



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

# 2021

For the period January 1, 2021 - December 31, 2021  
Submitted January 13, 2021



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# I. EXECUTIVE SUMMARY

The current report provides an overview of the Kawaikini New Century Public Charter School for the calendar year 2021 (January 1, 2021 through December 31, 2021). 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](http://www.kawaikini.com).



## A. Message from the Executive Director

2021 was a year of recovery, focus and adaptability. We reflect on our mission and vision, and innovate new strategies for learning during challenging times. What our haumāna, kumu, ‘ohana and limahana have persevered through is nothing short of extraordinary.



This past year, we celebrate our achievements including:

- \* 4 graduates, 2 of which were awarded the Seal of Biliteracy, able to complete their capstone projects virtually; all accepted into a 2 or 4 year college
- \* Keeping majority of our student enrollment following a year of multiple combinations of in-person and at-home learning models
- \* Adapting connections with our community partners in providing virtual student activities
- \* Refining our data-collection processes including our school-developed Manokalanipō writing assessments across all grade levels
- \* Financial stability despite decreases in state and private revenue sources; a 3rd year of audit with no material weaknesses; and a substantial private donation through our non-profit, SLK
- \* Finalizing our 6-year strategic action plan guiding us through 2027

As you may already know, this will be my last school year at Kawaikini as Po‘o Kula. It has been a true honor and privilege to be a part of Kawaikini’s mission and I hope to continue being a resource for the school as its journey continues. As the Governing Board recruits for this vital position, we dream big for what’s to come. In its 13th year, Kawaikini is similar to a middle school keiki: foundations have been set, a sense of independence emerges, values are forming and a new phase begins of seeking self-identity that leads into the future. Governing Board members, kumu, limahana, haumāna, mākua and community partners, together with ‘ike kupuna, get to mold what Kawaikini looks like beyond 2021!

Pupukahi i holomua.

Me ka ha‘aha‘a,

A handwritten signature in black ink that reads "Jessell Tanaka". The signature is written in a cursive, flowing style.

Jessell Tanaka, Po‘o Kula

## B. Message from the Governing Board President

Aloha mai kākou,

As I prepare this letter and reflect on 2021 I am so grateful for every member of our Kawaikini `ohana. I am proud of how committed each administrator, kumu, haumāna, mākua and community partner has been through these extremely uncertain times. It has been an honor to share a place in this wa‘a alongside each of you to help in raising up the next generation of po‘e ‘ōlelo Hawai‘i in our lāhui.



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 continue choosing to join us in raising up our next generation of po‘e Hawai‘i. Without our kāko‘o their growth will be stunted.

Here are some opportunities for involvement:

- Governing Board
- Nā Hulu Mākua
- Supporting the Language of Kaua‘i (SLK)

Me ke aloha,

A handwritten signature in black ink, which appears to read 'Ku`ulei Hamberg'. The signature is fluid and cursive.

Ku`ulei Hamberg, Governing Board President

## II. OVERVIEW OF KAWAIKINI



### A. Quick Facts: School Year 2021-2022

School Name:	Kawaikini New Century Public Charter School (KNCPCS)
Established:	July 2008
Students (2021-2022)	152
Lead Teachers:	15
Educational Assistants:	5.0
Support Staff:	3.5
Administration:	3
Lead teacher/student ratio:	10.1 / 1
Instructional staff/student ratio:	7.6 / 1
Language of instruction:	Hawaiian only through grade 4 Hawaiian & English in grades 5-12.
Executive Director:	Jessell Tanaka, MSW
Academic Director:	Nāmomi McCorriston

## B. 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), and in 2020 it received a second six-year re-accreditation.



## C. 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):

<b>Governing Board Member</b>	<b>Office</b>	<b>Term Ends</b>
Ku'ulei Hamberg	President	June 30, 2024
Larie Manutai	Vice President	June 30, 2023
Jaclyn Kaina	Treasurer	June 30, 2024
Wahine'i Waiamau	Secretary	June 30, 2022
Noe Haumea		June 30, 2022
Pomai Burkart		June 30, 2024
Leimakana Ornellas		June 30, 2023
Makana Reilly		June 30, 2023
Jessell Tanaka	Ex-Officio (non-voting)	no term limit
Devi Berg	Associate Member (non-voting)	no term

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/](http://www.kawaikini.com/community/board/). During the 2021 year, all meetings were held virtually on Zoom with the link and joining information posted publicly with the agenda.

Those interested in serving on the Governing Board can submit an application available at the school or online at [www.kawaikini.com/community/board/](http://www.kawaikini.com/community/board/).



## D. Vision and Mission

### 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'aheo mākou, ko Kawaikini, i kaiulu 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. Beliefs, Goals and Expected Schoolwide Learning Results

### 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 a 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

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

### Expected Schoolwide Learning Results (ESLRs)

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

### III. 2021 SUMMARY AND REPORT

#### A. Administration

Kawaikini’s administration team has merged into a bonded unit that would stand the test of time as a global pandemic spread across the planet. Long-time former kumu, Nāmomi McCorriston, continued to encompass her duties in year three, as the Academic Director. Her passion, knowledge and experience guided decision-making discussions through molding of several different learning models for students. Terri Russell continued as the School Operations Supervisor adjusting our systems for maintaining operations, transportation, food service and facilities, with ever-changing safety protocols.

We rejoice in our accomplishments including:

- Academic Program

Our teachers and staff did their absolute best to provide instruction in the last semester of school year 2020-2021, with ongoing absences and interruptions to in-person learning formats. Teachers continued to refine technology skills and the use of digital platforms for student learning, as well as parent communications. Parents worked as best they could to support their students' learning while also enduring the effects of the pandemic on home life, loved ones and finances.



In October 2021, we were excited to organize safety protocols and reinstate some of our grade-level huaka’i trips. We hope to return to our full program of ‘aina-based learning for all grade levels in the coming year.

Additionally, we have made progress in the creation and use of Culturally Relevant Assessments in our K-12 system. Kawaikini is part of the larger hui of Kamehameha School’s Kanaeokana organization. Kawaikini and other 16 Hawaiian focused charter schools collaborated towards the development and implementation of a framework and toolkit that helps assess student growth and readiness beyond standardized test scores. It aligns with Nā Hopena A’o, E Ola!, and the Hawaiian focused charter schools' "Vision of

the Graduate" (community, college, career readiness; responsibility to family, community, and environment; cultural knowledge).

- Student Services Support Team

The administrative team continues to recognize and prioritized the need for additional student support services for academic and behavioral student challenges. A part-time counselor, student services coordinator/academic coach positions together with special education teachers, form a student services “team”. The goal of this team is to accurately assess students, provide intervention strategy techniques to teachers and monitor the additional needs of all students, and eligibility for special education or other intervention services. Future goals include being able to financially support these team positions, appropriate professional development opportunities, and evaluating school processes to meet team goals. We are grateful for the extension of support services through the Department of Education, district office for additional speech, hearing and other functional services.

- Accreditation

Kawaikini was awarded another 6-year Accreditation from the Western Association of Schools and Colleges (WASC) through June 2027. The accreditation process required collaboration of all teachers, staff, parents, students, and community members. The philosophy of the accrediting commission centers on three beliefs: (1) a school’s goal is successful student learning; (2) each school has a clear purpose and schoolwide student goals; and (3) a school engages in external and internal evaluations as part of continued school improvement to support student learning. Visiting committee recommendations for school improvement were included in the Governing Board’s strategic action plan. A one-day mid-cycle visit will be scheduled during the school year 2023-2024.

- Title I Funding

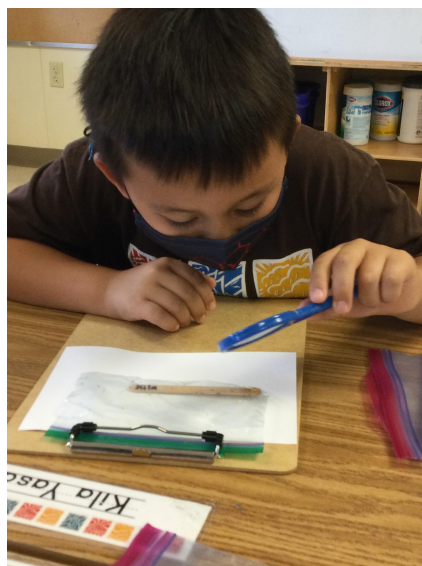
Funding increased access to resources in meeting schoolwide goals (See Title I Schoolwide Plan on our website). Plan Goals for student and staff successes include: (1) Majority of our students will increase proficiency in hawaiian language arts and literacy; (2) Math and reading scores will indicate gradual increases by at least 5% each year; (3) 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 2021, Title I funding allowed the school to purchase student chromebooks, digital platform subscriptions, a software data assessment program, teaching and instruction resources, parent Hawaiian language classes, Kumu hours for collecting and analyzing data to inform instruction, curriculum development hours and literacy/curriculum materials and supplies.

The final fiscal year statements for School Year 2020-2021 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 are considered to be a material weakness.

The current fiscal year produced a 8.58% increase in per-pupil funding versus the previous year of 11.33%. Kawaikini's total operational budget for this school year is \$1,721,482, which is a 0.53% increase from last school year as the school's administration continued taking measures to cut unnecessary expenses. There was a decrease of net income of 1.70% from SY 2018-2019 to SY 2019-2020 due to a cut in Federal Impact Aid.

The outlook for next fiscal year is projected to be challenging, depending on enrollment. Enrollment was budgeted at 165 students this fiscal year and is currently at 160. 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.

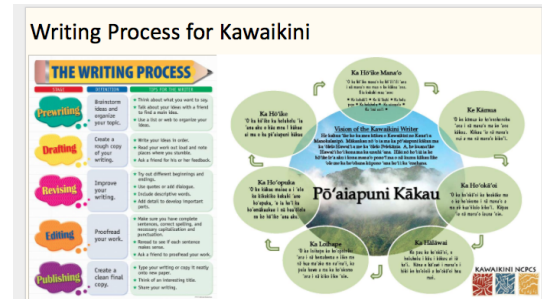


## B. Academics

Kawaikini's academic program continues to develop as we work to improve current systems and put new initiatives in place. Highlights of some of the key aspects of Kawaikini's academic program in 2021 include:

### Manokalanipō Writing Project

Kawaikini's academic staff have been involved in developing an extensive, vertical K-12 writing curriculum with the support of Kamehameha Schools. From the 2015 through 2020 school year the teachers have been working hard and now we have the Kawaikini Writing Project to implement and collect data.



### *Curriculum Implementation*

1. Finalize Writing Manokalanipō End of year exit outcomes
2. Writing scope and sequence developed
3. K-12 Manokalanipō grade level rubrics completed
4. Writing Scope and sequence charts for all grade levels completed
5. Collect BOY, MOY, and EOY assessment information to monitor student progress.
6. Develop writing prompts and develop an assessment administration process.

