

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

For the period January 1, 2010 – December 31, 2010

Submitted January 13, 2011



K A W A I K I N I

A New Century Public Charter School

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K A W A I K I N I

A New Century Public Charter School

I. EXECUTIVE SUMMARY - 2010

The current report provides an overview of the Kawaikini New Century Public Charter School for the calendar year 2010 (January 1, 2010 through December 31, 2010). This report for our parents and other stakeholders is designed not only to document the activities of the school over the previous year, but also to provide an occasion for reflection – to look back on the development of our school, the challenges that have been overcome, and the overall progress of Kawaikini as it moves toward its vision of “a thoughtful, knowledgeable, and healthy community where the language, beliefs, and practices of the indigenous people of Hawai‘i have become instinctive.”



KAWAIKINI

A MESSAGE FROM KAWAIKINI'S DIRECTOR

Aloha E Na Kumu, Na Makua, Na Haumana a me Na Hoaaloha 'O Kawaikini!

Our third year of existence is already upon us. We have experienced so many blessings and we have also been faced with many challenges to test our resolve. Sometimes we may grow tired in our struggles to meet the vision and mission of Kawaikini New Century Public Chart School. When we do, try the following recipe.



Put three pots of water on a stove to boil. Into the first pot put a carrot. Into the second pot put an egg. Into the third pot put ground coffee beans. Let the pots boil for 20 minutes. Place the carrot into a bowl. Place the egg into a bowl. Place the coffee into a bowl.

Use your senses to observe and feel the three objects. Sip the coffee and note its flavor. Each object faced an adversity: boiling water. Each reacted differently.

The **carrot** entered the water hard and turned soft and gave up in the face of adversity. The **egg** had a hard outer shell and was fragile on the inside; however, the boiling water caused the fragile inside to become hardened. The **coffee beans** changed the hot water, the very circumstance that brought pain.

How do we meet the challenges that we face in our lives? Do we turn soft in the face of adversity like the carrot did? Or do we react like the egg that started with a malleable heart but changed with the heat? Do our fluid spirits, after trials and tribulations, become hardened and stiff? Do our shells look the same, but on the inside have we become bitter and tough with a stiff spirit and a hardened heart? Or do we react like the coffee beans? Do we change the hot water instead of giving in to it?

When the water got hot the coffee beans released their fragrance and flavor. The coffee beans did not give in to the boiling water. The coffee beans changed the boiling water. The coffee beans changed the adversity.

At Kawaikini I have seen our teachers, parents, and students under the leadership of the Local School Board react to adversity—situations and problems to solve—like the coffee beans. Our local school board assessed the situation and problems, rolled up their sleeves and changed the “boiling water” or difficulties. Examples are the “grassing” of our campus, the building of our tents, adapting our trailer classrooms and this year changing a donated cottage into our 3rd-4th grade classroom, library, and office. Na makua a me na hoaaloha provided the human resources necessary to make the grass appear a me na papa makaukau no na haumana.

When problems seemed insurmountable I have seen our community elevate to another level. **I have seen many at Kawaikini react like the coffee beans!!**

May we all continue to react to adversity in this way. May we always have enough happiness to keep us sweet, enough trials to make us strong, enough sorrow to keep us human and enough hope to help us continue working toward our vision and mission.

Imua Kawaikini New Century Public Charter School!!

Mahalo nui Ke Akua,

Shirley Ann R. Kawahi

Anake Leialoha

II. OVERVIEW OF KAWAIKINI

A. Quick Facts: School Year 2010-11

School Name:	Kawaikini New Century Public Charter School (KNCPCS)
Established:	July 2008
Students (2010-2011)	106
Lead Teachers:	7.0
Educational Assistants:	3.0
Associate instructors	2.5
Administration:	5.0
Lead teacher/student ratio:	15.1 / 1
Instructional staff/student ratio:	8.5 / 1
Language of instruction:	Hawaiian only through grade 4; Hawaiian and English in grades 5-12.
Director:	Leialoha Kauahi, M.Ed. (Director).

B. Kawaikini's founding

Kawaikini New Century Public Charter School was established as the result of a long-standing dream of Hawaiian immersion parents and teachers to provide a stronger educational model for Hawaiian-language 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.

C. Kawaikini's Local School Board

Kawaikini is governed by a Local School Board (LSB) that consists of nine representatives from the following stakeholder groups: Principal, Instructional Staff, Support Staff, Parents, and Community members (see *Appendix A* for bios). Parent, Instructional Staff, and Support Staff representatives are elected for three-year terms; Principal representatives receive automatic membership without term limit; Community representatives are appointed by the LSB for three-year terms. Currently, Kawaikini's LSB consists of the following nine members whose three-year terms are due to end as follows:

	School Representatives	Parent Representatives	Community Representatives	Term Ends
Historical	Namomi McCorriston	Nolan Rapozo	Pua Rossi	June 30, 2008
	‘Alohilani Rogers <i>(Support Staff)</i>	Leilani Spencer	Liela Nitta	June 30, 2009
	Kaleimakamae Ka’auwai <i>(Instructional Staff)</i>	Corrina Sabala	’Ilima ‘Āpana	June 30, 2010
Current	Leialoha Kauahi <i>(Principal)</i>	Kimo Perry	Nani Hill	June 30, 2011
	‘Alohilani Rogers <i>(Support Staff)</i>	Leilani Spencer	Liela Nitta	June 30, 2012
	‘Ilima ‘Apana <i>(Instructional Staff)</i>	Corrina Sabala	Reshela DuPuis	June 30, 2013
	TBD	TBD	TBD	June 30, 2014

The meeting schedule for the LSB has been approved through the current fiscal year: January 20, February 17, March 24, April 21, May 19, and June 16. All meetings begin at 5pm on the Kawaikini campus and are open to the public.

D. Kawaikini’s beliefs and general goals

As set forth in its charter with the state, Kawaikini’s beliefs and general goals are as follows:

Beliefs

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

General Goals

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

III. 2010 Summary and Report

A. Student enrollment and admissions

"Kawaikini NCPCS will serve students of families who have a strong desire to live and speak the Hawaiian language and who support Kawaikini's mission, vision and beliefs a growing and increasingly diverse cross-section of Kaua'i families, both Hawaiian and non-Hawaiian, who understand the importance for our society of preserving the values that are embodied in the Hawaiian language."

Article I-b of Kawaikini's *Detailed Implementation Plan*

For the 2010-11 school year, Kawaikini's enrollment count is 106 students: 12 students in Kindergarten; 25 in the grades 1 & 2 pae; 24 in the 3 & 4 pae; 22 in the 5 & 6 pae; 10 in the 7-8 pae; 8 in the 9-10 pae, and 5 in the 11-12 pae. In addition to current enrollment, a waitlist has been generated for each of the multi-grade pae and will be used if space becomes available during the school year.

Figure 1. Enrollment by School Year

School Year	Kawaikini Year of Operation	Enrollment	Change (%)
2008-09	Yr. 1	79	-
2009-10	Yr. 2	92	+16.4
2010-11	Yr. 3	106	+15.2

Enrollment for SY2011-12 is projected to be 115 students, with enrollment in all grades from K-12. The enrollment process will begin January 13, 2011, with application deadline of February 17. Applications submitted after February 17 will be reviewed on a space-available basis and will be eligible for waitlist lottery. Applications for new-student enrollment as well as re-enrollment forms for current Kawaikini 'ohana are available online at www.kawaikini.com/admissions/html.

B. Faculty and Staff (2010-11)

For the 2010-11 school year Kawaikini has been able to put in place a highly effective team of experienced and dedicated faculty and staff (see *Appendix B* for faculty and staff bios). These are:

ADMINISTRATIVE STAFF:

Leialoha Kauahi (M.Ed.), Director
Ke'ala Bristol, SASA
Kaulana Smith (M.Ed.), Educational Resource Manager (ERM)
Sandy Reece, Business Manager
'Alohilani Rogers, Curriculum and Accreditation Coordinator

INSTRUCTIONAL FACULTY:

'Ilima 'Āpana, Kumu Alaka'i (Kindergarten)
Nāmomi McCorriston, Kumu Alaka'i (1/2 grades)
Kaliko Goo, Kumu Alaka'i (3/4 grades)
Kaleimakamae Ka'auwai, Kumu Alaka'i (5/6 grades)
Kaina Makua, Kumu Alaka'i – Secondary Hawaiian Language, 7-12, 7/8 home room
Leimakana Sperry, Kumu Alaka'i – Secondary Science, 7-12, 9/10 home room
Māhealani Yamashita¹, Kumu Alaka'i – Secondary English, 7-12, 11/12 home room

EDUCATIONAL ASSISTANTS AND ASSOCIATE INSTRUCTORS:

Kawaikini is also blessed to have an excellent team of Kumu Kokua to support instruction in the classroom. For the 2010-11 school year, these are:

Kawai'olu Torio, Kumu Kokua (grades 1/2)
Kawena Bagano, (SPED)
Pupu Masuda, Kumu Kokua (grades 5/6)
Richard Burgess, Math Teacher (grades 7-12)
Fran Nestel, Social Studies Teacher (grades 7-12)
Erin Cobb-Adams, EA – Secondary Math
Joe Thomson, EA - Online Testing and Tech Support
Natalie Hiwahiwa Joyce-Maeda, PBL (grades 7-12)

¹ Fall 2010 only

C. Academic programs

“Kawaikini’s curriculum encompasses three general areas of instruction: Kaua’i a Manokalanipō (Kaua’i curriculum); Ola Pono (Health & Wellness); and Ke Ala ‘Ike (Career and College Preparation).”

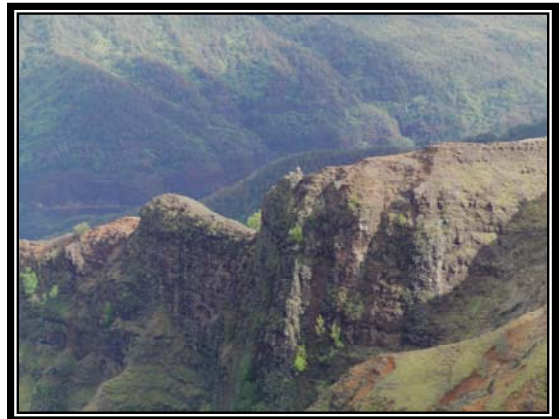
Article II-a of Kawaikini’s Detailed Implementation Plan

1. Curricular Foundations

Kaua’i a Manokalanipō (Kaua’i Curriculum)

Kawaikini’s Manokalanipō curriculum is being developed with each pae focusing on a different moku of Kaua’i:

- Pae K – Overview of Kaua’i and Hawai’i as a whole
- Pae 1-2 – Puna
- Pae 3-4 – Ko’olau
- Pae 5-6 – Hale Le’a
- Pae 7-8 – Kona
- Pae 9-11 – Nāpali



Students study their designated moku and are able to experience these places first hand during excursions to these sites. The curriculum is designed to give students a well-rounded place-based understanding of the different areas of the island and to foster an appreciation of the beauty and diversity of Kaua’i.

Ke Ala ‘Ike (Career and College Preparation Curriculum)



Kawaikini’s Ke Ala ‘Ike curriculum is designed to prepare students for career and college success. Examples of implementation of this curriculum include a partnership with Kamehameha Scholars to provide quarterly guidance for college preparation; afterschool tutoring for grades K-12; and online high school curriculum being offered through Kamehameha Schools in the areas of social studies and Hawaiian culture.

