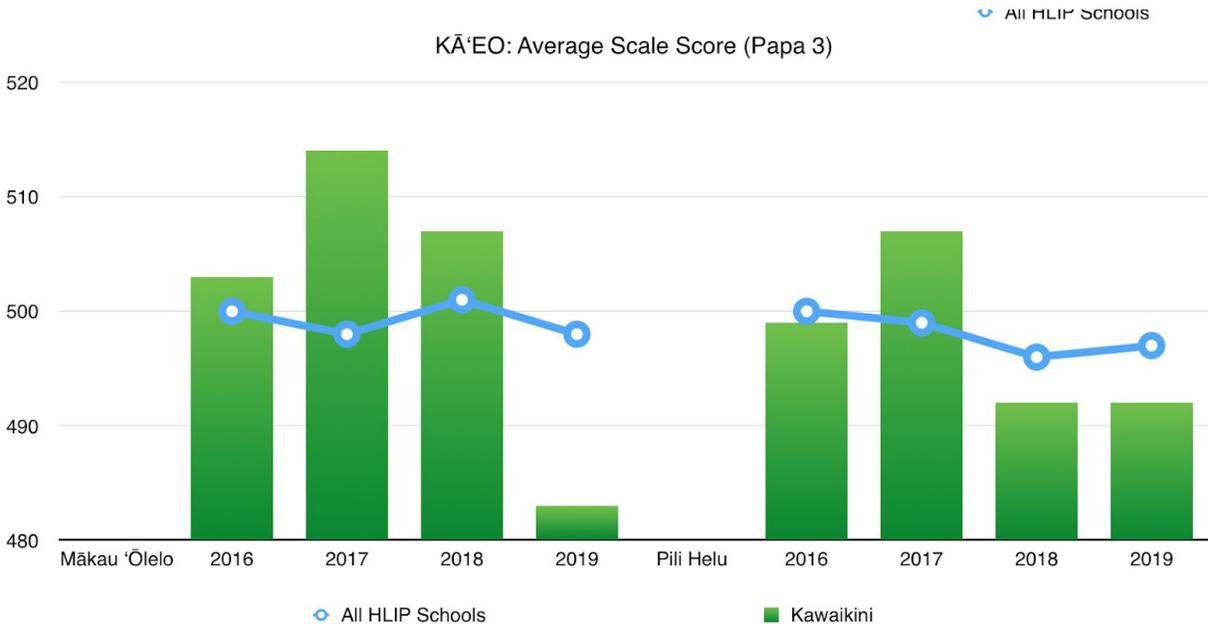
As part of its contract with the state and as proof of its own commitment to maintaining accountability, Kawaikini maintains a comprehensive program of testing. In years 2017 and prior, these include both State-required mandatory assessments, including the Smarter Balanced Assessment (SBA) in English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

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

He Lawai'a: *He Lawai'a* is a K-12 'ōlelo Hawai'i reading comprehension test that consists of one Hawaiian narrative passage at each of twelve difficulty levels. As a student reads a passage aloud, his or her mistakes are noted by the teacher. Following the read-aloud portion of the test, the student is asked questions regarding the narrative's components such as the main idea and vocabulary. In the past we have tested *He Lawai'a* in only grades 1-6. In 2019, assessments were conducted through grade 12 to help us track reading comprehension in Hawaiian language.

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

KĀ'EO (grades 3 & 4): We continue to administer this Hawaiian immersion assessment, Kaiapuni Assessment of Educational Outcomes (KĀ'EO). The following tables show the comparison of the average score of Kawaikini students and all other Hawaiian Language Immersion Program students in Mākau 'Ōlelo (Hawaiian Language Arts) and Pili Helu (Math) over the past 4 years. KĀ'EO was additionally administered in Grades 5-8 in school year 2018-2019.



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

APPENDIX D: 2018-2019 Independent Financial Audit

[Included here is the most recent Financial Audit Report for the 2018 - 2019 fiscal year including the Management Discussion and Analysis. The full audit report may be viewed online at www.kawaikini.com.]