### 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 reporting. Kumu 'Alohilani Rogers supports Kumu consulting meetings focused on aligning our writing assessments and grade level data collection. CES works with the KS Steering committee to assist with the Culturally Relevant Assessment and to help our instructional staff with Kupukupu Unit plans.

### Ho'ola Lāhui Hawai'i

We are fortunate to continue our educational partnership with Ho'ola Lāhui Hawai'i, who continues to provide a Health and Wellness education program. While services were paused during the 2020-2021



school year, Ho'ola Lāhui Hawai'i was able to restart sessions virtually during the fall semester of the 2021 - 2022 school year. Ho'ola Lāhui Hawai'i provides physical education activities, health awareness education, and healthy food preparations and meal monitoring.

### Alu Like

We continued our ongoing partnership with Alu Like who provides social and emotional learning through positive action curriculum, in 'ōlelo Hawai'i, to grades 3-5. This partnership helps to educate students 3-12 in making healthy decisions and to increase their Social Emotional Learning through Positive Action Curriculum along with Pono Life Skills. Positive Action (PA) provides a whole-child approach to mental health while setting the tone for students to learn and thrive especially during these stressful times. PA promotes self-management, getting along with others, and self-improvement. The philosophy is that “You feel good about yourself when you do positive actions, and there is always a positive way to do everything.”



### Mana Maoli

Mana Mele Collective artists provide class sessions that include sharing music, talking story, and Q&A as a means of inspiration, learning and encouragement to our youth. In 2021, Mana Mele provided 'ukulele classes for Papa 6 and assisted our Secondary students with their Eō E Lili'u Performance recording.



### Artist In The Schools (AITS)

A residency engages a core group of students for 8 or more sessions (elementary), in standards-based lessons in fine arts—visual arts, dance, drama, music, or literary arts. The purpose is to spark students' awareness of and interest in the arts and to develop students' knowledge and skills in the arts. The emphasis is on students doing art. Many residencies integrate the arts with other core curricula. We are fortunate at Kawaikini to have Mauiola Cook who integrates art with our Manokalanipō stories in 'Ōlelo Hawai'i.

In addition, professional development for teachers, led by the teaching artist, is a required part of the residency. Its purpose is to develop classroom teacher knowledge, skill and confidence in the art form.

## ARTISTS IN THE SCHOOLS OBJECTIVES

- Increase opportunities for arts education and experiences for grades
- Pre-K to 12 students;
- Increase students’ appreciation of, and engagement with, the permanent works of art at
- their school;
- Actively engage students and teachers through inquiry-based activities connected to
- current arts standards and ELA Common Core Standards.

### Ke Ala Hūlili Program Cohort

The Ke Ala Hūlili Program was developed in 2016 and piloted during the 2016-2017 school year with 4 students. The purpose of the Ke Ala Hūlili Program is to increase the number of new language learners in grades six through eight. Benefits of this program include a greater diversity in the secondary program's classes and expansion of the secondary program. Increased secondary enrollment eases the establishment of partnerships and college pathways with KCC, for example. Also, the additional supports provided to Ke Ala 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.

In the summer of 2018, a summer program was added to the Ke Ala Hūlili Pathway to provide incoming students with a crash course on Kawaikini's cultural protocols, Manokalanipō curriculum, and foundations of ‘ōlelo Hawai‘i. In 2021, one student participated in the Ke Ala Hūlili Pathway.

Kawaikini's graduating class of 2021 included the first 2 Ke Ala Hūlili graduates, both of whom entered the program at its inception in the 2016-2017 school year. In 2021, the Ke Ala Hūlili program included 9 students. The table below outlines grade-level enrollment of Ke Ala Hūlili students.

<u>Papa 7</u> 1	<u>Papa 9</u> 3	<u>Papa 10</u> 2	<u>Papa 12</u> 1
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### Dual Credit Program

In 2021, Kawaikini continued to support student participation in a Dual-Credit Program through Early College at Windward Community College. This program allows Kawaikini's eligible high school students to enroll in college-level courses that will simultaneously earn high school and college credit. During the summer of 2021, four students completed Haw. 201 & 202 - Hawaiian Language, earning 8 language credits and the opportunity to get retro credit for Haw. 101 & 102.



During the Fall of 2021, 5 students enrolled in dual credit courses including IS 103 - Introduction to College and HWST 107 - Hawai‘i: Center of the Pacific.

### E-school

In 2021, Kawaikini offered an E-school option to students in grades 7 and up. Six students enrolled in a variety of courses such as, Algebra 1, Geometry, Earth Space Science and PreCalculus. Hawaii State Department of Education (HIDOE) E-School provides standards-based, online classes for Hawaii's students. Students enrolled in any HIDOE public school (which includes charter schools) can take these supplemental online courses in addition to their regular classes. E-School strives to support the Hawaii State Department of Education's Mission:

*"We serve our community by developing the academic achievement, character, and social-emotional well-being of our students to the fullest potential. We work with partners, families, and communities to ensure that all students reach their aspirations from early learning through college, career, and citizenship."*

E-School courses are facilitated by Highly Qualified Teachers and coursework includes required daily/weekly assignments, online office hours, and virtual classroom and collaborative activities. These are rigorous courses taught to the fullest level of our state standards and they require active student participation for the full semester/year.

### Seal of Biliteracy

Kawaikini applies its seniors for the ‘ōlelo Hawai‘i assessment towards an official Seal of Biliteracy on student graduate diplomas. The Hawai‘i 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. The Seal’s purpose is:



- 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

In June 2021, 2 of our Seniors received the Seals of Biliteracy, an achievement that reflects Kawaikini’s mission and vision.

Our 2021 Graduates consisted of 2 students who were part of the first kindergarten class of Kawaikini in 2008 and the other 2 students were part of the first Ke Ala Hūlili class. We are proud of their accomplishments. Here are the Academic Achievement Awards of our 2021 Graduates

<p><u>‘O ka Pi‘i nō ‘ia a Kū i ka Wēkiu o Kawaikini</u> 1 senior</p>	<p><u>Ke Kōpiko i ka Piko o Wai‘ale‘ale</u> 1 senior</p>
<p><u>Ka Palapala ‘Ōlelo Pālua</u> <i>Seal of Biliteracy</i> 2 seniors</p>	<p><u>Ke Ala ‘Ike</u> <i>Dual Credit College &amp; Career Preparedness</i> 1 senior (15 college credits)</p>
<p><u>Aloha ‘Āina Leader Award</u> <i>Kanaeokana &amp; Kealaiwikuamo ‘o</i> 1 senior</p>	<p><u>He Ali‘i Ka ‘Āina, He Kauwā Ke Kanaka</u> <i>DLNR - Division of Forestry &amp; Wildlife</i> 3 seniors</p>
<p><u>STEM Honors Certificate</u> 2 seniors</p>	<p><u>Academic Honors Certificate</u> 2 seniors</p>



Description of Awards

<p><u>‘O ka Pi‘i nō ‘ia a Kū i ka Wēkiu o Kawaikini</u>          Student who achieves above a 3.9 Cumulative GPA (Similar to Valedictorian/Summa Cum Laude)</p>	<p><u>Ke Kōpiko i ka Piko o Wai‘ale‘ale</u>          Student who achieves above a 3.5 Cumulative GPA (Similar to Cum Laude)</p>
<p><u>Ka Palapala ‘Ōlelo Pālua</u>          Hawai‘i Seal of Biliteracy: Students who demonstrate a high level of proficiency in both of the State's two official languages, English and Hawaiian.</p>	<p><u>Ke Ala ‘Ike</u>          Dual Credit College &amp; Career Preparedness: Student who successfully completes college credit courses upon high school graduation, demonstrating higher education initiatives</p>
<p><u>Aloha ‘Āina Leader Award</u>          Kanaeokana, the Kula Hawai‘i Network, established the Aloha ‘Āina Leadership Award for graduating Seniors from network schools that recognizes students who demonstrate aloha ‘āina and community-centered values.</p>	<p><u>He Ali‘i Ka ‘Āina, He Kauwā Ke Kanaka</u>          DLNR: Division of Forestry and Wildlife, partnered with Kawaikini, established its first Manokalanipō award to the class of 2020: The basis of this certificate is awarded to the Kawaikini students who have completed the following: 30+ hours of community service, involvement with the preservation of indigenous plants, stewardship to ‘āina,</p>
<p><u>STEM Honors Certificate</u>          2 seniors</p>	<p><u>Academic Honors Certificate</u>          2 seniors</p>

## 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 first semester of the current academic year.

### **Kula Ha‘aha‘a (Elementary Program)**

#### Papa Mālaa’o (Kumu Ka‘ohu Harada)

During the first semester of school year 2021-2022, the students in papa mālaa’o started reviewing and learning hakalama. They also learned a song that reminds them of the importance of school as a place to learn ‘ōlelo Hawai‘i and ‘ike kūpuna.

#### Papa 1 (Kumu Kawailehua Hamberg)

Overall, keiki papa ‘ekahi have excelled at kula now that they are back on campus for in-person learning. The physical return of students to campus has allowed kumu to build better relationships with haumāna and has encouraged a positive learning environment for the keiki. Haumana are very excited to come to kula!

All keiki in papa 1 are able to recite hakalama and most are approaching grade level standards in reading! Additionally, haumāna learned a song - written by Kumu Kawailehua - for all 12 ahupua‘a of Puna. All keiki know all 12 ahupua‘a of Puna and have mastered what each ahupua‘a looks like.



#### Papa 2 (Kumu Ka‘iulani Carvalho)

Papa 2 is making great progress! Haumāna papa 2 participated in Kumu Ka‘iulani's Master's study regarding word knowledge. After completing crossword puzzle worksheets, post-test results showed an increase of word knowledge as a class by 27.5%. Additionally, 33% of keiki papa 2 had increased self confidence which improved academic performance. 35% of papa 2

students have jumped up one level in He Lawai‘a. The rest showed growth, but not enough to jump up a level.

Students also completed their Mo‘okū‘auhau project which included their grandparents, parents, themselves and birth places. They reviewed all 8 islands of Hawai‘i with their names, colors, flowers, and kuahiwi (mountain). Papa 2 students have been practicing creating full complete sentences to describe their projects, giving them the skills to complete their EOY writing project. Papa 2 was one of the 3 elementary classes to memorize and perform for Eō e Lili‘u. They learned the first 2 verses of Kipukai with Kumu Kapali.

### Papa 3 (Kumu Kawehi Pā)

With the use of Xtramath, an online math fact fluency program, the students in Papa 3 have increased their addition and subtraction scores by 25%. At the moment, 7 haumāna are completing the addition portion, 5 haumāna are completing the subtraction portion, and 3 haumāna are completing the multiplication portion. One haumāna has already completed the entire Xtramath program. 90% of haumāna have exceptional behavior, while the other 10% are showing improvement. All haumāna actively participate in group lessons.