Ola Pono (Health and Wellness Curriculum)

In line with its Ola Pono curriculum, Kawaikini has been fortunate to partner with Ho'ōla Lāhui Hawai'i to conduct lessons in Ho'oikaika Kino every Friday at Kawaikini. Ho'ōla also comes to campus quarterly for presentations on various aspects of hygiene, nutrition and disease prevention. Also in its Ola Pono curriculum, Kawaikini conducts other activities to foster Hawaiian well-being, including hula classes with Kumu Maka Herrod and Science Nights that have focused on Health and Wellness.

2. Classroom Instruction

Education Resource Management

Kawaikini NCPCS offers an array of student support services similar to DOE for State and Federal compliance. At Kawaikini, services are provided with the school's mission and vision in mind, reflecting an educational and culturally appropriate program for our students' needs, whether it be Hawaiian culture or the school community culture.

For 2010, Kawaikini has provided supports and related services under the *Individuals with Disabilities Education Act (IDEA)* for 5 of our students in an inclusive setting. Seven Student Referrals were submitted by teachers or parents for initial observation and consultation for learning behaviors. Kawaikini has provided student information for quarterly and annual State D.O.E. and C.S.A.O. reporting requirements.

Mid-November brought Kawaikini a part-time Special Education teacher to help in the delivery of student services, electronic data compliance, coordination of related services, and initial consulting at the elementary level.

Papa Malaa'o (Kindergarten)

The main focus of the kindergarten curriculum at Kawaikini NCPCS is based upon the "Hawai'i Contents and Performance Standards III" in all subject areas. The Kawaikini curriculum, however, builds the cultural knowledge of students through Hawaiian history and cultural practices specific to Kaua'i, as well as the 8 main Hawaiian islands in general. Through this Kaua'i curriculum, the students learn about various mele, oli, wahi pana, hana no'eau, and so much more. The kindergarten curriculum also builds a strong foundation for the students of who they are as individuals, kānaka Hawai'i, and members of our community.

Beyond the overall kindergarten curriculum explained above, the students have participated in various extra curricular activities that support their learning in class during the 2010 year. One example is through their science curriculum with the support of Ho'opuka and learning about Hāloa, Hāloanakalaukapalili, and the importance of kalo in the Hawaiian culture.



Another example is the activities/excursions they have participated in with Kekukuilamalamaho'ōla and ALU LIKE kūpuna. Through these excursions, we have been able to build stronger relationships and better communication between kūpuna and keiki. Finally, the Kawaikini campus and environment has played a huge role in supporting the overall kindergarten Kawaikini NCPCS curriculum.

Papa 1-2

The papa 'Ekahi & 'Elua has been continuously working on our school wide goals of focusing on our vision with Kaua'i Manokalanipō—Moku o Puna, Olakino—health and wellness, and Ke Ala 'Ike—Singapore Math, Write Tools, and Kamehameha Schools Art and Writing program.

Kaua'i Manokalanipō: Our students have been going on excursions to the different 'ahupua'a of the Puna district, within these districts our students learn the names of the mountains, rivers, stories, and songs. We use this information alongside our science curriculum. We have been working with Lei Wann from the Ho'opuka Learning Center to create lessons and assessments to help our students achieve all the necessary grade level Science standards. This hands-on project-based learning is fun and it includes sustainability and culture. The unit that we have been focusing on is the kahawai (river) and the mala (garden). We use this unit to help our students with the education of the 'Ahupua'a.

Olakino: Our keiki have been learning different lessons based on Health, both in the classroom and from Ho'ola Lāhui Hawai'i. We have a PE/Health class between once and twice a week. Ho'ola Lāhui have been a good resource for our students as far as learning more about their hygiene and health. We also learn different sports using the 'ōlelo Hawai'i. E ho'oikaika kino kākou!

Ke Ala 'Ike: Math and Language Arts are used in all areas. We are constantly helping our students to become better Readers, Writers, and Mathematicians. Developing the fundamentals of these subjects is a priority in our classroom. Increased exposure and exercise with vocabulary, oral communications, writing strategies, and math concepts may be challenging at times, but we strive to give our keiki the opportunity to strengthen these skills daily and in every subject. We are currently using different programs and curriculum to help us achieve our goals in this area, such as Singapore Math, Write Tools, Moenahā (Format), and Kamehameha schools Art and Writing Program.

We all have a lot of work to do. E holomua kākou!!!



Papa 3-4 (August 2010-December 2010)

The first semester of the 2010-2011 school year emphasized establishing an 'ohana within the classroom. We studied voyaging as a venue in which our kupuna who navigated to Hawai'i had to trust and depend on everyone fulfilling their responsibilities on the wa'a. Ultimately we envisioned our classroom as an 'ohana on a voyaging canoe, with each haumana taking charge of their responsibilities. Diverse themes of voyaging were and continue to be explored including navigation techniques and Polynesian-introduced plants and animals. Haumana also become familiar with native seabirds, which our kupuna valued as navigational significances. A partnership took place between Kawaikini, Ho'opuka Learning Center, and Save Our Shearwaters that provided haumana with a hands-on learning opportunity to learn about native seabirds and projects that work to conserve native species.

In the classroom, students partake in daily language arts and math workshops. Social Studies, Art, Physical Education, Science, Health, Music, and Technology are divided amongst the days of the week. Students write in a Puke Mo'omana'o or journal on a daily basis, and topics include mana'o o ka la, 'olelo no'eau, and mo'olelo sharing. Students are currently following the Singapore Math program. Our science program is partnered with kumu from Ho'opuka Learning Center. We are currently working on science projects relevant to voyaging, including habitat zones of the ocean, the water cycle, and the relationship of the earth to the moon and sun. Other content area lessons are integrated within science, math, and language arts.

Papa 5-6

Our Project Based Learning has focused on Data Collection at Waipā with Stacy Sproat from January to May. Students created their own garden and tested their hypotheses. We learned about the history, mele and mo'olelo of Halele'a. We also began Project Moa, raising chickens and observing their development and now benefit from their eggs. Since August, we have focused on Kai for this semester with Lei Wan. Our haumāna are learning about kai through mo'olelo, such as Lei Momi o 'Ewa (a collection of stores from 'Ewa, O'ahu), mele for 'āina and kai, Hawaiian practices of pule, lawai'a, mea kanu (plants). We visited the reef of Nukoli'I, the pond at Lydgate, the loko i'a nui (fishpond) Nomilu, the old harbor at 'Ahukini a Laka (and gathered native plant seeds), the area of Kalapakī and its cultural significance. In Singapore Math, we have begun implementing Math Works, the alternative math program for older students. While many students are going forward, some are struggling, due to not having the early foundation of Singapore Math. We are proceeding with Fast Track, a reading program for delayed readers. Our students are showing gains in fluency and comprehension. Mahalo to our makua who come in daily to do one-on-one reading with Haumāna. Haumāna are also visiting the Computer Room for kōkua with Language Arts and Math.

In January 2011, we are planning a trip to Kōke'e to learn about the mauka area of Kaua'i. We will also be doing an overnight huaka'i in February 2011. This huaka'i will be in conjunction with Stacy Sproat of Waipā Foundation, Kawika Winters of Limahuli and

Ho‘opuka Learning Center. This will focus on the issues of the ocean and us. In the future, we will be researching water quality.

Secondary Program, Papa 7-12

The development of our Middle and High School is a constant as Kawaikini creates its multi-grade leveled, project-based, and academically-appropriate program. We have evolved from a lead teacher and an educational assistant to 2 lead teachers (as of 2011) in Hawaiian Language and Science, a Math Consultant, Social Studies, and 4 part-time teachers, as well as online partnerships with Kamehameha’s ‘Ike Hawai‘i Online School and Myron B. Thompson’s Extension Academy. The online schools provide selected Social Studies and Math classes for high school graduation.



The Secondary School bell period has changed from a 6-period day to a Block Schedule. This allows for project-based learning and has enhanced instructional time. Curriculum planning at the Secondary Level is challenging as the lead teachers plan not only for their content grade levels (grades 7 – 12) but with the part-time teachers, and then to stay in alignment with the school’s requirements for matriculation and graduation. Academic counseling is available to all secondary students, college & career transition planning is available to all high school students, and post-secondary information and resources are posted to the Kawaikini Google-Site as they become available.

Secondary Hawaiian Language

As the year continues, I have planned Hawaiian language curriculum that will allow the students to interact with students from the various high schools on Kaua‘i, as well as those on the island of O‘ahu. As for the Lo‘i course, students will be building a Hale Loulu (Hawaiian house), a Mala (garden) and also a few stonewalls that will keep the Mala intact. There is a lot of work ahead, however, the students are excited and ready to take on these tasks.

Throughout the first semester of this academic school year, there have been a few setbacks with a couple of assignments and lesson plans that I have prepared. However, the majority of what was planned for my Hawaiian language class was covered during the semester. One of the main things that I focused on was assessing the students with the different sentence patterns to have an understanding of where they stood. Students were then give projects such as skits, speeches and oral tests in order to further assess their understanding, as well as their grasp of sentence patterns.

Secondary Language Arts

Language Arts curriculum for the secondary grades (7-12) have continued to focus on reading and writing skills. Basic outlining, writing competencies, such as topic sentences and development of paragraphing elements, and grammar structure are focused areas in writing

where students have showed substantial progress. Encouraging students to find enjoyment in reading English has been practiced through beginning classes with 10-15 minutes of silent reading and then students sharing with peers their comprehension of what they read during this designated reading time. The middle school was one of 14 schools Statewide that participated in the *Center for Research on Diversity & Excellence (CREDE)* program [crede.berkeley.edu] from UH Mānoa's Educational Foundations Department, which is affiliated with UC Berkeley, as well as Kamehameha School's Extension Education Program (KEEP).

Secondary Science

For the 2010-2011 school year, the middle school and high school science courses were as follows: Pae 7/8 Life Science; Pae 9/10 Physical Science; Pae 11 Plants and Animals of Hawai'i. Life Science is an introductory course to biology and broadly covers what classifies organisms as living things. Topics include the cell and its components, cell functions, the theory of evolution and natural selection, unity and diversity (DNA) and interdependence. Physical Science is a combination course introducing basic chemistry and physics fundamentals such as phase changes of matter, the periodic table, atomic bonding, chemical reactions, balancing equations, scientific method, waves and their properties, energy, forces and motion. Plants and Animals of Hawai'i covers a substantial number of native Hawaiian plants marine organisms in their respective ecosystems. Focus is placed on a Hawaiian *kuana'ike* or perspective and the usefulness and /or importance of those plants and animals.

The first semester of the 2010-2011 school year, Life Science (Pae 7/8) covered topics including the cell and its components, the theory of evolution, natural selection, mass extinction and population dynamics. Physical Science (9/10) covered endothermic and exothermic reactions, thermal energy and phase changes of matter, the period table, atomic bonding, balancing chemical equations and factors that affect the rate of chemical reactions. Plants and Animals of Hawai'i (Pae 11) learned a good deal of Hawaiian native plants from *kai* (coastal environment) up to the dryland forest. Traditional uses, *lā'au lapa'au* and *'ōlelo no'eau* were some of the *'ike* the students put in their papers. Students wrote a short research paper investigating the plight of the *wiliwili* and the *wiliwili* gall wasp with emphasis on problems in the Hawaiian environment.

Pae 'Opio also participated in the National Tropical Botanical Gardens (NTBG) career pathways program, *Kokua 'Aina Youth Initiative (KAYI)*. Through project based learning (PBL) curriculum focusing on native plants, *malama 'aina*, and learning about post-high school pathways, *haumana* in *Pae 'Opio* earned stipends for their work in the KAYI nursery at the NTBG Lawa'i site, as well as working at the annual NTBG Arbor Day event and, recently, at the NTBG Visitor Center Christmas Craft fair.