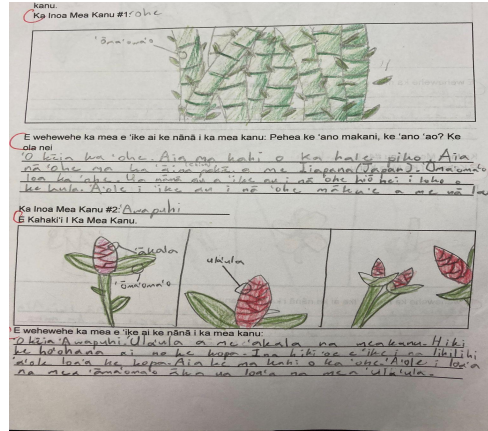


### Papa 4 (Kumu Kiele Harada)

Students in Papa 4 learned ahupua‘a of the Ko‘olau moku. They also started to study the Kumulipo oli. Students frequently completed kilo sheets and did a Kilo Mahina project. In this project students researched which moon they were born on and learned about the features of that moon phase including implications for planting and fishing.

### Papa 5 (Kumu Pualoke Harada)

The students of Papa 5 studied flower parts and practiced impromptu writing. They also practiced their observation skills by completing kilo sheets regularly.



**Papa 6 (Kumu Keani Meyer)**

Ua ho‘opau nā haumāna i ka pāhana no ‘Aha Na‘auao. Ma kinohi o ka makahiki ua pilikia ka papa makemakika, akā ua kōkua mai ‘o Kumu Lacey a ke holomua maika‘i nei ka papa makemakika i kēia manawa. Ke ho‘opa‘a nei nā haumāna i nā mākau ho‘onui. Ke ho‘oikaika ‘ia nei ka mākau kākau ma ke ‘ano he paukū me ka ho‘onohonoho pono i nā mana‘o. Ua huaka‘i mākou i kekahi mau huaka‘i i Halele‘a i kēia kau. Ua nui ka ‘ike a ua le‘ale‘a nō ho‘i.

*In the first semester of school year 2021-2022, the students of papa 6 completed their ‘Aha Na‘auao project. Additionally, with the help of Kumu Lacey, students are making progress in math class. They are currently practicing multiplication. Students are also working on writing complete paragraphs. The papa 6 students also visited the moku of Halele‘a this semester. They learned a lot and had fun on their huaka‘i.*

**Kula Kualua (Secondary Program)**

**‘Ōlelo Hawai‘i (Kumu Beau Shishido)**

Through the first semester of the 20221-2022 school year, students read stories from the Hawaiian Language newspapers from the years 1906-1907. These stories were written by Joseph Moku‘ōhai Poepoe in a higher oratory ‘ōlelo Hawai‘i. Students are getting more accustomed to ‘ōlelo Hawai‘i as such. Students have learned different ‘ōlelo Hawai‘i sentence patterns and idioms through mo‘olelo.

Some students strive for the extra credit by also looking at mele related to topics.

Students retold one of the stories that were read in class through oratory, acting, video creation, or creating a children's book. Students also created a powerpoint presentation on different islands of Hawai‘i.

**‘Ōlelo Hawai‘i - Ke Ala Hūlili (Kumu Hamiha Arquette)**

Students on the Ke Ala Hūlili track work on building the foundational blocks of Hawaiian language. In particular they worked on reading comprehension.

### English (Kumu Mahina Nakea)

During the first semester, kula waena students read a story called "The Medicine Bag" by Virginia Driving Hawk Sneve, about a boy who reconnects with his ancestors through an artifact given to him by his great grandfather. Based on that story, students drew a picture of something that connected them to their past and wrote about the artifact or cultural practice. Also, the class completed reading the novel "Sadako and the 1000 Paper Cranes" by Eleanor Coerr. The themes focused on were gratitude, empathy, and peace. We also learned how to fold paper cranes in class!

During the first semester, kula ki'eki'e students learned how writers use figurative language and imagery to create tone, engage the reader, and communicate themes. We did this through the exploration of classic science fiction short stories like "All Summer in a Day" by Ray Bradbury and "Button Button" by Richard Matheson. After reading, students either created drawings or original poems inspired by the figurative language and imagery from the stories we read.

Additionally, many students participated in our "Kālā Kula" incentive program, which means that they engaged in independent learning activities on their own time, thereby earning 'kala" to spend on donated prizes at the end of the semester.

### Manokalanipō - Ka Moku o Kona (Kumu Beau Shishido & Kumu Hamiha Arquette)

During the first semester of the 2021-2022 school year, students learned about and visited Polihale, Kīkīāola, Kumano i ke Ala and Hō'ai. At the winter 'Aha Na'auao students presented about their experiences on these various huaka'i. Students also learned the mele Hanohano Waimea I Ka Ua Koko and Aloha Kalaniana'ole.



### Manokalanipō - Ka Moku o Nā Pali (Kumu Wahineu`i Waiamau)

Ma ke kau mua o ka makahiki kula 2021-2022, makahi`o akula na pua hiehie o ka papa 9 a 10 i ka moku o Nā Pali. Ua hō`ike lākou o nā haumāna i ka lākou noi`i pili i nā ahupua`a o Nu`alolo a Honopū ma ka `Aha Na`auao. Piha mākou me ka hau`oli i hiki ke puka mai ka papa a huaka`i ma nā waonahela o Mahanaloa a Hanakoa. Hui pū mākou me nā hoa kaiaulu mai NARS ma lalo o DLNR no ka waele `ana i nā nahelehele a kanu hou i nā mea kanu `ōiwi.

*During the first semester of the 2021-2022 school year, the students in grades 9 & 10 focused on the Nu`alolo and Honopū ahupua`a of the Nā Pali moku. Students were also excited to get out of the classroom and venture into the forests of Mahanaloa, Miloli`i and Hanakoa with our long-standing community partners, NARS. On their monthly huaka`i, students, teachers, and partners work to restore native forests by removing invasive species and replanting native species.*



### Social Studies (Kumu Kanani Durant)

Throughout semester 1 of the 2021-2022 school year, students engaged in the Achieve 3000 Reading program and increased their lexile levels in English. Students also focused on writing constructed responses and the writing process. Through the social studies curriculum, students increased their knowledge of American History. Additionally, students engaged in the process of preparing lauhala for weaving.

### Mathematics (Kumu Wahineu`i Waiamau)

During the first semester of the 21-22 school year, high school students were enrolled in various math courses to fulfill their credits towards graduation requirements. The ninth and tenth graders completed their Algebra 1 credit, the eleventh graders completed a Bridge to Algebra II Directed Studies course, two twelfth graders completed a Financial Literacy Directed Studies course, and



another twelfth grader completed a Calculus course. Additionally, 71% of students improved their NWEA score with an average growth of approximately 10 points.

Science (Kumu Zuri Shanklin)

After just a month and a half of completing biweekly Achieve3000 articles relevant to our classroom topics, lexile scores of the haumāna have improved significantly; on average papa 9 has 81 points of lexile advancement, and 31 points for papa 10. This progress exceeds the 25 points projected for both grades! Haumāna have also created some awesome projects, including their own creative interpretations of the process of photosynthesis. Students investigated taxonomy and evolution through the scientific lense of He Kumulipo, and were deeply impressed when they realized the level of advancement and sophistication of the ‘ike of their kūpuna.



## D. Governing Board

During 2021, 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. During 2021 all GB meetings have been via Zoom to support on-campus safety. Some highlights of the work that was accomplished during 2021 include:

### General Outcomes

- Contributed to the WASC self-study and successful 6-year re-accreditation (2021-2027)
- Completed a 6-year [Strategic Action Plan \(2021-2027\)](#)<sup>1</sup> supporting WASC accreditation goals and other schoolwide priorities
- Oversaw return-to-school in Fall 2021 with revised procedures and Covid safety measures

### Education and Curriculum Committee

- Developed various learning models to address safety and health concerns
- Reviewed the assessment inventory and created a timeline for the training, administration and analysis of the various assessments including state-mandated assessments, standardized assessments, and school-created culturally-relevant assessments

### Facilities & Maintenance Committee

- Revised the facilities master plan
- Worked with SLK to secure donation for upper campus pavilion
- Renegotiated and approved extension of lease for school buildings
- Supported and/or oversaw smaller improvement projects around campus, including garden improvements.

### Finance and Audit Committee

- Oversaw the school's independent audit for fiscal year 2020-2021 with no findings
- Created, approved, and monitored the school's operational budget for the 2021-2022 school year
- Helped to navigate a challenging Covid-impacted budget year with necessary cost-cutting and adjustments without faculty or staff lay-offs

### Communications Committee

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<sup>1</sup> <https://kawaikini.com/wp-content/uploads/FINAL-Action-Plan-2021-2027.pdf>

- Observed the current processes in place that document and disseminate official rules, procedures, policies, decisions and other important information
- Collaborated with the Parent Relations Committee to develop the Hui Ho‘oulu Alaka‘i

#### Human Resource Committee

- Completed Executive Director evaluation for the period of January 2020 - June 2021
- Established a subcommittee in December 2021 to recruit and hire an Executive Director for SY 2021-2022

#### Parent Relations Committee

- Initiated a means to introduce and bring in Kawaikini ‘ohana and stakeholders interested in exploring potential leadership roles and projects with the Papa Alaka‘i [Governing Board] through the Hui Ho‘oulu Alaka‘i
- Held preliminary Hui Ho‘oulu Alaka‘i meetings to introduce the initiative

#### Board Development Committee

- Filled all Governing Board openings for the 2021-2024 term
- Organized an annual half-day Strategic Planning session for GB members
- Conducted orientation and training for all GB members
- Reviewed and updated current policies as needed
- Conducted the school’s annual State of the School presentation to Kawaikini parents

For 2022, the Governing Board has set goals that it is working toward. Some of these include:

#### General Goals

- Complete charter re-authorization process and receive re-authorization
- Achieve incremental progress on the school’s Accreditation and Strategic plans

#### Education and Curriculum Committee

- Investigate the desirability of establishing an online version of Kawaikini NCPCS' academic program
- Document accountability measures for completing and analyzing assessments
- Establish an agreement and parameters for teachers to submit self-created curriculum
- Establish goals and a timeline to refine Hawaiian Language Arts, English Language Arts, Manokalanipō, Social-Emotional Learning, and Mathematics curricula

#### Facilities and Maintenance Committee

- Master Site Plan update

- Construction of Interim Hale ‘Aina
- Owner assessment of building conditions
- Lower Campus playground equipment

#### Resource Development Committee

- Develop a written long-range fundraising plan with an implementation schedule
- Find additional revenue during 2021-22 to support immediate priorities

#### Finance and Audit Committee

- Oversee previous year audit (2021-2022)
- Oversee school budget for current year (SY 2021-2022)
- Create a new budget for the next school year (SY 2022-2023)
- Conduct monthly meetings to review monthly financial statements

#### Communications Committee

- In collaboration with the Parent Relations Committee, strengthen relationships through ‘ohana activities and regular, open communication between school, students, and ‘ohana to increase student achievement
- Analyze the School’s current communication methods and make recommendations

#### Human Resource committee

- Recruit, hire and onboard incoming Executive Director
- Review and refine the general onboarding process for all new employees

#### Parent Relations Committee

- Creation of Hui Ho‘oulu Alaka‘i initiative to develop and support future leaders of the school
- Support Nā Hulu Makua with training and resources
- In collaboration with the Communications Committee, strengthen relationships through ‘ohana activities and regular, open communication between school, students, and ‘ohana to increase student achievement
- Provide opportunities for new ‘ohana, staff and faculty to build relationships
- Conduct ‘Aha Makua for Kawakini parents and school community

#### Board Development Committee

- Organize the annual Strategic Planning retreat
- Create and present the annual State of the School report to parents and stakeholders
- Recruit Governing Board members to fill vacancies for the 2022-2025 term

## 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: Maile Kennedy, President; Raenell Clagett, Vice President; Jade Moss, Treasurer; Sadie Kunishige, Secretary; Leinani Sakamoto, Communications Coordinator; Leina‘ala Obrero, Historian.



Key activities and accomplishments of the parent group during 2021 included:

- Following board training to support organizational effectiveness
- School supplies gift cards/uniform shirts for all haumana for back to school
- Virtual meetings to discuss and implement fundraisers during the pandemic
- Successful fundraising events including: online Silent Auction, May Day Lei booth and online Moku Upena T-shirts
- Lower campus playground installation and blessing!

Planned activities for the first half of 2022 include:

- Pepeluali-Olelo Hawaii month T-shirt/Hoodie fundraiser “aloha kekahi i kekahi”
- Online Silent Auction Komike & Fundraiser
- Extra fall protection for lower campus playground

## 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 2021, SLK provided the following services to Kawaikini:

1. Contractual Services: Architect engaged to update master site plan (\$2,100) and conduct Topo Survey (\$7,000) for the undeveloped upper campus and update the added structures to lower & middle campus.
2. Obtained 3 employees for Kawaikini (gardener, office worker and kumu kokua) through the County’s Rise to Work program for 35 weeks in 2021, which saved the school approximately \$66,000.
3. Administered funds from Kamehameha Schools for \$100,000 (per pupil funding); \$12,628 (digital education grant); \$19,640 (Kaulu Summer Programs); and \$5,000 (Native Hawaiian Chamber)
4. Leased facilities to support the school.
5. Makana for Kawaikini Graduates
6. Direct Financial Contributions of:
  - a. \$15,000 to Kawaikini for contractual services to help prevent faculty/staff layoffs during 2021-2022 school year.
  - b. \$5,000 donation obtained by SLK from a Native Hawaiian Organization and passed through to Kawaikini.
  - c. Paid \$800 for tree trimming at Kawaikini Campus.
7. Obtained a \$100,000 private donation from Adolf Befurt to be used for creation of the interim cafeteria facility on upper campus.

One of our key ongoing 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 is an ongoing commitment to maintain good communication and to help each of our constituency groups work well together.

For 2022, SLK’s main areas of focus will be:

- Helping Kawaikini secure funding for necessary projects designated by the school.
- Administering our own grants program to community organizations who are working to further Hawaiian language education.
- Planning, design and construction of the upper campus interim cafeteria.

Board members serving SLK during 2021 were:

Hoku Ka’auwai (President)	Lea Kaiaokamalie (Vice President)	Roxanne Carvalho (Treasurer)	Natasha Troche (Secretary)
Leilani Spencer (Exec. Dir.)	Kimo Perry	Ku’ulei Cummings	

## IV. CONCLUSION

As a school of choice, Kawaikini recognizes that its parents require information when making decisions about the education of their children. Unfortunately, over the past two years, as Covid has shaken our school's (and our community's) foundations, it has become more difficult for parents to be present on campus to witness firsthand the good things happening at the school on a daily basis. For Kawaikini, our sense of community - our bonds to the school and to each other - has always been an essential pillar of the school, yet this connection is being challenged as well. It has been a stressful time for everyone, and a disorienting environment for decision-making. But if there is an advantage that our school has, it is that we have a mission that can unite and sustain us in ways that other schools may not: this mission gives us purpose and a resolve to persevere.

With this in mind, it is hoped that the information in this report is helpful in highlighting the important work that is being done on behalf of your keiki; how we as a community are coming together to further the goals we've set out for our school; and that despite the many challenges, we will not be discouraged from our mission. We take this opportunity to celebrate our successes but also to look forward to meeting the *new* challenges that will surely lie ahead: as dedicated parents, as faculty and staff, and as a community committed to fulfilling our mission: "To 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."



K A W A I K I N I



## **V. APPENDICES**

- A. Governing Board Bios
- B. Faculty & Staff Bios
- C. School Performance
- D. 2020-2021 Independent Financial Audit

## A. Governing Board Profiles



**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 current term ends June 2024.



**Larie Manutai (Vice President)** - 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-Hawaii, and 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 2023.



**Jackie Kaina (Treasurer)** - 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 2024.



**Wahineu'i Waiamau (Secretary)** 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 – Kapalama and holds a Bachelor's of Arts in Secondary Education with an endorsement in Advanced Mathematics from Concordia University – Portland. She is currently pursuing a Master's of Arts in Educational Leadership through Chaminade University of Hawai'i. Her current term ends June 2022.



**Noe Haumea** is our kōkua in the ke'ena and Alaka'i for Ho'opākela, our After-School Program. She is a Kamehameha School graduate and was a stay-at-home mom until a couple of years ago when she decided to go back to school. 'Anakē Noe has earned her Associates in Arts degree in Hawaiian Studies from Kaua'i Community College, and is working on her B.A. at UH West O'ahu. She has four keiki, all are products of Hawaiian Immersion. The oldest graduated from Kawaikini in 2011. Her youngest now attends Kamehameha and her two daughters are graduates of Kamehameha. 'Anakē Noe served as Treasurer for Nā Hulu Makua for 5 years and has been with Ho'opākela for the past 8 years. Her current term ends June 2022.



**Pomai Burkart** currently teaches at Kaua'i Community College and works full time at Chiefess Kamakahahei Middle School. She also serves as an Office Manager for a construction company and a non-profit organization that hosts ocean events across the state. Her previous ties to Kawaikini were as a parent as well as an after school tutor. Her current term ends June 2024.



He pua nō ho‘i au, ‘o **Leimakana Ornellas**, o kēia moku kā‘ili lā nei, kahi e noho pili ai me ka ‘ohana i ka malu o ka pu‘u kaua o ‘Aikanaka. Nui ke aloha a me ko‘u minamina i ka ‘ōlelo Hawai‘i a me nā mea Hawai‘i. He mea ko‘iko‘i ka ho‘oili ‘ana i ke aloha ‘āina a i ka ‘ōlelo kanaka i ka‘u mau keiki pono‘ī, a i nā pua ho‘i o nei ‘āina aloha. Waiwai loa ka nu‘ukia a me ke ala nu‘ukia o ke kula, i māhuhua a‘e ai nā mamo o Hāloa. He kumu kēia ma ke kula ‘o Kawaikini ma mua aku. He lae pua B.S. Ethnobotany a he palapala a‘o ka‘u mai ke kula nui o Hawai‘i ma Mānoa, a he lae o‘o M.Ed Early Childhood Education (Program Administration) mai ke kula nui ‘o Champlain College.

**Leimakana Ornellas** was born and raised here on Kaua‘i, where she lives with her ‘ohana. She is heartfelt about living ‘ōlelo Hawai‘i and nā mea Hawai‘i, *things Hawaiian*. Leimakana believes passing on aloha ‘āina and ‘ōlelo Hawai‘i to her own keiki and those of this beloved ‘āina is vital, and that the school’s vision and mission are critical so that future generations may flourish. She formerly taught at Kawaikini. Leimakana holds a Bachelors of Science in Ethnobotany and a secondary teaching certificate from the University of Hawai‘i at Mānoa, and a Masters of Education in Early Childhood Education with a specialization in Early Childhood Program Administration from Champlain College. Her current term ends June 2023.



**Makana Reilly** is a mother of two keiki ‘ōlelo Hawai‘i, an ‘ōlapa for Hālau Nā Pualei o Likolehua, and advocate for the protection of the rights of Native Hawaiians and ‘āina. Reilly is currently the Director of ‘Āina Connection for Hawai‘i Land Trust (HILT).

Reilly lives in ‘Ōma‘o and was born and raised in Mānoa Valley on O‘ahu. She was raised by a legacy of strong Native Hawaiian female educators. Her formal education includes a Master of Arts in ‘Ōlelo Hawai‘i with a focus on Familial Land Management Options, a Bachelor in Fine Arts from the University of Miami, graduate of Kamehameha Schools Kapālana, and a proud graduate of Pūnana Leo O Honolulu.

Reilly currently resides on the island of Kaua‘i where she leads up the work to enhance community connections to HILT’s public lands throughout Hawai‘i. This includes leading educational and cultural programming initiatives on O‘ahu, Maui, Kaua‘i and Hawai‘i Island. Reilly deeply understands the importance of building communities that

are connected to and feel a responsibility to care for their coastlines, Hawaiian cultural landscapes, and farms.  
Her current term ends June 2023.



**Devi Berg** is an Associate Member of the Governing Board. She serves as Kawaikini’s 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. As an associate non-voting member of the Governing Board, her term does not expire.



**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 an ex-officio non-voting member, her term does not expire.

## B. Faculty and Staff Profiles

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



Kumu **Ka‘ohu Harada** is the Kumu Alaka‘i for Papa Malaa‘o. Raised here on Kaua‘i in the moku of Halele‘a in the care of Maunahina, Ka ipo noenoe o Makana and the ‘ehukai kai of Hā‘ena. She is a vested and active member in her community, working with community organizations such as Waipa Foundation, Hui Maka‘ainana o Hā‘ena, Hālau Hula ‘o ke ala Laua‘e o Makana, Hālau Hula ‘o Ka lama nōweo kau i Ka‘ohu. She is an alumni of the first graduating class of Ke kula Kaiapuni Hawai‘i o Kapa‘a. She graduated with a AA degree in Hawaiian Studies from Kaua‘i Community College where she also worked as Hawaiian language tutor for a number of years. Kumu Ka‘ohu is proud to be a part of Kawaikini as it is the actualization of the dreams that the Kaiapuni alumni, parents and Kumu had hoped and worked towards so many years ago.



From the abundant land of Wailuanuihō‘ano, Puna, Kaua‘i, **Kumu Kawailehua Leonahenahe Hamberg**, the Kumu Alaka‘i of Papa 1, is an alumni of the Hawaiian Language Immersion Program which began at Pūnana Leo. She continued her educational journey at Ke Kula Kaiapuni o Kapa‘a and completed her grade school years at 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) with a focus in Kūkulu ‘Aupuni (Envisioning the Nation) under Hawai‘inuiākea at the University of Hawai‘i at Mānoa. She is proud to return back to Kawaikini and her community here on Kaua‘i.