Seniors

Seniors are presently working with Kumu ‘Alohilani and Sabra Kauka on their Project Based Learning project, their graduating kihei. Students have picked the wauke, are pounding and preparing the kapa, and will be harvesting the olena and other materials to dye their kihei for graduation. Mentorship hours for 2 of 3 seniors are completed. Writing and research for these Senior projects are almost finished. Seniors are preparing to work with Kumu Kaina during the second semester and complete their presentations in ‘olelo Hawai‘i.



3. After-school programs

After School Academic and Cultural Programs

Kawaikini offers an on-site tutoring program in conjunction with Ho‘āla Lāhui’s Kekukuilamalamaho‘ōla Program that includes tutorial assistance and provides online instruction in math and reading, which allows K-12 students to review, practice and strengthen basic skills. Kekukuilamalamaho‘ōla also offers an on-site māla (garden) project at the school.

Ho‘opuka Learning Center partners with Kawaikini to offer project-based learning activities to our K-12 students at a private site in Pea Iki, including fresh-water stream maintenance, a native plants māla project, and building and maintaining nā lo‘i kalo.



After-school sports programs

As a public charter school, Kawaikini’s students have the ability to participate in sports in “any public school in the complex in which the charter school is located.” For Kawaikini, this means that students have the opportunity to play for Kaua‘i High School. To create a greater diversity of options for its students, Kawaikini’s administration has requested an exemption to this rule that would have allowed our students to play for the school of their home district. This request, however, was denied by the KIF board, and Kawaikini is currently exploring additional options.

Family Science Activities

To instill a love and appreciation for science, Kawaikini hosts science nights and other activities on its campus and around the community throughout the school year. During this year, Science Activity themes focused on voyaging and on students sharing with their 'ohana the work they've done to support healthy streams and lo'i. These events were hosted by partner organizations.



D. School performance

To assess the overall performance of the school, Kawaikini uses a combination of indicators including test performance and professional development of faculty and staff. Each of these elements is briefly discussed below.

Testing

As part of its contract with the state and as proof of its own commitment to maintaining accountability, Kawaikini maintains a comprehensive program of testing. These include both State-required mandatory assessments, including the Hawai'i State Assessment (HSA) and Hawai'i Aligned Portfolio Assessment (HAPA), and voluntary testing such as Northwest Evaluation Association (NWEA) and He Lawai'a No Ke Kai Hohonu (Hawaiian language reading comprehension) that are used to provide diagnostic and evaluative data to help guide instruction. Please note that the HSA and NWEA assessments are given in English, while the HAPA and He Lawai'a are in 'Ōlelo Hawai'i; English instruction is provided to our students from grades 5 – 12.

For Kawaikini's second full school year, tests were administered in Fall 2009 and Spring 2010 in all four tests (HSA, HAPA, NWEA and He Lawai'a). While it is premature to draw conclusions about the impact of Kawaikini's educational program based on testing administered during its first several years of operation, scores do show some cumulative grade-level measurements that can be used to assess trends in class performance on these tests. (See *Appendix C* for detailed list of test scores).

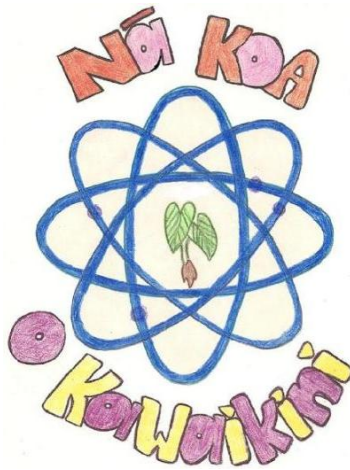
Statewide, HAPA scores have reflected a decrease in proficiency over the last several years. Kawaikini's decreasing scores in our first and second year of HAPA testing, while being of concern, may reflect this trend as well as differences in our testing environment compared to other schools statewide. In 2008, the 3rd and 4th graders were attending Ke Kula Kaiapuni Hawai'i o Kapa'a (DOE Hawaiian Immersion School). They were part of a larger DOE school, which most students had been attending since Kindergarten and that was fully equipped with classrooms and materials. For the majority of students, the Kapa'a school was in their home community. In 2009, Kawaikini was formed and the majority of the students from the Kula Kaiapuni K-8 moved to Kawaikini. During the first two testing cycles,

therefore, Kawaikini's students were learning and being tested in tents. Importantly, the majority of students had to be bussed out of their home community to their new school. We are grateful that the facilities situation at Kawaikini is steadily improving and expect that this will have a positive impact on test scores.

It also should be remembered that, because our class sizes are so small, grade-level test data is easily impacted when a few students test either high or low compared to their classmates. Kawaikini's smaller grade size – ranging from fourteen students in the largest grade to only one in the smallest – create a very small sample size per grade, making it more difficult to extrapolate non-student-specific trends and tendencies from the data in both the HAPA and the HSA.

However, no matter where our students are tested, the school's expectations of its students will remain high and the testing environment will remain rigorous. Keeping the above conditions in mind, we can note that tests conducted during the 2009-10 school year suggest that low reading and math scores in grades 5-6 are probably impacted by the transition from Hawaiian-based testing (HAPA) to the English-based HSA, which is confirmed by the overall improvement of scores between grades 7-10.

It is expected that Kawaikini's curriculum, including the new Singapore Math program, over time will have a positive impact on student learning and mastery of content areas. We believe that this will be evident in future test results.



Hawai'i State Assessment (HSA):

The school participated in the 2010 Spring Hawai'i State Assessment (HSA), as well as its Online Field Test (grades 5 through 8, and 10). Family Score Reports for this testing cycle were sent home in August 2010.

This Fall, the official testing window opened for the State's 2011 Online HSA in October, giving students 3 opportunities to take an array of subtests in Reading, Math, & Science. Informational Parent Letters about this new online HSA testing opportunity were sent home in September; online testing continues in Spring 2011.

Hawaiian Aligned Portfolio Assessment (HAPA):

Students in grades 3 and 4 were given the HAPA test Spring of 2010. The proposed online Hawaiian-language version of the HSA, which was meant to replace the HAPA, has been postponed by the State DOE's Testing Office due to concerns about the translation.

Northwest Evaluation Association (NWEA)

Kawaikini administers online formative testing for grades 5 – 12 through NWEA every Fall and Spring term. This adaptive computer-based assessment provides timely feedback on student learning and allows educators to make informed decisions to promote academic growth.² The results from these tests (Reading, Math & Language Arts) provide teachers and the school individual and class reports to guide instruction.

He Lawai'a (Hawaiian language reading comprehension)

He Lawai'a No Ke Kai Hohonu is a fairly recent K-12 'Olelo Hawai'i reading comprehension test that consists of one Hawaiian narrative passage at each of twelve difficulty levels. As a student reads a passage aloud, his or her mistakes are noted by the teacher. Following the read-aloud portion of the test, the student is asked questions regarding the narrative's components such as the main idea and vocabulary. We currently use *He Lawai'a* in grades 1-6 only; however, teachers are considering using it in grades 7-12 as well.

Professional Development

During the 2010 year Kawaikini teachers have taken it upon themselves to seek professional development opportunities to benefit not only themselves but the students and community they serve. This pursuit of professional development demonstrates these teachers' commitment to self-development and professional excellence:

- Five Kawaikini kumu and kumu kōkua attended a nation-wide conference in the Singapore Math curriculum.
- Several Kawaikini kumu have enrolled in Hawaiian language classes at Kaua'i Community College to improve their language proficiency.
- Three Kawaikini kumu participated in a training in the Moenahā culture-based instructional method.
- Kumu 'Ilima 'Āpana completed her Masters degree in Indigenous Language and Culture Education in Spring 2010.
- Kumu Nāmomi McCorriston completed her teacher certification program at Brigham Young University.

² For more information on NWEA assessment, visit:
http://www.nwea.org/sites/www.nwea.org/files/support_articles/Parent_Toolkit.pdf

E. Academic Initiatives

To develop and further improve our educational program, Kawaikini has continued the implementation of several new and ongoing initiatives during the 2010 school year.

Singapore Math program

Singapore Math is a curriculum that is being integrated into Kawaikini's educational program as a way of strengthening our students' math competencies. This teaching approach has been praised for its more stream-lined curriculum that allows fewer topics to be treated in greater depth with less repetition of topics already covered. It also makes use of pictorial and other approaches to take students from concrete mathematics to more abstract math. The curriculum is also very useful for real-world application and complements Kawaikini's PBL approach. With this initiative in mind, it is expected that students will gain a greater understanding of fundamental math concepts and that math scores will rise as the students become familiar with the curriculum and Kawaikini teachers continue to integrate these teaching methods into their curriculum³. Several Hawaiian immersion and bi-lingual Public Charter Schools currently are working on a translation of the K-6 curriculum; Kawaikini's teachers joined in and supported this effort in 2010.

Project-based education

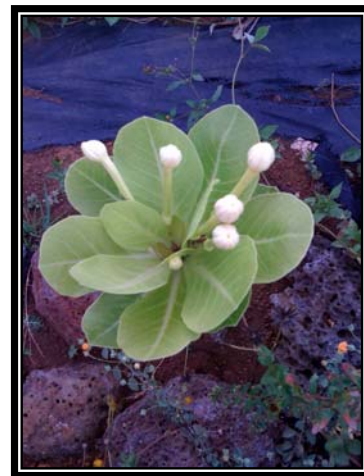
Project-based learning (PBL) is a key component of Kawaikini's educational program. Examples of project-based learning at Kawaikini during 2010 include: a Limahuli forestry project (grades 11-12); a sustainability project with agriculture and animal husbandry (grades 5-6); and a māla project on campus for students of various grades. As well, Ho'opuka Learning Center continues working with Kawaikini's K-6 teachers to develop PBL curriculum, activities and assessments that are enriching our students' learning opportunities.



Mala

The purpose of the Kawaikini Lo'i/Mala Program is to Malama na Keiki o ka 'Aina and for the 'Aina to Malama the youth of our future. This program is meant to eventually be a continuum from pre-school to 12th grade. Within this Place Based Learning comes experiential integration of learning and wisdom ranging from math, the sciences, the arts, to Hawaiian cultural concepts such as *laulima* and *kokua*.

The core of the program is currently centered around the KCC lo'i/mala being used by Kawaikini under the auspices of KCC/UH. It is intended to be a continuum bridge between



³ For more information on Singapore Math, visit: http://en.wikipedia.org/wiki/Singapore_math

Kawaikini NCPCS and KCC/UH, along with other community alliances. This program also offers career pathways, education in agriculture "from seed to table," and a firm look at sustainability.

F. WASC Accreditation Initiative

Kawaikini is one of five Hawaiian immersion charter schools currently pursuing Western Association of Schools and Colleges (WASC) Accreditation with support from Kamehameha Schools, the Hawaii Association of Independent Schools (HAIS), and CSAO.

The Accreditation process will help Kawaikini build a strong foundation in many areas including school governance, curriculum and instruction, building school community, and finances. This process will ensure that all facets of our school community are involved in achieving the goals of Kawaikini New Century Public Charter School.

We recently have submitted our Initial Application and will host a one-day visit by a WASC team in April 2011. Upon review of our application and completion of the visit, WASC will provide us with an overview outlining our strengths and challenges. We will have until Spring 2013, working together - parents, teachers, and administration - to demonstrate our progress towards achieving our mission and being the best school we can be.