Kumu **Ka‘iulani Carvalho** is the Kumu Alaka‘i for Papa 2. She comes to Kawaikini from the island of Hawai‘i as a Hawaiian medium graduate from Ke Kula ‘O Nāwahīokalani‘ōpu‘u. She holds a Bachelor of Arts Degree in Hawaiian Studies with emphasis in Hawaiian Language and also a Bachelor of Arts Degree in Psychology from the University of Hawai‘i at Hilo. She has a Graduate Teaching Certificate from Kahuawaiola Indigenous Teacher Education from the University of Hawai‘i at Hilo. She is now working on her Master of Arts Degree for Indigenous Language and Culture Education under the Kahuawaiola program at the University of Hawai‘i at Hilo. She is fluent in ‘Ōlelo Hawai‘i and enjoys community and volunteer work that will support our goal of normalizing ‘Ōlelo Hawai‘i in our community.



Kumu **Kawehi Pa** is the Kumu Alaka‘i for Papa 3. She was born and raised on the island of Kaua‘i and graduated from Kaua‘i High School. She holds a Bachelor of Arts Degree in Hawaiian Studies with emphasis in Hawaiian Language and a minor in History 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. Kumu Kawehi is fluent in ‘Ōlelo Hawai‘i and is very proud to teach the next generation the language and culture of our kūpuna.



Kumu **Kiele Harada** is the Kumu Alaka‘i for Papa 4. Her ‘ohana is from the North shore of Kaua‘i in Wainiha Valley. She resides in Wailua, Kaua‘i. She is a pukana of Ke Kula Kaiapuni ‘o Kapa‘a. She graduated from Kamehameha Schools class of 2012. In Fall of 2015, Kumu Kiele graduated from Kauai Community College with an Associates degree in Liberal Arts. Currently Kumu Kiele’s is close to completing her final semester at UH West O‘ahu to acquire her BA in Social Science with an emphasis in Political Science. Kumu Kiele’s pahu hopu at Kawaikini is to help the haumāna at Kawaikini realize their full potential. She often tells her Haumāna to “Kūlia i ka Nu‘u” or “To strive to the Summit”. Kumu Kiele believes that we can all reach the summit of excellence if we learn how to be practitioners of Aloha in both word and deed.”Pili nā mea a pau i Ho‘okahi. E Ho‘okō Kākou i ka hana!



Kumu **Pualoke Harada** is the Kumu Alaka‘i for Pāpā 5. She is the muli loa in her family. Her ‘ohana hails from the majestic moku ‘o Halele‘a in the ‘ahupua‘a of Wainiha. She is a pukana of Ke Kula Kaiapuni ‘o Kapa‘a and is a 2012 graduate of Kawaikini NCPCS and Kamehameha Schools Kāpālama. She attended Kauai Community College from Fall 2013 and graduated in Spring 2015 with an Associates degree in Liberal Arts. Currently, Kumu Pualoke is completing her final semester at UHWO accomplishing her BA degree in Social Science with an emphasis in Political Science. Kumu Pualoke’s pahu hopu at Kawaikini is to instill the concept of “aloha ‘ohana” to all of her haumāna. “E ho‘okō Kākou ka Hana!”



Kumu **Keani Mayer** is the Kumu Alaka‘i for Papa 6. She 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 2012. She returned to Kaua‘i where she became a Kumu Kāko‘o and a Kumu Alaka‘i for Papa Mālaa‘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, Kumu ‘Ōlelo Hawai‘i for Secondary Program (Grades 7-12) and Ke Ala Hūlili.

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



Kumu **Kanani Durant** is from the ‘ili of Pe‘aiki, Hanamā‘ulu, Kaua‘i. She is the current Kumu Alaka‘i Pilikanaka for pae kualua 7-12. She is a graduate of Kaua‘i High School and holds a BA degree in Hawaiian Studies and Hawaiian Language from the University of Hawai‘i at Mānoa. Kumu Kanani also attended a Political Science Graduate program at UH Mānoa focused on indigenous studies. Upon returning to Kaua‘i, she developed and implemented a curriculum focused on Hawaiian cultural and ‘āina based education, providing these resources to various educational institutions including Kawaikini over the past 15 years.

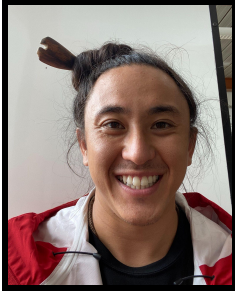


Kumu **Wahineu‘i Waiamau** teaches mathematics for grades 7 - 12 and Manokalanipō - Nā Pali for grades 9-10. She's currently serving as the *pouhana* for the secondary team. She is a graduate of Kamehameha Schools – Kapālama, holds a Bachelors of Arts in Secondary Education with an endorsement in Advanced Mathematics from Concordia University – Portland, and is pursuing a Master's of Arts in Educational Leadership through Chaminade University of Hawai‘i. 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, grades 7 – 12. This is her fourth year at Kawaikini. Mahina came to Kawaikini from Kapa‘a Middle School where she was a SPED instructor, and Island School where she taught 4th Grade English. 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 as the 4-6 grade art teacher. 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.





Coming from the fertile clay soils of Papakōlea, ka poli o Pu‘u‘ōhi‘a, Kumu **Beau Shishido** teaches papa ‘Ōlelo Hawai‘i for Kula Kualua, papa 9-12. He graduated from the University of Hawai‘i at Mānoa, attaining his Bachelor of Arts degree in Hawaiian Studies and his Master of Arts degree in Hawaiian Language. He enjoys mo‘olelo kahiko that was published in the Hawaiian Newspapers.



Kumu **Hamiha Arquette** is the Ke Ala Hūlili - Hawaiian Language Arts kumu.



Kumu **Zuri Shanklin** is the Secondary’s (7-12) Kumu ‘Epekema, and is currently teaching biology. She was born on Occaneechi band of the Saponi Nation territory in North Carolina, and raised between the moku of Halele‘a, Ko‘olau, and Puna on Kaua‘i, as well as Mō‘ili‘ili on O‘ahu. She studied biology at the University of Hawai‘i at Mānoa, and later graduated from the University of North Carolina at Chapel Hill with a degree in American Indian and Indigenous Studies. Kumu Zuri is extremely passionate about the healing power of language reclamation, and excited to help activate Kaua‘i’s next generation of leaders here at Kawaikini.

#### Kumu Kōkua & Kumu Kīnana (Educational Assistants & Special Education)



Kumu **Kawai‘olu Torio** is currently the Kumu Kōkua for Papa Mālaa‘o and Papa ‘Ekahi. She 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 is known as the Singapore Math Kumu, having done many of the Math Nights at Kawaikini. She is also the mother of two children.



**Kumu Mo'iwai** is the Kumu Kōkua in the Elementary Program for Papa 'Ekahi and Papa 'Elua.



**Kumu Tahiti** is the Kumu Kōkua in the Elementary Program for Papa 'Ekolu and Papa 'Ehā. She was born in Hilo and raised in Waimea on the island of Hawai'i. She attended the University of Hawai'i at Hilo as a student in the Ka Haka 'Ula O Ke'elikōlani program and currently resides in Līhu'e on the island of Kaua'i. She is excited to be a part of the Kawaikini 'ohana and to help educate the next generation in 'Ōlelo Hawai'i, the mother language of our kūpuna.



Kumu **Devi Berg** serves as our Academic Coach/Student Services Coordinator. Devi 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 Hawai'i State Teacher's License in both Elementary Education, K-6 field and the Teacher Leader Field.



**Kumu Moani**

Kumu **Moani Mahinai** joined the Na Ko'o as a Special Education kumu for Kula Ha'aha'a grades M-8. She completed her BA from UH Hilo in Interpersonal Communication and revisited her journey in Hawaiian Language with Kawaikini in 2008. Currently working on her Hawaii State Teacher's License at UH Manoa. She returns to Kawaikini with a background in Special Education working with students from Elementary to High School both in Hawai'i and in the State of Washington. Having the privilege of working in a Hawaiian Language school, she brings both her experience in Special Education and the love of culture with her to Kawaikini.



Kumu **Lacey Kanahale** has a Masters in Special Education from ASU. Bachelors in K-12 Special Education and K-6 Elementary Education. She also is certified for Math up to Alg. 1. College and career readiness as well as support for the applications for support. Kumu Lacey has raised 3 fluent speakers, one who has her first college degree. She has taught in a Hawaiian Language school for over 10 years prior to Kawaikini. As well as various educationally related positions with Kamehameha Schools and the DOE.



Kumu **Leinamoani Donios** is a graduate of Kawaikini's class of 2014, also a graduate of Punana Leo o Kaua'i. She attended Ke Kula Kaiapuni Hawai'i o Kapa'a from Papa Mālaa'o to Papa 6 and transferred to Kawaikini when they opened back in 2008. Leina is now a makua to a second generation haumana in Papa Mālaa'o. She holds an Associates degree in Liberal Arts from Kaua'i Community College and a Bachelor's degree in Psychology from UH West O'ahu. Leina is our current school counselor and is pursuing her Masters of Education in School Counseling through Grand Canyon University. She is fluent in 'Ōlelo Hawai'i and excited to be back at Kawaikini as a limahana. I look forward to working with your keiki.



All the way from LA (Lower Anahola), coming out of the nāhele, on that red dirt rocky road, on the beautiful island of Kaua'i, we have the best Kumu Kōkua. Kumu **Anuheia Herrod** currently serves as a Kumu Kōkua for Nā Ko'o. She attended Ke Kula Kaiapuni Hawai'i o Kapa'a from Papa Malaa'o and is a graduate of Kawaikini, Class of 2012. Currently loving every moment she gets to be with all the keiki! Anuheia recently graduated from Kaua'i Community College with an AA degree in Liberal Arts and is now going on to pursue her education at UH Mānoa in Kinesiology.



Kumu **Māhealani Cobb-Adams** was born and raised on O'ahu and moved to Kaua'i with her husband, Charlie Cobb-Adams, in 2001. She worked alongside her husband doing conservation work, trail building and guiding for twenty years, and together, did voluntary work for the State and Mālama Hule'ia. From a young child, her desire was to learn Hawaiian. But, for circumstances beyond her control, she was not able to do so. She later was able to immerse herself in Polynesian dance and performed throughout Hawai'i, the US, and Japan. She danced professionally for twenty years and taught Tahitian, Hawaiian, Samoan and Maori dances for seventeen years. Then in 2018, she was encouraged to attend the Papa Makua at Kawaikini with Kumu Kanoa and has been loving it ever since! She then started meeting with friends in her bible study class to teach what she was learning in Hawaiian. Now, she has joined the Nā Ko'o team as Kumu Kōkua. Having had a son who needed special services while in

elementary and middle school, and was able to completely integrate back into the classroom due to the extra help he received, she is grateful and honored to be here at Kawaikini as Kumu Kōkua with Nā Ko‘o.