G. Kawaikini's campus and facilities

General state of facilities

Kawaikini's facilities are located on approximately 10 acres of land leased from the University of Hawai'i and Kaua'i Community College. Current classroom facilities consist of portable modular classroom buildings, modular administrative buildings, and an office trailer. Interim tents are also used for additional classroom and meeting areas and are scheduled to be phased out in early 2011. Grounds of the school include an enclosed playground area in the lower campus area, a garden for student projects, and a semi-enclosed grass field in the upper campus area.

Improvements during 2010

- *Parking and drop-off area* – A new parking and drop-off area was created to improve traffic flow and student safety.
- *Upper campus field* – A new area was cleared of invasive Albizia and an approximately 36,000sf grass field was established. Safety fencing was added around the field and along the reservoir and stream.
- *Safety lighting* – Lighting was added to the entry and office areas to improve visibility for nighttime activities.

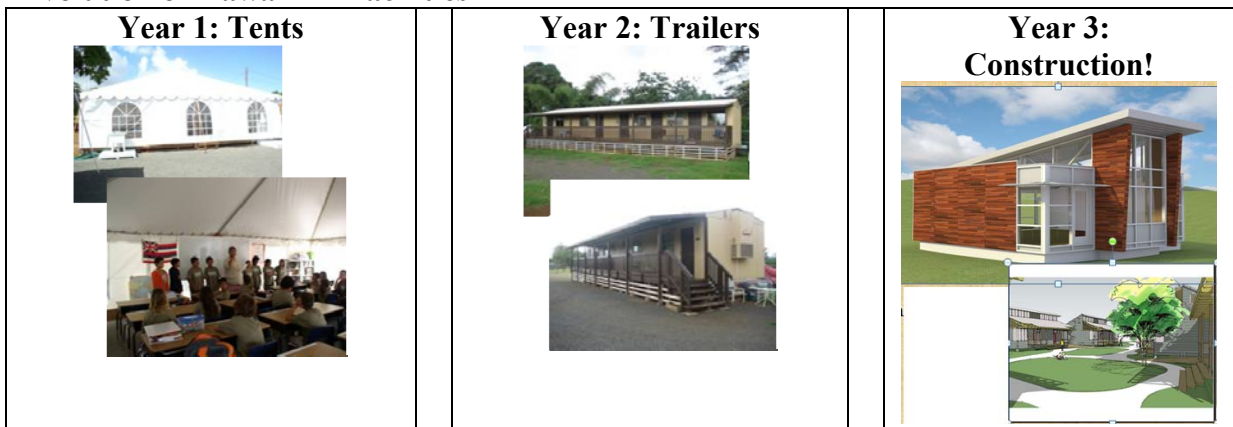
- *New 3/4 classroom* – A new temporary classroom has been installed for interim use by the 3/4 pae during construction. The classroom building contains approximately 600sf of classroom space and 300sf of administrative/storage space.

The 2010 school year saw the addition of an approximately 900sf classroom building to our existing accommodations. These classrooms were donated to Kawaikini by Kukui’ula Development Corporation, and have been a great and much-appreciated addition to our facilities.

As a result of many months of discussion and negotiation, the Board of Water Supply approved Grove Farm’s allocation of water source to Kawaikini. This approval will allow the installation of an independent water meter to supply the entire Kawaikini campus. The support of Grove Farm is very much appreciated.

Along with physical improvements to the campus, Kawaikini has also adopted a long-range Master Site Plan, which will be integral to the growth of the campus, and a Phasing Plan to guide the gradual implementation of the Site Plan. A detailed Landscaping Plan is also being developed to guide landscaping and installation of natural features on campus.

Evolution of Kawaikini Facilities



Plans for 2011

Progress has been slow but steady in implementing the school’s Long-term Master Plan. Specifically, recently added facilities have cleared the way for construction on the lower and upper campus. This includes:

- Installation of a septic system on the lower campus. This project is due to begin in early 2011. Funding for this project has been made possible by a legislative grant, for which we are very grateful to our legislators.

- Installation of Project Frog smart buildings on upper campus. Initial sitework has been initiated with final construction delayed due to finalization of legal agreements. This project is now projected to begin in early 2011.⁴



Building Permits!

The Kawaikini building permit which includes all infrastructure including water, fire, septic, road work and buildings on upper campus is expected to be approved by mid-January 2011. Plans call for custom-designed classrooms and upper campus restroom building to be paid for by Supporting the Language of Kaua'i, Inc., Kawaikini's affiliated non-profit. Dependent upon funding, Kawaikini will construct either a portion or the entirety of its facilities plan. Final plans call for classrooms and other space necessary to accommodate an enrollment of up to 150 students.

H. Financial Condition

Fiscal Year July 1, 2009 – June 30, 2010

Final Fiscal Year statements can be seen in the 2009-10 Audit conducted by Carbonaro CPAs (*Appendix D*).

Fiscal Year July 1, 2010 – June 30, 2011

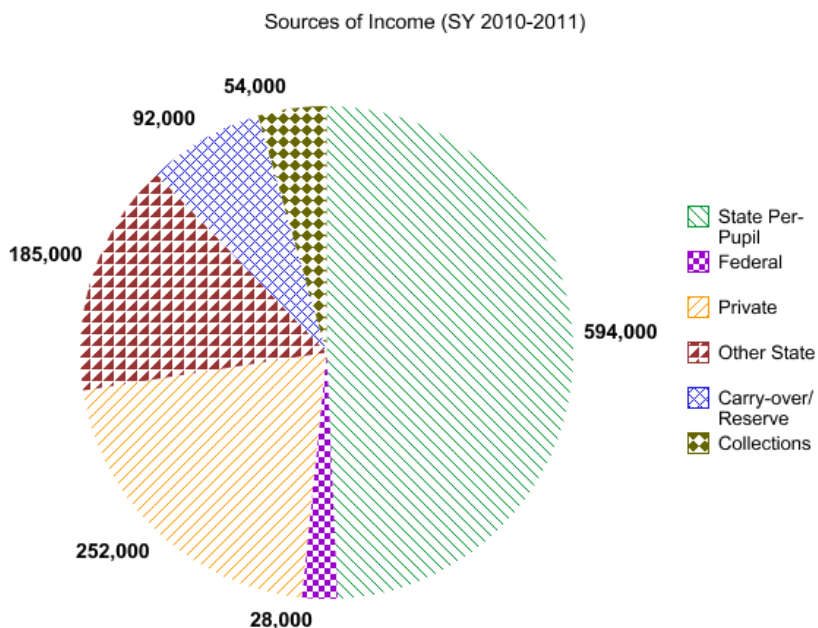
As expected, the current 2010-2011 fiscal year has turned out to be a challenging one financially. For the third consecutive year, the per-pupil allotment has decreased, as seen in Figure 5:

Figure 5. State of Hawai'i per-pupil funding by year

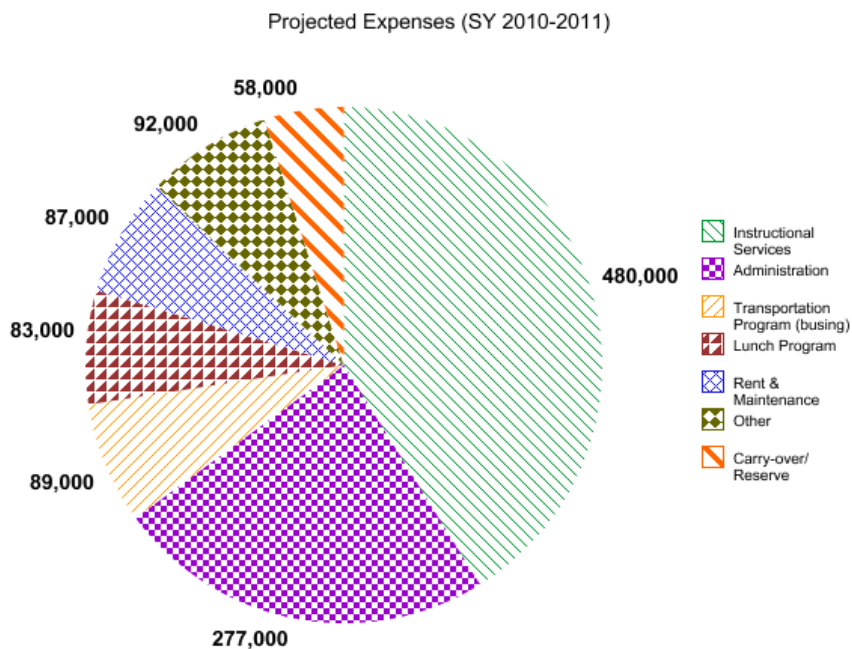
School Year	Kawaikini Year of Operation	Per-pupil (\$)	Change (%)
2007-08	-	8,149	baseline
2008-09	Yr. 1	7,588	- 7.4
2009-10	Yr. 2	5,530	-37.2
2010-11	Yr. 3	5,335	-3.7

⁴ The 1,280-square-foot smart buildings feature 75 percent energy demand reduction, abundant natural light and glare control, superior air quality, fungible user technology, microclimate customization and advanced climate controls in an easy to configure package. Constructed of renewable or recyclable materials, the FROG Zero generates more energy within its footprint than is required to operate its systems. FROG Zero produces virtually no carbon emissions, provides 100 percent thermal comfort hours and has the capacity to return five times its energy use through active solar power generation. These energy-neutral smart buildings will be located on the upper campus and will house Kawaikini's secondary program. For more information visit www.projectfrog.com

Kawaikini's total operational budget for the 2010-11 school year is approximately \$1,166,000. Sources of revenue include state, federal, and private funding. Sources of income are broken up as follows:



The projected budget for SY2010-11 can be seen as follows:



State budget restrictions and furloughs

In 2010 Kawaikini continued its policy of avoiding furloughs, thereby avoiding the loss of instructional time, reduction in teacher salary, and inconvenience imposed on our families. This is in line with our commitment to supporting our children's education to the fullest of our abilities.

Outlook for 2011-12

Currently, the outlook for 2011-12 is one of guarded optimism. While it is expected that projected per-pupil for 2011-12 may rise slightly, it is also likely that this increase will be offset by the loss of several one-time emergency funding sources. Once again, these challenges will require prioritization of expenditures according to their direct impact on the school's academic programs and will inevitably require difficult decisions to be made. In anticipation of this, Kawaikini's Finance & Audit committee will continue its practice of developing and analyzing different revenue scenarios and will propose multiple budgeting options based on these scenarios. We will also continue our efforts to find additional resources through grants, donations, and other sources.

I. Parent participation

"Parents are the backbone of Kawaikini. Each family (will) participate and contribute to the school as it is best able. Such tailored parental engagement plans may include enrichment classes in Hawaiian culture, health or language, and/or attending/participating in educational field trips, tutoring, office support, or maintenance. This active involvement with the school will help to enhance the success of each student."

Article IV-a(4) of Kawaikini's
Detailed Implementation Plan

Parent involvement is an important part of Kawaikini's contract with its 'ohana, and our parents continue to demonstrate their commitment to the school in many ways. While difficult, this commitment serves to strengthen our 'ohana and our community and support our students' learning at Kawaikini. In 2010 parents took on a variety of kuleana to support the school:

- Attending weekend work days at the school (La mālama i ke kula)
- Attending quarterly meetings (October, January, April, July)
- Serving on the Nā Hulu Makua parent group

- Helping with installation and maintenance of Kawaikini classrooms
- Attending and supporting fundraising activities
- Participating in governance by serving on the Local School Board and its committees
- Participating in various extra-curricular enrichment activities (Science nights, Culture nights, etc.)
- Attending student conferences and ILP meetings
- Taking on personal kuleana at the school: cleaning, office work, classroom support, assisting with lunches, etc.
- Serving as ‘Elele Makua communications representatives for their grade
- Helping their students with homework and language support
- Assisting the school in various other capacities

Parents are also encouraged to attend weekly Papa Ho’ona’auao language enrichment classes to support their child’s learning and to increase cultural awareness and appreciation at home.

Nā Hulu Makua Parent Organization

In only its second year of existence, the Nā Hulu Makua, Kawaikini’s parent group has been very active in supporting the school. As stated in its authorizing document, the purpose of the parent group is “to provide support to Kawaikini parents and facilitate cooperation between parents and the school.” Current Nā Hulu Makua officers are Mokihana Moody, President; Jewel Asai, Vice President; Noe Haumea-Thronas, Treasurer; Natasha Troche, Secretary; Isa Segismundo, Communication Coordinator; and Erin Akau and Jody Galinato, Historians.

Key activities and accomplishments of the parent group during 2010 include:

- Organizing fundraisers at Lawa`i Cannery, Coconut Festival and Lights on Rice Festival.
- Organizing Kawaikini's ongoing Kalo project and fundraiser .
- Collaborating with Kumu to produce the annual end of year, La Ho`ike`ike.
- Organizing Holiday Pa`ina.
- Organizing campus lua cleaning.
- Facilitating the active engagement of parents through communication: electronic mail, hand-outs and phone calls.



Papa Ho'ona'auao Hawaiian language classes

Kawaikini is proud to offer weekly classes in Hawaiian language and culture to its 'ohana. These free classes are designed to support Kawaikini parents so that they can help their keiki and 'ohana succeed at Kawaikini. Lessons are designed and coordinated by our teachers who volunteer to conduct these classes and put much of their own time and energy into them. Parents are expected to support their keiki at the school and these classes are one way that Kawaikini's dedicated and supportive teachers are helping them do that.



For 2010-2011, the focus of the classes has been to offer three-week long themes incorporating relevant vocabulary and cultural aspects. We have also been using Nā Kai □Ewalu as our text for grammar. In 2010, classes have centered on things like mele, hula, making a Thanksgiving Imu and creating a memory book. In 2011, we are looking forward to classes on lauhala weaving, communities, cooking and lei making.

J. Community Involvement

“Establishing innovative ways for the community to participate in, and contribute to, the school will be a key element of Kawaikini’s implementation of its vision.”

Article I-c of Kawaikini’s Detailed Implementation Plan

The community at Kawaikini

Community participation in the school is critical for Kawaikini’s success and a key component of the school. To date, Kawaikini has been blessed with broad community support from a range of organizations and individuals. For 2010, specifically, we were fortunate to receive the following large-scale donations and contributions to our school:

- One classroom cottage. (Donor: Kukui’ula Development Corporation)
- Water support for school infrastructure. (Donor: Grove Farm Co. Inc.)
- Financial support provided for facilities (Contributor: Kamehameha Schools)
- Technical and financial support provided by Kawaikini’s affiliated non-profit, Supporting the Language of Kaua’i, Inc.
- Two 1200sf energy-neutral “smart” classrooms (Sponsors: Office of Naval Research / Hawai’i Natural Energy Institute.)

- Logistical assistance with moving and hauling (Donor: Kaua'i Veterans Express Co. Ltd.)
- Logistical assistance with building relocation (Donor: Sam Thronas Construction).

Other contributions have been made by many organizations and individuals who have offered such services as these:

- 'Ohana nights on campus presented by Kamehameha Schools
- Family Science Nights at Kawaikini assisted by the American Association of University Women
- On-campus tutoring and health programs provided by Ho'ōla Lāhui Hawai'i (Mālama I Nā Pua and Kekukuilamalamaho'ōla programs).
- Afterschool project-based learning program presented by Ho'opuka Learning Center.
- Literacy program for K-3 provided by Kamehameha Schools.
- Leadership and cultural activities provided by Hale 'Opio (Ke Kahua o ka Mālamalama program)

Appendix F provides a more comprehensive list of some of the many people who have contributed to our school over the last year. We appreciate the support of these individuals and institutions and encourage our community to remember the graciousness of those who have so generously given of themselves to help our school.

Kawaikini in the community

Kawaikini's commitment to being a positive force in the community can be seen in several of the activities that it has conducted. Some examples include:

- Participation of Kawaikini students in Eō, E Lili'u Song competition.
- Christmas caroling by K-2 students at Mahelona Hospital.
- Service learning projects in lo'i, kahawai, and mala at Peaiki.
- Service learning projects in lo'i at Waipa, Waipouli, and Kealia.



**Service Learning:
Gardening at Waipa**

IV. HIGHLIGHTS OF 2010

The 2010 calendar year was an interesting one as Kawaikini completed our second full year of operations and began our third school year. Highlights of key activities conducted during this time include:

A. First quarter: January – March 2010

- Kalo II Workshop for Kawaikini ‘ohana
- Local School Board Strategic Planning Retreat
- Enrollment for SY2010-11 initiated
- La Malama I Ke Kula work day on campus
- AAUW sponsors informational presentation on Charter schools by Dr.Nina Buchanan at Kawaikini
- Members of Kawaikini's Mala Club volunteer to assist KCC students at the KCC Breakfast fundraiser
- Kawaikini students qualify for state tournament in Science Olympiad
- Kawaikini hosts group of students from Okinawa
- Kawaikini hosts lua training class on campus
- Family Science Night at Kawaikini: *Crime Scene Testing*
- Kawaikini hosts CSRP Accountability Committee visit
- Participation in Makahiki games with other Hawaiian language schools
- National School Lunch Program Monitoring of Kawaikini Hale ‘Aina
- Student Conferences
- State of the School presentation and report to makua
- Information session for prospective new ‘ohana
- District Science Fair



**Making Ukulele for
Hō‘ike‘ike 2010**

B. Second quarter: April – June 2010

- HSA testing
- Kawaikini students participate in Hokule‘a bottle science project
- Plantation Gardens fundraising dinner to benefit Kawaikini
- Family Science Night at Kawaikini: *Navigation*
- Kawaikini students sing at KCC to benefit the KCC Hawaiian Club
- K-11 complete hula implements for Hō‘ike‘ike
- Hawaiian Language acquisition oral proficiency testing administered to grades 2-4 by Hale Kuamo‘o

- HAPA testing
- NWEA testing
- End of the year Hō'ike'ike

C. Third quarter: July – September 2010

- Beginning of new fiscal year and confirmation of LSB members Corrina Sabala and Nani Hill for service during the 2010-13 term.
- Professional Development: Singapore Math national conference
- Kawaikini students participate in leading the Ipu Kukui summer program
- Faculty retreat to prepare for new school year
- Beginning of 2010-11 school year!
- After-school tutoring program starts
- Creation of new recreation field in Summer 2010
- Blessing of Project Frog site
- Kawaikini students participate in honoring of royal sovereigns.
- Congresswoman Mazie Hirono visits Kawaikini
- Series of 'Ohana work days to prepare the school grounds for first day of school
- Participation and awards in Eo E Lili'u Song competition



Preparation for Hō'ike'ike 2010

D. Fourth quarter: October – December 2010

- Nā Hulu Makua fundraiser at Kaua'i Coconut Festival
- Bishop Museum Science Night at Kawaikini: *Global Warming*
- Confirmation of LSB member Reshela DuPuis for service during the 2010-13 term.
- Parent/student conferences
- Seniors participate in Conservation Awareness program
- Flu Shot Clinic at Kawaikini
- Open House
- Picture day in the rain (twice!)
- Lights on Rice fundraiser by Na Hulu Makua
- Christmas celebration at Chiefess school by Na Hulu Makua
- Final work and completion of new 3/4 classroom



Eō E Lili'u song contest

V. KEY PRIORITIES

Key priorities for 2011

1. Facilities – As always facilities will remain a priority for the upcoming year as well as the years after that. Immediate priorities include the installation of the Project Frog test platforms; demolition of the existing slab and relocation of the current 3/4 tent; installation of the school-wide septic system; and site infrastructure, including paving of the entry way, water lines, and walkways. In short, there is much to do and the upcoming year will be an interesting one indeed.
2. Education - In line with our commitment to supporting a diverse, academically rich, and nurturing education for our keiki, Kawaikini remains steadfast in its efforts to cultivate the traditional language, cultural practices and values of Kaua‘i while meeting -- and exceeding -- the Federal and State-supported educational mandates of the No Child Left Behind Act (NCLB). Our continuing focus on supporting students' increasing math proficiency remains a key priority as the school integrates these two responsibilities.
3. School Values - Instilling school and cultural values has always been, and will continue to be, very important at Kawaikini. Respect is one of these crucial values that is expected of everyone at Kawaikini. It is also very important that students take all class work seriously and always do their best. As a Hawaiian Language school, students are expected to speak Hawaiian at all times, unless otherwise appropriate. Many times, students' proficiency in Hawaiian is directly related to the quality of their work. Finally, it is our hope that all students will be committed to Kawaikini's school ʻōhana and everything that makes our school special.



VI. CONCLUSION

As Kawaikini heads toward the end of its third full year of operations, it is useful to look back on the two preceding years and the struggles that were faced, and overcome. In many areas, what was once a vision only has truly become reality. And yet there is much work to be done, many more challenges to be faced and to be overcome. As always it is important for us to face the challenges courageously and to never lose sight of the vision that inspired us to create this new school for our children and our community.



APPENDIX A: LOCAL SCHOOL BOARD BIOS

Kawaikini NCPCS Local School Board

Anthony (Kimo) Perry (President) is the parent of a child who is currently in the elementary program at Kawaikini. He holds a Bachelor of Science in Speech from Northwestern University, and an MFA in Creative Writing from Antioch University Los Angeles. An instructor and coordinator at Kaua'i Community College, he serves on the state board of ALU LIKE, Inc. and is actively involved with several Hawaiian organizations on Kaua'i.

'Ilima 'Āpana (Vice President) earned a Bachelor's in Hawaiian Studies with an emphasis in Hawaiian Language from University of Hawai'i at Hilo. 'Ilima has a teaching certificate from Kahuawaiola Hawaiian Medium Education Teacher Licensing Program and recently completed her Masters Degree in Indigenous Language and Culture Education. She is currently the Kindergarten teacher for Kawaikini.

Corrina Sabala (Treasurer) is a Kawaikini parent who has much experience in project management. She was manager for Kaua'i Humane Society non-profit thrift store for several years, worked as administration assistant and special event coordinator for the National Tropical Botanical Gardens and currently manages a business in Līhu'e.

Leilani Spencer (Secretary) – Leilani attended New York University, and is an active member of American Association of University Women. Leilani is an immersion parent who served as a board member of Na Leo Kako'o and she is currently Secretary of SLK. Her two daughters attend Kawaikini.

'Alohilani Rogers is a Hawaiian language teacher licensed to teach in the state of Hawai'i, and currently working as the Curriculum and Accreditation Coordinator at Kawaikini. She also serves on the Board of Directors of 'Aha Punana Leo.

Dr. Liela Akiona Hew Nitta, Ed.D, holds a B.S. degree from University of Washington, an M.A.T. (Cognate Area Biology) from University of Idaho, M.Ed., Secondary Administration from University of Idaho and an Ed.D (Educational Foundations) from University of Hawai'i. She is currently the Principal of 'Ele'ele Elementary School and was past Vice Principal of Kapa'a Elementary School and Waimea Canyon School. She has extensive experience and expertise in the areas of teaching and lecturing and has received several honors and awards including Who's Who Among America's Teachers, Woodrow Wilson Fellow at Princeton University, Alu Like Kāko'o Graduate Scholar, and Kaua'i Teacher of the Year.