### Office Staff



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



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

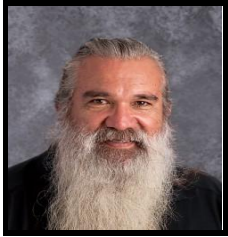


‘Anakē **Noe Haumea** is our kōkua in the ke‘ena and Alaka‘i for Ho‘opākela, our After-School Program. She is a Kamehameha School graduate and was a stay-at-home mom until a couple of years ago when she decided to go back to school. ‘Anakē Noe has earned her Associates in Arts degree in Hawaiian Studies from Kaua‘i Community College, and is working on her B.A. at UH West O‘ahu. She has four keiki, all are products of Hawaiian Immersion. The oldest graduated from Kawaikini in 2011. Her youngest now attends Kamehameha and her two daughters are graduates of Kamehameha. ‘Anakē Noe served as Treasurer for Nā Hulu Makua for 5 years and is presently on the Kawaikini Governing Board. She has been with Ho‘opākela for the past 8 years.



Kumu **Mālia ‘Alohilani Kualā Rogers** is the Cultural Specialist and is currently teaching the Capstone and Kapa courses to Papa 12. She has taught in the field of Hawaiian language education for over 25 years, where she has taught at the elementary, middle school, adult education and community college levels. She has also helped develop and translate materials used in the Hawaiian language education program. Kumu ‘Alohilani has a BA in Hawaiian Language from the University of Hawai‘i and certification in elementary education. She is currently working on a

Masters in Hawaiian Language and Literature. 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.

#### Nā Po‘o Kula (Administration)



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 administration experience includes managing operations, finances and program objectives 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 feels blessed to be a part of the Hawaiian culture based education movement.



Kumu **Nāmomi McCorriston** is the Academic Director for K-12. She has taught preschool at Pūnana Leo o Kaua‘i as well as grades K-1 at the Kaiapuni elementary school level. Kumu Nāmomi holds a BA degree in Hawaiian Studies and an Elementary Teaching License from Brigham Young University Hawai‘i, where she also served as the President of the Hawaiian Club. Nāmomi is currently enrolled in a Master’s program for Educational Leadership. She is a dedicated educator with a passion for teaching Hawaiian culture and language. Kumu Nāmomi is fluent in ‘Ōlelo Hawai‘i. She has served two terms on the Governing Board. Nāmomi is a mother of 4 children and 2 grandchildren. Born and raised on the island of Kaua‘i and currently resides in Anahola.

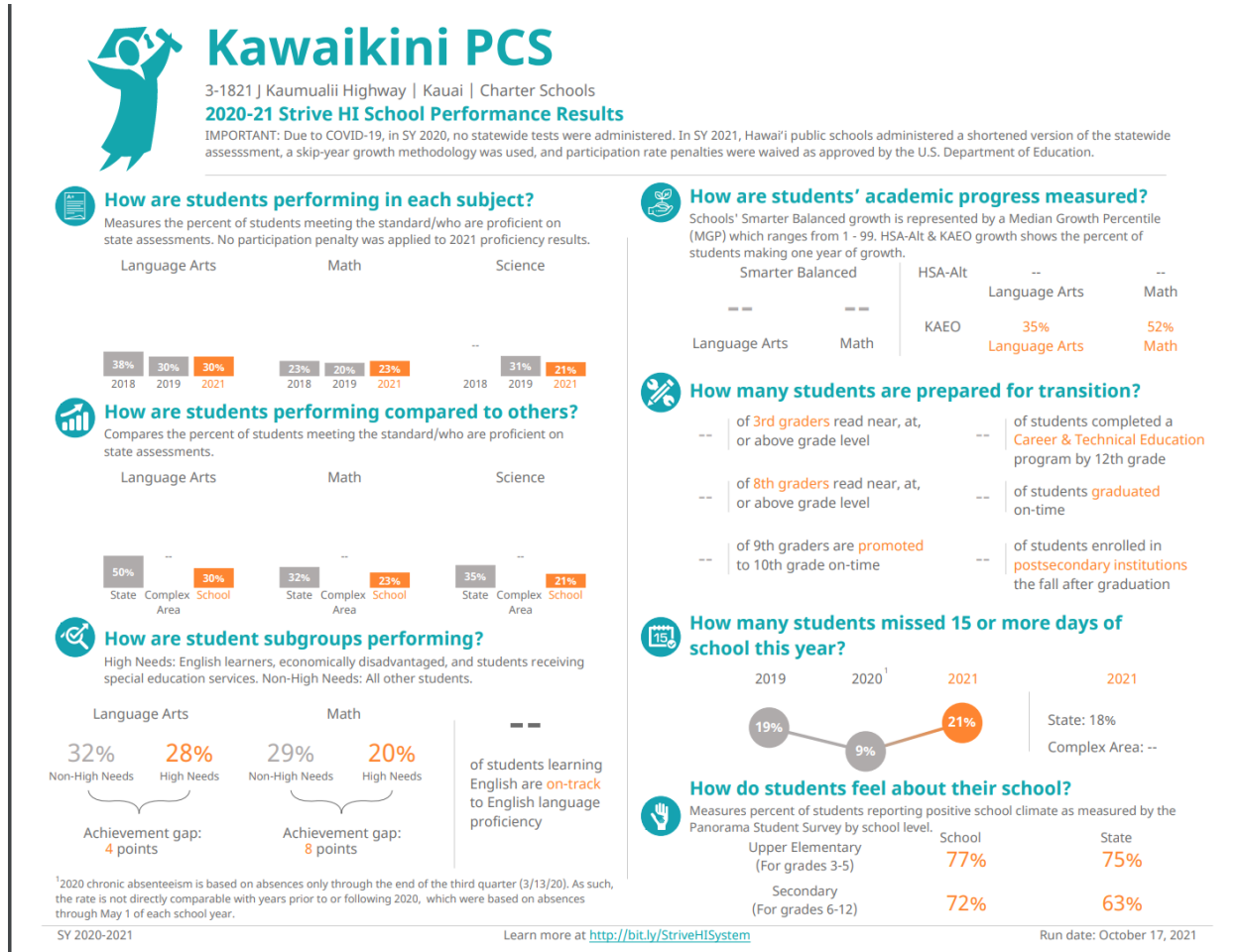


**‘Anakē Terri Russell** serves as the School Operations Supervisor for Kawaikini NCPCS. Terri holds a BA degree in Finance from Trevecca Nazarene College in Nashville, TN, and has over 25 years of experience in nonprofit leadership and grants administration. Originally from South Carolina, Terri moved 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.

## C. School Performance

### Strive HI

THE 2020-21 STRIVE HI SCHOOL PERFORMANCE REPORT is an annual snapshot of a school's performance on key indicators of student success. This report shows schools' progress on federally-required indicators under the Every Student Succeeds Act; in addition to state-adopted measures focused on student equity, achievement and success. These results help inform action for teachers, principals, and other stakeholders.



### Pandemic Related Considerations

When Assessing Strive HI Results Throughout this 2020-21 school year (SY), numerous pandemic-related challenges arose across Hawai'i's public schools. Many challenges were common across schools, yet others were unique to a particular school or group of schools within a particular geographic area. The pandemic's impact on instruction and learning had an effect on teachers and students, and those conditions should be considered when examining student achievement and school performance results. This section provides important contextual information that should be considered when assessing 2021 Strive HI results, and when

comparing 2021 results to prior year results. To the extent data were available, several key metrics are presented to provide context to learning, instruction, and test-taking during the past school year, including participation rates, students learning modalities, and access to adequate digital devices and internet connectivity.

In the area of Strive HI Academic Performance, Kawaikini continues to look for ways to improve in all areas. In the 2020-21 school year, the learning environment was complex due to the pandemic. Various learning models and chronic absenteeism impacted student learning, especially in our Hawaiian Language Development, but our teaching staff worked diligently to provide students with Academic support.

As part of its contract with the state and as proof of its own commitment to maintaining accountability, Kawaikini maintains a comprehensive assessment program. In 2021, Kawaikini's Governing Board reviewed the school's assessment inventory and created a timeline for the training, administration, and analysis of state-mandated, standardized, and school-created culturally-relevant assessments.

In order to understand Kawaikini's test scores, considering the school's small class sizes is important because 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.

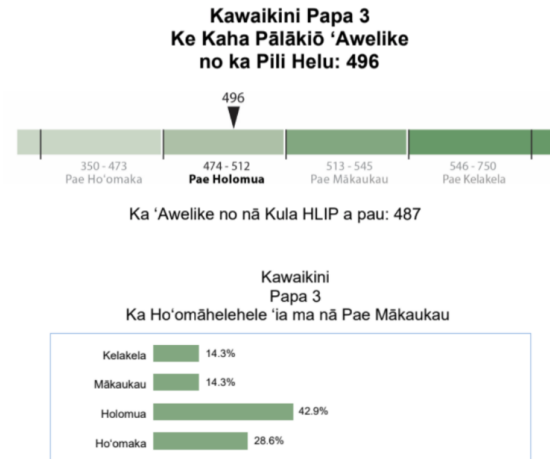
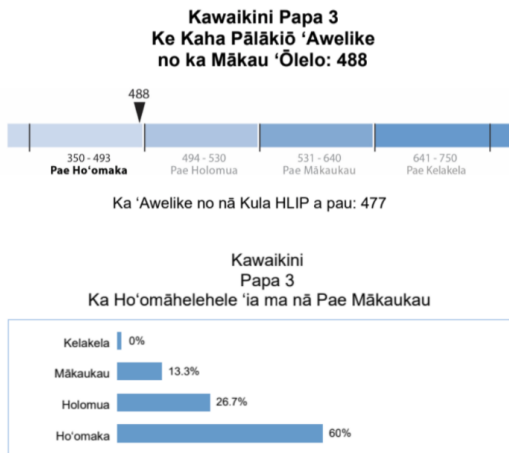
#### Kaiapuni Assessment of Education Outcomes (KĀ'EO)

Kawaikini students in grades 3 - 8 complete various sections of KĀ'EO to satisfy state-testing requirements. The KĀ'EO assessment is administered in 'ōlelo Hawai'i and aims to provide fair, valid and reliable data on student achievement of grade-level standards in language arts, mathematics, and science (grade 5 & 8 only). 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) for school year 2020-21.