Leialoha Kauahi, M.Ed., is a former principal and teacher who served in the Hawai'i Department of Education for 37 years. As Kawaikini's Director, Mrs. Kauahi is committed to achieving the following goals: mobilizing teachers, staff, students, parents and community around a vision of a school in which all students achieve; creating an orderly and safe school environment by setting high standards for discipline and attendance; helping students acquire

the habits and attitudes necessary for more than adequate progress in school, college and life; providing a challenging academic curriculum and tailoring instructional strategies to meet the needs of all students; focusing on early childhood programs to increase children's chances for success; reaching out to help parents take part in educating their children.

Rev. Gwendolyn Kehaunani Hill is a native of Kaua`i who was born and raised in Hanapēpē. She received a B.S. in Elementary Education and taught in California, Minnesota, and American Samoa. She returned to Hawai`i 16 years later to teach at Kamehameha School on O`ahu, and serve as regional manager for Kamehameha School's early childhood programs on Kaua`i. She also earned a M.Ed. in Educational Administration from Heritage College, Washington and a M.S. in Child and Family Studies from Syracuse University, New York. Retiring from Kamehameha School in 2000, Nani entered Yale Divinity School, Connecticut and earned a M.Div. in Religious Studies in 2003. She returned to Kaua`i and was ordained and called to Koloa Union Church in December 2003. She recently completed her Doctorate Degree with a D. Min. in Preaching from Chicago Theological Seminary.

Dr. Reshela DuPuis is an educator and educational administrator with more than two decades experience in Native Hawaiian education. She holds a Ph.D. and two M.A.s from the University of Michigan and a B.A. from the University of Hawai`i at Mānoa, all in interdisciplinary cultural studies with an emphasis on Hawai`i and the Pacific. She has taught Hawaiian and Pacific history and literature courses at universities in Hawai`i, Michigan and Pennsylvania. Reshela is a past Executive Director of the State Charter Schools Administrative Office, and has administered educational grants, evaluation and policy-formation programs for the Native Hawaiian Education Council, OHA, Kamehameha Schools and ALU LIKE. Prior to becoming an educator, she was a gourmet vegetarian chef and co-managed a retail natural foods cooperative in Hilo.

Kawaikini Advisory Board

Marie Bailey is a Kawaikini parent, volunteer and speech/language pathologist. She holds a Bachelor of Science degree in teacher education, a Master of Arts degree in Speech Pathology, and a Master of Arts degree in Early Childhood Education and is a nationally certified member of the American Speech-Language-Hearing Association. She is also past president of Ka `Ohana Punana Leo o Kaua`i, a non-profit parent support group affiliated with the Punana Leo o Kaua`i Hawaiian Immersion School.

Dennis Chun has a B.A. in Hawaiian Studies and an M.Ed from UH-Manoa. He is an immersion parent and longtime supporter of Hawaiian immersion education. Along with being active with the Polynesian Voyaging Society, he also the Chair of the Department of Hawaiian Studies at Kaua`i Community College.

Ian Costa is a native Hawaiian licensed architect and former Planning Director for the County of Kaua`i.

Frances Leina‘ala Dinnan holds a BA in Psychology and an M.Ed. in Counseling & Guidance. She is a graduate of KSBE and since 1983 has worked at Kaua‘i Community College where she is currently the Director of Financial Aid. Ms. Dinnan is also a DHHL lessee and mother of two Hawaiian language immersion students. She is active in several Hawaiian and community organizations and is co-founder of Nā Leo Kāko‘o, Hawaiian Immersion Language Support Organization.

Don Heacock has worked for the State DLNR Aquatic Systems division for the Island of Kaua‘i for over 20 years and is familiar with all aspects of project-based learning. He is an aquatics biologist who will help design specific project-based curriculum dealing with marine or freshwater resources.

Samuel K. Ka‘auwai holds a B.A in Business Administration, Management and Accounting from The College of Idaho and Professional Diploma in Elementary Education from University of Hawai‘i Manoa as well as a Master of Arts (Major: Teaching, Specialization: Reading) degree. He has taught Hawaiian Language immersion education for over 15 years and currently serves as a Kumu Alaka'i for grades 5-6 at Kawaikini.

Janet Kahalekomo is a kupuna at Ele‘ele School. She is active with many community organizations including the Kaumuali‘i Hawaiian Civic Club and others. She is also former President of the Native Hawaiian Education Council – Kaua‘i Island Council.

Kehaulani Kekua is a Kumu Hula for Halau Palaihiwa O Kaipuwai and Executive Director of Ka‘ie‘ie Foundation, a Native Hawaiian non-profit organization perpetuating customary practices and Hawaiian art forms. She is a native Hawaiian born and raised in Anahola and a graduate of Kamehameha Schools.

Judy Lenthall has been the Executive Director of the Kaua‘i Food Bank for the past seven years. She was educated at the University of Hawai‘i-Manoa and holds a B.A. in Psychology and Sociology, an M.A. in Sociology and a Certificate in Demography from the East-West Center. For over 20 years she's worked in the field of housing and planning for non-profit, for-profit and government sectors.

Warren Perry is a Native Hawaiian attorney who has practiced law in Hawai‘i for over 20 years. He is a graduate of Kamehameha Schools, and has been active with many Hawaiian organizations, including ALU LIKE, Inc., and the Royal Order of Kamehameha.

Edmond Renaud is a native Hawaiian and a licensed engineer in the State of Hawai‘i. He has overseen the construction of Wilcox Hospital and many other large-scale projects in Hawai‘i. Mr. Renaud was the Kaua‘i County Engineer during and after Hurricane Iniki where he played a major role in rebuilding the island infrastructure after the hurricane. He is the superintendent of the County of Kauai’s Department of Public Works Roads Division.

Terri Russell has a BA in Finance and has been Chief Financial Officer for Ho‘ōla Lāhui, a non-profit organization, since November 1997.

Tom Shigemoto is vice president of A&B Properties, a subsidiary of Alexander & Baldwin, Inc. Mr. Shigemoto was a former Planning Director for the County of Kaua'i and has been an active part of the local community, serving on the boards of such organizations as the Kaua'i United Way and the Kaua'i/Ni'ihau Islands Burial Council.

Chris Town, M.Ed., is former Co-Director of Kawaikini and a seasoned principal with over 38 years experience in Hawai'i public and private schools. Chris came to Hawai'i in 1970 to work as a teacher at Kapa'a Elementary. After teaching at Koloa Elementary School for seven years, Chris moved on to school administration in a number of Kaua'i schools. As principal of Kalaheo Elementary for 14 years, Chris worked with his staff to bring about many innovative changes including school community based management. After earning his M.Ed. along with a cadre of his Kalaheo teachers in 1995, Chris moved on to become Kaua'i Deputy District Superintendent. After "retirement" Chris served in Colorado as a principal for 6 years where he implemented school-wide improvement and a school facilities renovation. Returning to Hawai'i, Chris served on O'ahu as a private school Director. Chris has extended family on Kaua'i, O'ahu and Hawai'i, including a brother, children, and grandchildren, two of whom will attend Kawaikini. Chris lives in Oma'o with his wife Devi.

Supporting the Language of Kaua'i, Inc.

Nolan Rapozo (President) is a Vietnam veteran, parent of four Kawaikini students, and retired Kaua'i Police Officer. He presently manages a family rental business and has an Associates degree in business administration.

Anthony (Kimo) Perry (Vice President) is the parent of a child who is currently attending Kawaikini. He holds a Bachelor of Science in Speech from Northwestern University, and an MFA in Creative Writing from Antioch University Los Angeles. He serves on the state board of ALU LIKE, Inc. and is actively involved with several Hawaiian organizations on Kaua'i.

Isa Segismundo (Treasurer) is a Kawaikini parent and active member of the Kaua'i community. She is currently a board member for the Ka'ie'ie Foundation, and has organized and coordinated fundraising events for Halau Palaihiwa o Kaipuwai. She attended San Francisco State University and has worked as a business owner and an after-school program director for an Oakland, California based school, where she was responsible for budgeting, hiring, and planning and implementation of the program.

Leilani Spencer (Secretary) – Since 2002 she has served as the Kaua'i Coordinator for The Baby Hui Infants & Toddlers program where her role includes group facilitation, leader training and community representative for the organization. Leilani attended New York University, and is an active member of American Assn. of University Women. Leilani is an immersion parent who served as a board member of Na Leo Kako'o and she is currently Secretary of SLK. Her two daughters attend Kawaikini.

Ezra Kanoho, a graduate of Kamehameha Schools, is a former Hawai'i state representative who served in the Hawai'i State Legislature for almost 20 years. He attended Kaua'i Community College and received an AS from Honolulu Community College. Along with his political activity, Mr. Kanoho has donated his time to such causes as the Rotary Club of Hawai'i; Mayor's Task Force for Substance Abuse; Junior Achievement of Kaua'i; Kaua'i Chamber of Commerce; United Way of Kaua'i; and American Society of Safety Engineers.

Hoku Ka'auwai – Hoku is a Kawaikini and former Pūnana Leo parent who is actively involved in many charitable causes to benefit Hawaiians.

Mary Thronas served as the Governor's Liaison on the Island of Kaua'i for seventeen years and was a former chair of the Kaua'i County Council. She is currently the president/owner of Thronas Construction and is a member of many community organizations including the Zonta Club of Kaua'i, St. Catherine's Parish, and Kaua'i Economic Opportunity.

APPENDIX B: STAFF AND FACULTY BIOS

ADMINISTRATIVE STAFF:

Leialoha Kauahi, M.Ed., (Director) is a former principal and teacher who served in the Hawai'i Department of Education for 37 years. As a co-director at Kawaikini, Mrs. Kauahi is committed to achieving the following goals: mobilizing teachers, staff, students, parents and community around a vision of a school in which all students achieve; creating an orderly and safe school environment by setting high standards for discipline and attendance; helping students acquire the habits and attitudes necessary for more than adequate progress in school, college and life; providing a challenging academic curriculum and tailoring instructional strategies to meet the needs of all students; focusing on early childhood programs to increase children's chances for success; reaching out to help parents take part in educating their children.

Ke'ala Bristol (SASA) studied both Journalism and Public Relations at Hawai'i Pacific University in Honolulu. While earning her degree, Ke'ala worked as a childcare associate and as a Kumu for the county's Summer Enrichment Program, and most recently worked for a medical clinic in Kilauea. She is excited for the upcoming school year and is working hard to improve her Hawaiian language fluency.

Kaulana Smith, M.Ed., (SSC) comes to Kawaikini from Kapa'a High School, where she served as a Special Education Teacher and worked with students with disabilities for 10 years. Kaulana earned a B.A. in English from the University of Hawai'i, Mānoa, and a Masters in Special Education from Chaminade University of Honolulu. Kaulana is trained in various reading, writing, and behavioral strategies and she is a proponent of self-determination for students with disabilities. At Kapa'a High, Kaulana initiated SPED programs in technology integration, project-base learning, the Readiness Employability Program, and partnered with Hawai'i Networked Learning Communities (HNLC). Kaulana helped in the start-up of Ka Loko I'a, a Fisheries and Hatchery Facility, as well as other Workplace Readiness Projects. In keeping with the Vision and Beliefs of Kawaikini, Kaulana continues to be the alaka'i of Hānai I Ka Ipu (HIKI) Kapa'a, a leadership and mentoring program through the Pacific American Foundation, and is the Girls Varsity Canoe Paddling Coach at Kapa'a High School. Kaulana joins Kawaikini with the love and support of her family (including 3 of 4 children who have been nurtured by Ke Kula Kaiapuni `O Kapa'a) and the spiritual guidance of nā kūpuna, nā `aumakua a me ke akua.

Malia 'Alohilani Rogers (Curriculum and Accreditation Coordinator) has taught in the field of Hawaiian language education for over 14 years, where she has taught at the elementary, middle school, adult education and community college level. She has helped develop and translate materials used in the Hawaiian language education program. Kumu 'Alohilani has a BA in Hawaiian Language from the University of Hawai'i and certification in elementary education. She is 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.

Sandy Reece (Business Manager) attended the University of Toledo and has worked as an Accountant for over 30 years.

INSTRUCTIONAL FACULTY:

‘Ilima ‘Āpana (Kumu Alaka’i, Kindergarten) earned a Bachelor’s in Hawaiian Studies with an emphasis in Hawaiian Language from University of Hawai’i at Hilo. ‘Ilima has a teaching certificate from Kahuawaiola Hawaiian Medium Education Teacher Licensing Program and recently completed her Masters Degree in Indigenous Language and Culture Education. She is currently the Kindergarten teacher for Kawaikini and is happy to give back to her 'aina hānau through teaching our keiki and perpetuating the language and culture of our kupuna.

Nāmomi McCorriston (Kumu Alaka’i, 1-2) currently works as a Kumu Alaka’i for Kawaikini's 1-2 pae. 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 from Brigham Young University Hawai'i, where she also served as the President of the Hawaiian Club. She recently completed her teacher certification program at Brigham Young University. She is a dedicated educator with a passion for teaching Hawaiian culture and language.

Kaliko Goo (Kumu Alaka’i, 3-4) works as Kawaikini’s teacher for the 3rd and 4th grade pae.

Samuel K. Ka‘auwai (Kumu Alaka’i, 5-6) holds a B.A in Business Administration, Management and Accounting from The College of Idaho and Professional Diploma in Elementary Education from University of Hawai’i Manoa as well as a Master of Arts (Major: Teaching, Specialization: Reading) degree. He has taught Hawaiian Language immersion education for over 12 years and currently serves as a Kumu Alaka’i for grades 5-6 at Kawaikini. Kumu Ka'auwai is a member of the Hawai'i State Teachers Association as well as the National Education Association. He has been the Church Choir Director at his church for over 25 years and is a board member of the Kamehameha Schools Alumni Association.

Kaina Makua (Kumu Alaka’i Secondary) currently works as the Hawaiian Language instructor for the secondary program.

Leimakana Sperry (Kumu Alaka’i Secondary) currently works as the Science instructor for the secondary program.

Māhealani Yamashita (Kumu Alaka'i Secondary) worked as the English instructor for the secondary program from January 2009 to December 2010.

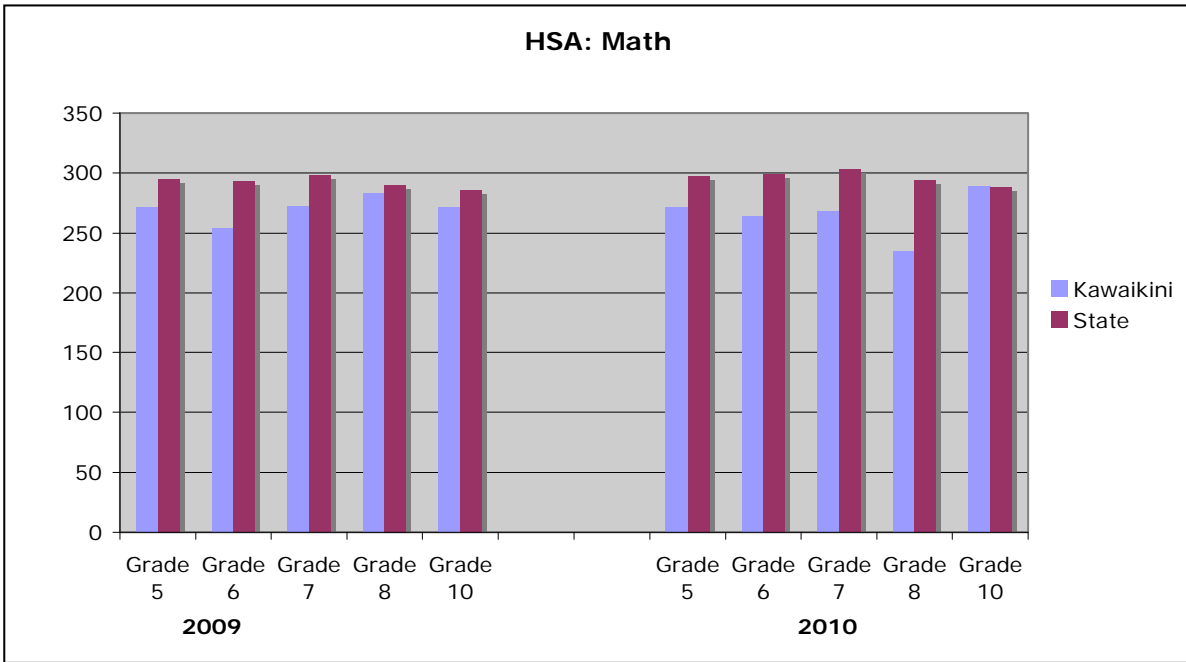
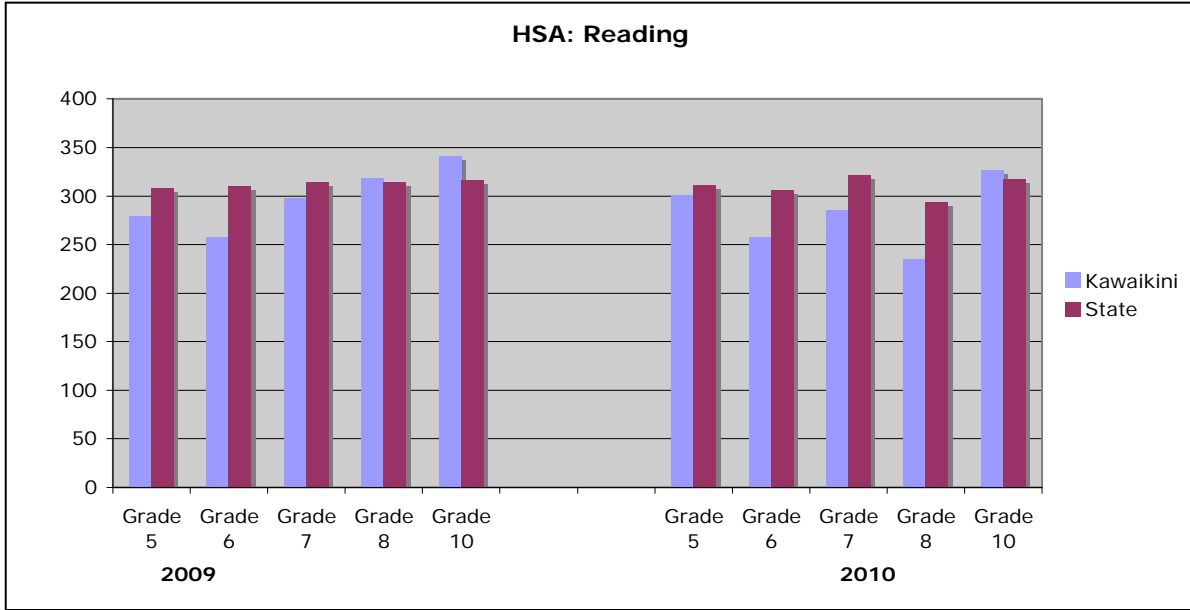
EDUCATIONAL ASSISTANTS:

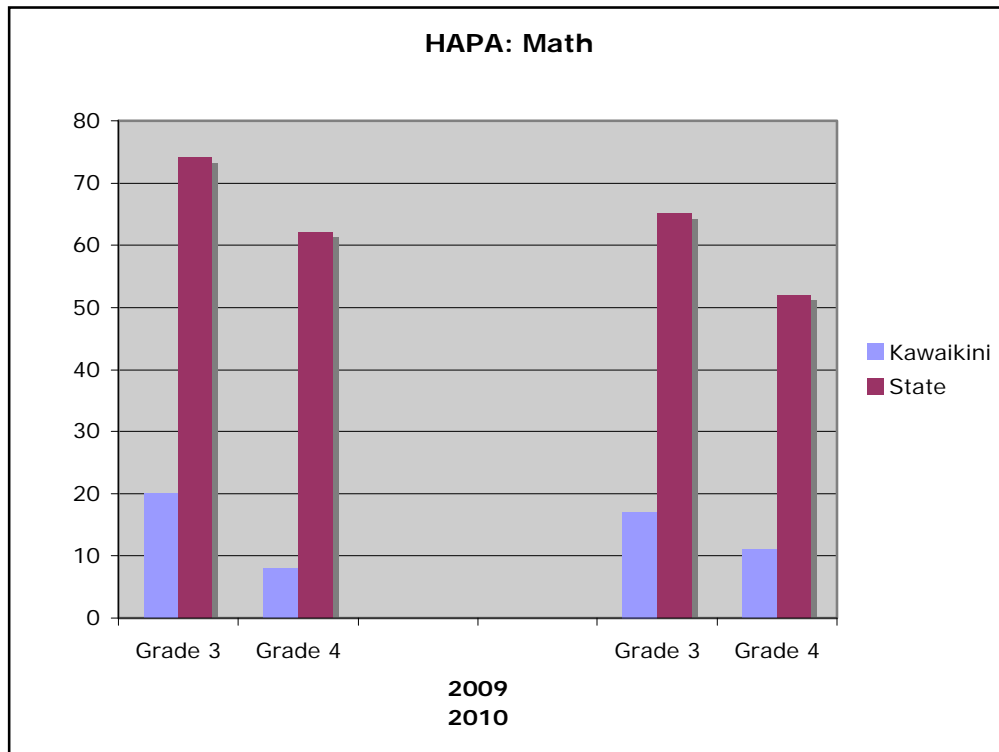
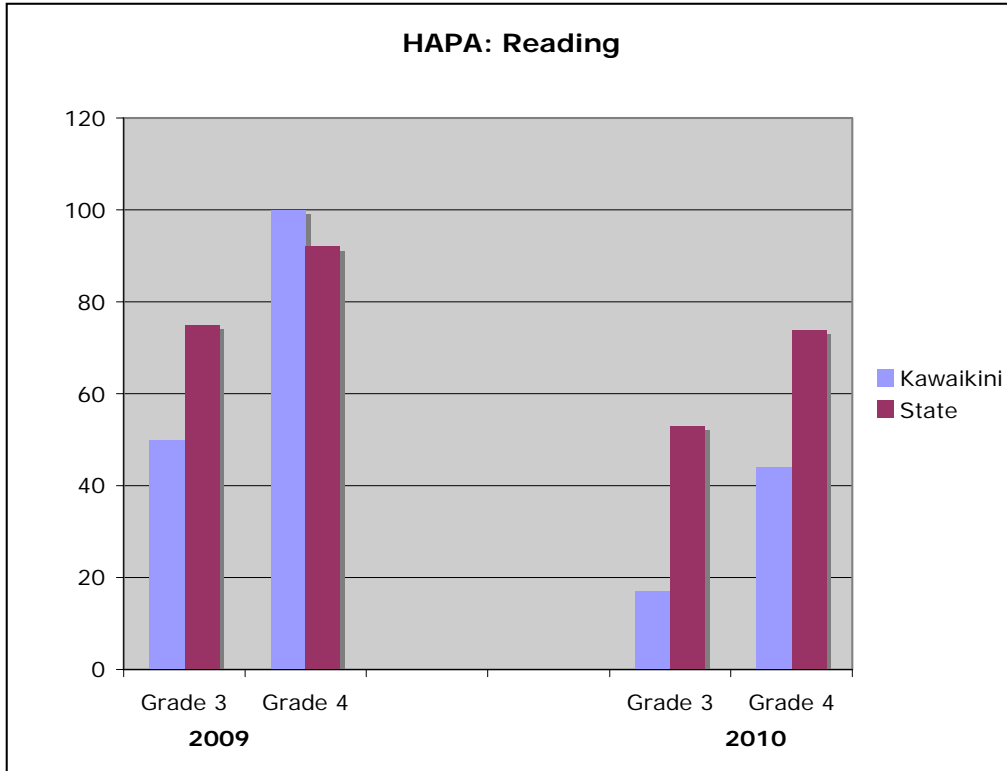
Kawai'olu Torio (Educational Assistant, 1-2) – Kumu Kawai'olu holds an associate degree in specialized business and became interested in teaching while volunteering at her brother's summer camp for children with Down Syndrome or other special needs. Kumu Kawai'olu was introduced to 'olelo Hawai'i by her mother-in-law, and began Hawaiian language classes upon her daughter's entrance in to the Kula Kaiapuni program. She was then immersed with the students in Kumu Puanani Wilhelm's class as a part-time teacher. Kawai'olu has been working with Hawaiian Immersion for 15 years. She has taught grades Papa Māla'ao through six at Kapa 'a Elementary School in both Immersion instruction and in English, as a part-time teacher, substitute teacher, reading, and math tutor, direct instruction reading teacher, and summer school reading teacher. She currently serves as a Kumu Kokua in the 1-2 pae. Kawai'olu is a mother to two children who completed grades mala 'ao- seven in the immersion program. She enjoys scrapbooking and fitness classes.