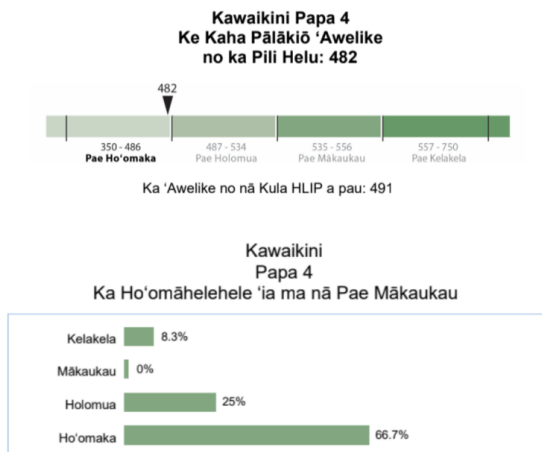
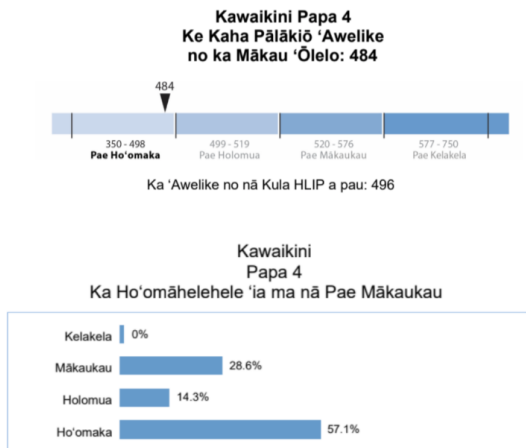
# KĀ'EO – 2020 – 2021

## Papa 3 (Current Papa 4)



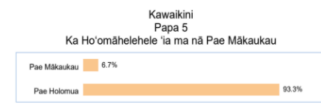
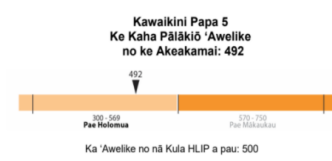
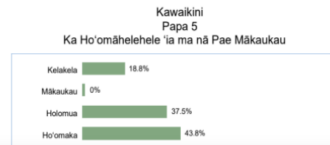
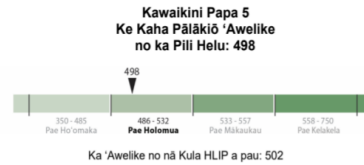
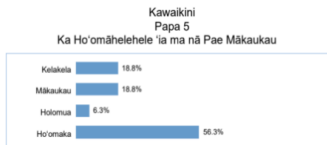
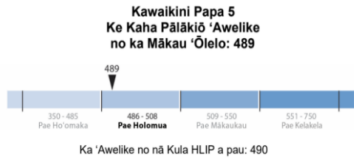
# KĀ'EO – 2020 – 2021

## Papa 4 (Current Papa 5)



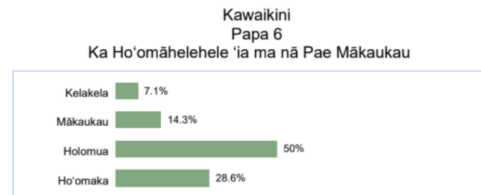
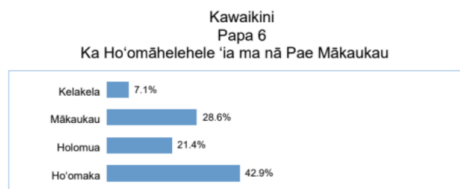
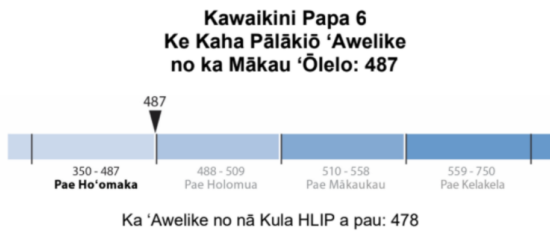
# KĀ'EO – 2020 – 2021

## Papa 5 (Current Papa 6)



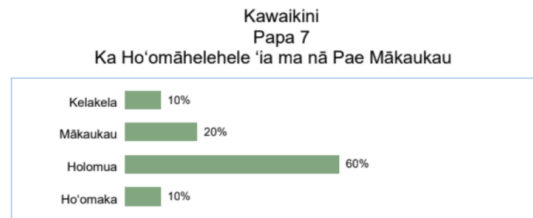
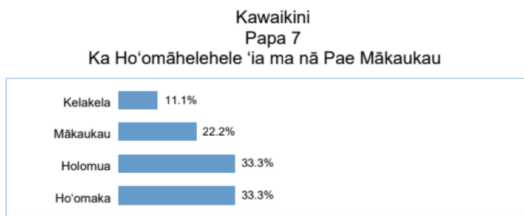
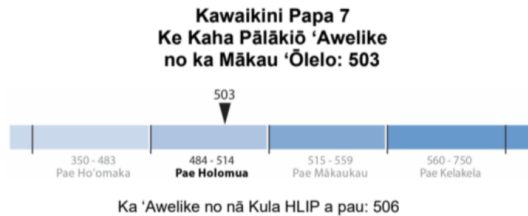
# KĀ'EO – 2020 – 2021

## Papa 6 (Current Papa 7)



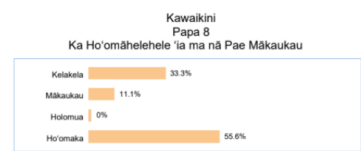
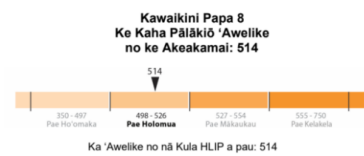
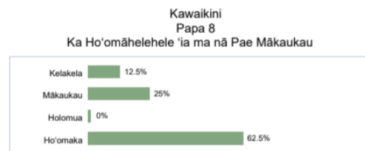
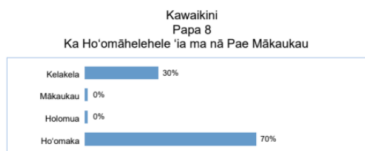
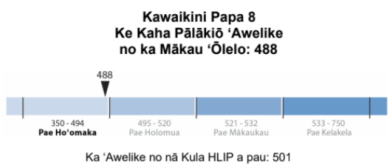
# KA'EO - 2020 - 2021

## Papa 7 (Current Papa 8)



# KA'EO - 2020 - 2021

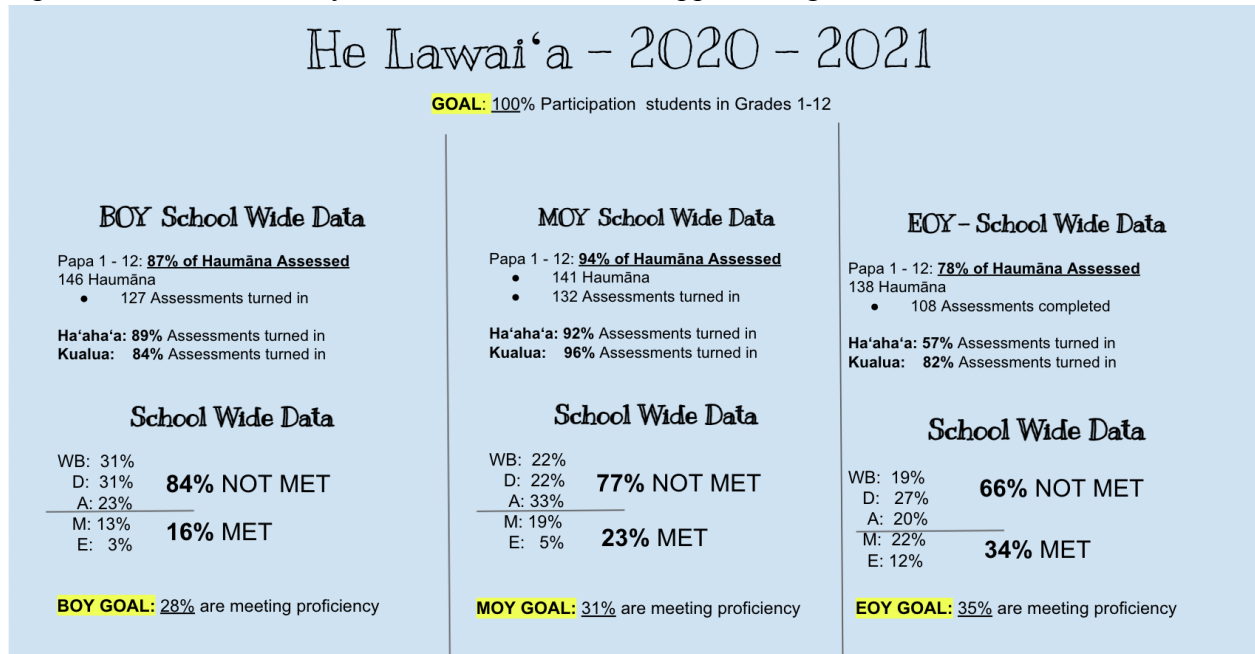
## Papa 8 (Current Papa 9)



### 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.

The following data illustrates an increase of students who have met the the grade level expectation and how many of our students who are approaching:



Looking at the data our staff was able to improve instructional support to help our students to progress.

### Northwest Evaluation Association (NWEA)

The NWEA is an adaptive computer-based assessment that provides student data within 48 hours, assisting 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 take the Science portion. NWEA has been made available to Kawaikini through the generosity of Kamehameha Schools.

# NWEA MATH 2020 - 2021

5th - 12th

**GOAL:** 100% Participation

## BOY - School Wide Data

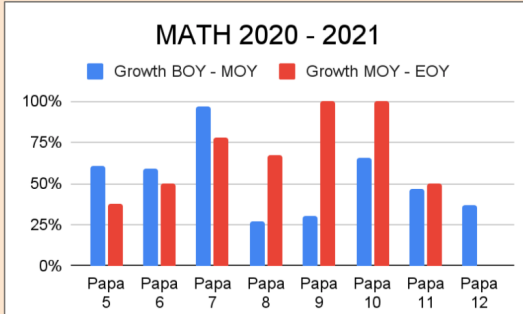
- Papa 5 - 12: 97% Participation

## MOY - School Wide Data

- Papa 5-12: 89% Participation

## EOY - School Wide Data

- Papa 5-12: 74% Participation



## MATH:

**GOAL:** 62% of students will meet or exceed in their projected RIT

Percentage of students who Met or Exceeded their Projected Growth  
\*Count reflects students who have both BOY & MOY scores.

	# of students per grade level	BOY - MOY Percent met Projection	MOY - EOY Percent met Projection
Papa 5	16	61%	38%
Papa 6	16	59%	50%
Papa 7	11	97%	78%
Papa 8	11	27%	67%
Papa 9	8	30%	100%
Papa 10	4	66%	100%
Papa 11	3	47%	50%
Papa 12	4	37%	0%

**Growth: BOY - MOY** 53% of students papa 5-12 Met or Exceeded their projected RIT \*Count reflects students who have both BOY & MOY scores.

**Growth: MOY - EOY** 40% of students papa 5-12 Met or Exceeded their projected RIT \*Count reflects students who have both BOY & MOY scores.

# NWEA Reading 2020 - 2021

5th - 12th

**GOAL:** 100% Participation

## BOY - School Wide Data

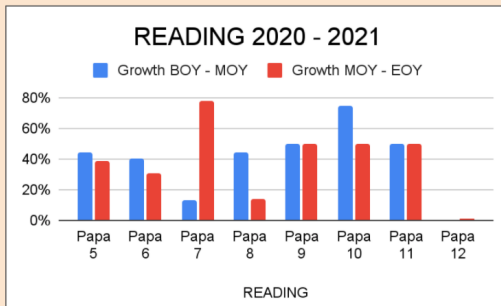
- Papa 5 - 12: 93% Participation

## MOY - School Wide Data

- Papa 5-12: 89% Participation

## EOY - School Wide Data

- Papa 5-12: 77% Participation



## READING:

**GOAL:** 35% of students will meet or exceed in their projected RIT

Count reflects students who have both BOY & MOY scores.  
Percentage of students who Met or Exceeded their Projected Growth

	# of students per grade level	BOY - MOY Percent met Projection	BOY - MOY Percent met Projection
Papa 5	16	44%	50%
Papa 6	16	40%	31%
Papa 7	11	13%	78%
Papa 8	11	44%	14%
Papa 9	8	50%	50%
Papa 10	4	75%	50%
Papa 11	3	50%	50%
Papa 12	4	0%	25%

**Growth: BOY - MOY** 39% of students papa 5-12 Met or Exceeded their projected RIT

- \*Count reflects students who have both BOY & MOY scores.

**Growth: MOY - EOY** 44% of students papa 5-12 Met or Exceeded their projected RIT

- \*Count reflects students who have both BOY & MOY scores.

# NWEA Language 2020 - 2021

**GOAL:** 100% Participation

5th - 12th

## BOY - School Wide Data

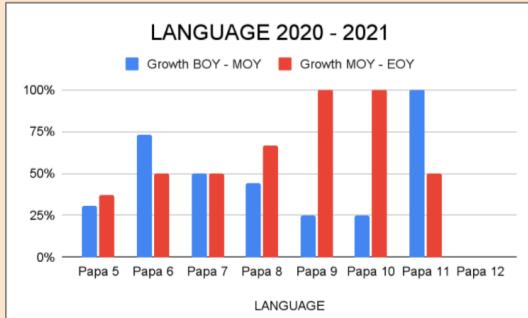
- Papa 5 - 12: 96% of Haumāna Assessed

## MOY - School Wide Data

- Papa 5-12: 95% of Haumāna Assessed

## EOY - School Wide Data

- Papa 5-12: 77% of Haumāna Assessed



## LANGUAGE

**Goal:** 48% of students Grades 5-12 Met or Exceed their projected RIT

Count reflects students who have both BOY & MOY scores.

Percentage of students who Met or Exceeded their Projected Growth

	# of students per grade level	BOY - MOY Percent met Projection	MOY - EOY Percent met Projection
Papa 5	16	31%	38%
Papa 6	16	73%	50%
Papa 7	11	50%	50%
Papa 8	11	44%	67%
Papa 9	8	25%	100%
Papa 10	4	25%	100%
Papa 11	3	100%	50%
Papa 12	4	0%	0%

**Growth: BOY - MOY** 48% of students papa 5-12 Met or Exceeded their projected RIT

- \*Count reflects students who have both BOY & MOY scores.

**Growth: MOY - EOY** 65% of students papa 5-12 Met or Exceeded their projected RIT

- \*Count reflects students who have both BOY & MOY scores.

In February 2021, The ACS WASC Commissioners determined Kawaikini New Century Public Charter School (K-12) meets the ACS WASC criteria for accreditation. Through this process, we were able to develop an Action Plan to address the Academic needs of Kawaikini. The Action Goals that have been developed is to assist the Academic Program and our efforts for a Schoolwide Improvement in Data Analysis and Student Achievement.

## D. 2020-2021 Independent Financial Audit

[Included here is the most recent Financial Audit Report for the 2020 - 2021 fiscal year including the Management Discussion and Analysis. The full audit report may be viewed online at [www.kawaikini.com](http://www.kawaikini.com).]

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J<sup>ay</sup> M<sup>iyaki</sup>, CPA, LLC

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**KAWAIKINI  
NEW CENTURY  
PUBLIC  
CHARTER  
SCHOOL**

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**Financial Statements**  
For the Years Ended June 30, 2021 and 2020

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**KAWAIKINI NEW CENTURY PUBLIC CHARTER SCHOOL**

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**For the Years Ended June 30, 2021 and 2020**

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**KAWAIKINI NEW CENTURY PUBLIC CHARTER SCHOOL**  
**INDEPENDENT AUDITOR'S REPORT**  
**For the Years Ended June 30, 2021 and 2020**

## INDEPENDENT AUDITOR'S REPORT

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

### **Report on the Financial Statements**

We have audited the accompanying financial statements of Kawaikini New Century Public Charter School (a State of Hawaii Public Charter School), a component unit of the State of Hawaii Department of Education, as of and for the years ended June 30, 2021 and 2020, and the related notes to the financial statements, which collectively comprise the School's basic financial statements as listed in the table of contents.

### ***Management's Responsibility for the Financial Statements***

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

### ***Auditor's Responsibility***

Our responsibility is to express opinions on these financial statements based on our audits. We conducted our audits in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in Government Auditing Standards, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audits to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

Except for the matter described in the "Basis for Disclaimer of Opinion on the Discretely Presented Component Unit" paragraph, we believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

### ***Basis for Disclaimer of Opinion on the Discretely Presented Component Unit***

The financial statements of the discretely presented component unit, Supporting the Language of Kauai, Inc., have not been audited, and we were not engaged to audit Supporting the Language of Kauai, Inc.'s financial statements as part of our audit of the Kawaikini New Century Public Charter School's (School) basic financial statements. Supporting the Language of Kauai, Inc.'s financial activities are included in the School's financial statements as a discretely presented component unit.

### ***Disclaimer of Opinion***

Because of the significance of the matter described in the "Basis for Disclaimer of Opinion on the Discretely Presented Component Unit" paragraph, we have not been able to obtain sufficient appropriate audit evidence to provide a basis for an audit opinion on the financial statements of the discretely presented component unit of Kawaikini New Century Public Charter School. Accordingly, we do not express an opinion on the financial statements of the discretely presented component unit.

### ***Unmodified Opinion***

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of Kawaikini New Century Public Charter School, as of June 30, 2021 and 2020, and the respective changes in financial position and cash flows thereof for the years then ended in accordance with accounting principles generally accepted in the United States of America.

### ***Other Matters***

#### ***Required Supplementary Information***

Accounting principles generally accepted in the United States of America require that the management's discussion and analysis information on pages seven (7) through nine (9) be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board, who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

## Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated October 8, 2021 on our consideration of the Kawaikini New Century Public Charter School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the School's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering Kawaikini New Century Public Charter School's internal control over financial reporting and compliance.

A handwritten signature in black ink that reads "Jay Miyaki, CPA, LLC". The signature is written in a cursive, flowing style.

Honolulu, Hawaii  
October 8, 2021

**KAWAIKINI NEW CENTURY PUBLIC CHARTER SCHOOL**  
**MANAGEMENT DISCUSSION AND ANALYSIS**  
**For the Years Ended June 30, 2021 and 2020**

# KAWAIKINI NEW CENTURY PUBLIC CHARTER SCHOOL

## MANAGEMENT DISCUSSION AND ANALYSIS

For the Years Ended June 30, 2021 and 2020

The following discussion and analysis of the financial performance of Kawaikini New Century Public Charter School provides an overview of the School's financial activities for the fiscal years ended June 30, 2021 and 2020. Please read it in conjunction with the School's financial statements and the related notes to the financial statements.

### **The School as a Whole**

Kawaikini New Century Public Charter School received its charter on July 10, 2008. During the fiscal year ended June 30, 2021, the School operated grade levels kindergarten through grade twelve in Lihue, on the Island of Kauai, Hawaii. Enrollment consisted of 167 students. Enrollment increased slightly from the previous year and the Board, together with the School's administration, continued to implement the Hūlili program, enrolling students into the secondary program.

### **Using This Annual Report**

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

### **Financial Statements**

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

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

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

## MANAGEMENT DISCUSSION AND ANALYSIS (continued)

### **Financial Statements (continued)**

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

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

### **Financial Highlights**

For the year ended June 30, 2021:

- The School reported net position of \$1,347,735 comprising cash of \$420,547, receivables and other assets of \$107,608, and property and equipment of \$924,352 less liabilities of \$104,772.
- The School reported an operating income of \$62,359 from revenues of \$1,980,739 less expenses of \$1,918,380.
- Total per-pupil funding of \$1,314,635, represented approximately 66% of total operating revenues.
- Salaries and wages of \$1,412,314 represented approximately 74% of total expenses.

### **Net Position**

The following provides a summary of the School's net position as of June 30, 2021 and 2020.

	<u>2021</u>	<u>2020</u>	Increase (Decrease)
Assets	\$1,452,507	\$1,383,000	\$69,507
Liabilities	\$ 104,772	\$ 97,624	\$ 7,148
Total net position	\$1,347,735	\$1,285,376	\$62,359

The increase in the School's net position during fiscal year 2020-2021 resulted from the increase in assets exceeding the increase in liabilities. Over time, net position can serve as an indicator of whether the School's financial position is improving or deteriorating.



## MANAGEMENT DISCUSSION AND ANALYSIS (continued)

### Changes in Net Position

The following provides a summary of the School's revenues, expenses, and changes in net position as of June 30, 2021 and 2020.

	<u>2021</u>	<u>2020</u>	Increase (Decrease)
<b><u>Revenues</u></b>			
Per-pupil allocation	\$1,314,635	\$1,313,708	\$ 927
Federal and other grants	311,914	173,541	138,373
Grants passed through from			
Supporting the Language of Kauai, Inc.	272,456	340,787	(68,331)
Other income	<u>81,734</u>	<u>185,617</u>	<u>(103,883)</u>
Total revenues	<u>1,980,739</u>	<u>2,013,653</u>	<u>(32,914)</u>
<b><u>Expenses</u></b>			
Salaries and wages	1,412,314	1,471,860	(59,546)
Other expenses	<u>506,066</u>	<u>555,759</u>	<u>(49,693)</u>
Total expenses	<u>1,918,380</u>	<u>2,027,619</u>	<u>(109,239)</u>
Increase (decrease) in net position	\$ <u>62,359</u>	\$ <u>(13,966)</u>	\$ <u>76,325</u>

### Net Investment in Capital Assets Component of Net Position

The following provides a summary of the School's net investment in capital assets component of net position as of June 30, 2021 and 2020.

	<u>2021</u>	<u>2020</u>	Increase (Decrease)
Buildings and improvements	\$1,455,513	\$1,455,513	\$ -
Vehicles	56,900	56,900	-
Furniture and equipment	34,863	34,863	-
Office and computer equipment	104,328	60,562	43,766
Accumulated depreciation	<u>(727,252)</u>	<u>(611,745)</u>	<u>(115,507)</u>
Total capital assets – net	\$ <u>924,352</u>	\$ <u>996,093</u>	\$ <u>(71,741)</u>

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

### Contacting the School's Management

This report provides a general overview of the School's finances and is designed to show the School's accountability for the money it receives. Please contact the School if there are any questions about this report.