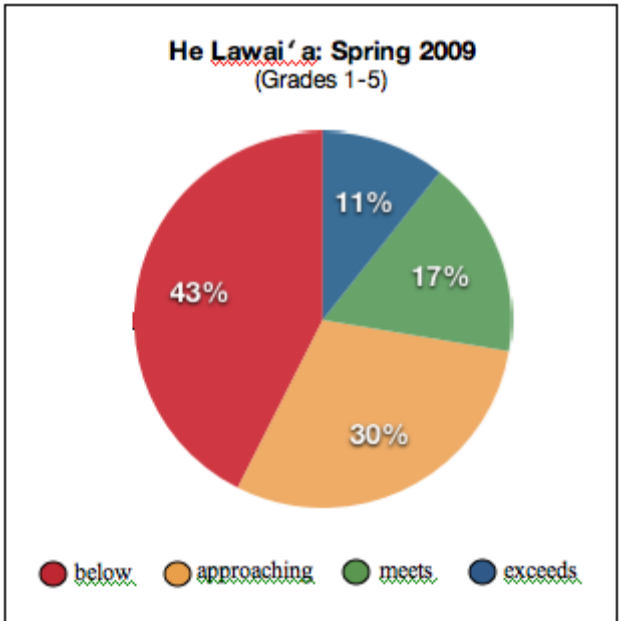
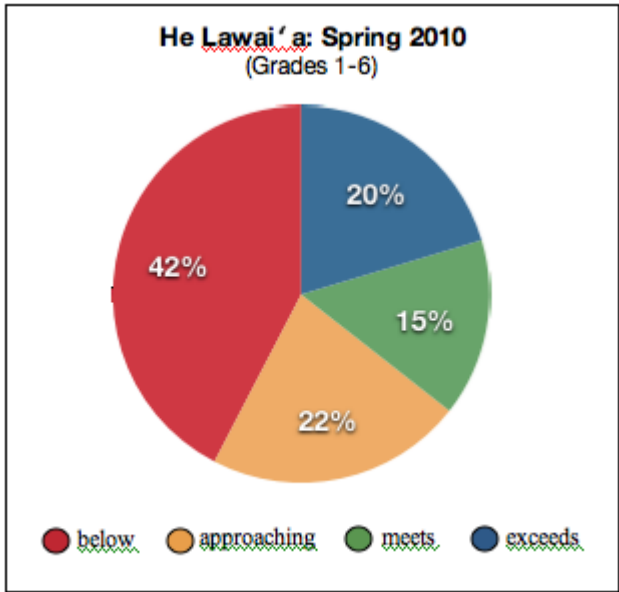
Pupu Masuda (5-6) – Kumu Pupu serves as Kumu Kokua to the 5-6 pae.

Kawena Bagano (5-6) – Kumu Pupu serves as Kumu Kokua to the 5-6 pae.

APPENDIX C: KAWAIKINI TEST SCORES 2009-10







APPENDIX D: FISCAL AUDIT BY CARBONARO CPAS

KAWAIKINI NEW CENTURY PUBLIC CHARTER SCHOOL

(A State of Hawai'i Charter School)

AUDITED FINANCIAL STATEMENTS

FOR THE YEAR ENDED JUNE 30, 2010

KAWAIKINI NEW CENTURY PUBLIC CHARTER SCHOOL

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Certified Public Accountants
Member: AICPA
HSCPA

AUDIT REPORT

To the Local School Board
Kawaikini New Century Public Charter School
Lihue, HI 96766

We have audited the accompanying statement of net assets of Kawaikini New Century Public Charter School (a governmental entity) as of June 30, 2010, and the related statements of revenue and expenses, changes in net assets, and cash flows for the year then ended. These financial statements are the responsibility of the School's management. Our responsibility is to express an opinion on these financial statements based on our audit.

We conducted our audit 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 audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audit provides a reasonable basis for our opinion.

In our opinion the financial statements referred to above present fairly, in all material respects, the financial position of Kawaikini New Century Public Charter School as of June 30, 2010 and the changes in its net assets and cash flows for the year then ended in conformity with accounting principles generally accepted in the United States of America.

Supporting the Language of Kaua'i, Inc., a Hawai'i non-profit corporation, is not presented as a component unit as stated in Government Accounting Standards Board Statement No. 14, because Management views Supporting the Language of Kaua'i, Inc., as a separate, autonomous entity which prepares its own separate audited financial statements. Note 3 to the financial statements provides more information regarding Supporting the Language of Kaua'i, Inc.

In accordance with *Government Accounting Standards*, we have also issued our report dated August 20, 2010 on our consideration of the School's internal control over financial reporting and our tests of compliance with certain provisions of laws, regulations, contract, grant agreements and other matters. The purpose of that report is to describe the scope of our audit testing of internal controls over financial reporting and compliance and the results of that testing and not to provide an opinion on internal control over financial reporting and compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* and should be considered in assessing the results of our audit.

Local School Board
Audit Report – continued.

The Management Discussion and Analysis on pages 3 and 4 is not a required part of the basic financial statements, but is supplementary information required by accounting principles generally accepted in the United States of America. We have applied certain limited procedures, which consisted principally of inquires of management regarding the methods of measurement and presentation of the supplementary information. However, we did not audit the information and express no opinion on it.

Carbonaro CPA & Associates

Mountain View, Hawai'i
August 20, 2010

Local School Board and Administration's Discussion and Analysis
Kawaikini New Century Public Charter School
June 30, 2010

As the management of Kawaikini New Century Public Charter School, we offer readers of the school's financial statements this narrative overview and analysis of the financial activities of Kawaikini New Century Public Charter School for the fiscal year ended June 30, 2010. We encourage readers to read the information presented here in conjunction with additional information that we have furnished in the financial statements, which follow this narrative.

Financial Highlights

The assets of Kawaikini Public Charter School exceeded its liabilities at the close of the fiscal year by \$237,097 (*net assets*). At the close of the current fiscal year, Kawaikini's total revenue during the year was \$1,158,001. The school received 62% of its funding from government resources. Kawaikini had total expenses of \$1,093,276 for the fiscal year ending June 30, 2010. Enrollment for this current 2009/10 school year was 92. As a public school, Kawaikini is not allowed to incur debt and accordingly has none.

Financial Statements

The *Statement of Net Assets* accompanying this report presents the assets, liabilities and net assets of Kawaikini as a whole, at the end of the fiscal year. The *Statement of Net Assets* is a point-in-time financial statement. The purpose of this statement is to present a fiscal snapshot of Kawaikini to the readers of financial statements. This statement includes year-end information concerning current and non-current assets, current and non-current liabilities, and net assets. Net assets represent the difference between assets and liabilities. Net assets are displayed in two components, *unrestricted net assets and earmarked funds*. *Net assets invested in capital assets net of related debt* consists of capital assets, net of accumulated depreciation, reduced by the outstanding balances of any funds used for the acquisition, construction or improvement of those assets. Net assets are reported as restricted when there are limitations imposed on their use through external restrictions imposed by creditors, grantors, contributors, or government laws. Unrestricted net assets represent all other net assets that do not meet the definition of *restricted or invested in capital assets net of related debt*. Over time, readers of the financial statements will be able to evaluate Kawaikini's fiscal health (liquidity and solvency) or financial position by analyzing the increases and decreases in net assets to determine if Kawaikini's financial health is improving or deteriorating. The reader will also need to consider other non-financial factors such as changes in economic conditions and new or amended charter school legislation when evaluating the overall financial health of the school. This statement is a good source in determining how much the school owes to vendors and creditors and the available assets that can be used to satisfy those liabilities.

The *Statement of Activities and Changes in Net Assets* reports the financial (revenue and expenses) activities of Kawaikini and divides it into two categories: *Public Support and Revenue and Expenses*. Revenue includes all financial activities associated with the operation of Kawaikini and its related programs. Changes in total net assets as presented on the *Statement of Net Assets* are based on the activity presented in the statement. This statement helps determine whether Kawaikini had sufficient revenues to cover expenses during the year and its net increase or decrease in net assets based on current operations.

Local School Board and Administration's Discussion and Analysis
Kawaikini New Century Public Charter School
June 30, 2010

Financial Statements (continued)

The *Statement of Cash Flows* provides information about Kawaikini's cash receipts and cash payments during the reporting period. The statement reports cash receipts, cash payments and net changes in cash resulting from *operations, investing, and capital and noncapital financing activities* and provides answers to such questions as "from where did cash come?" "for what was cash used?," and "what was the change in the cash balance during the reporting period?" This statement also is an important tool in helping users assess Kawaikini's ability to generate future net cash flows, its ability to meet its obligations as they come due, and its need for external financing.

This financial report is designed to provide the reader with a general overview of Kawaikini's finances and to show the accountability for the funds received. If you have questions about this report or need additional financial information, contact the Business Office of Kawaikini.

KAWAIKINI NEW CENTURY PUBLIC CHARTER SCHOOL

Statement of Net Assets

As of June 30, 2010

ASSETS	<u>2010</u>
CURRENT ASSETS	
Cash:	
FHBChecking	\$ 314,154
FHB Federal Funds Account	56,584
Petty Cash	200
Total Cash	<u>370,938</u>
Accounts Receivable	128,650
Prepaid Expenses	1,170
Security Deposit	180
Total Current Assets	<u>130,000</u>
FIXED ASSETS (Note 2)	
Furniture and Equipment	38,382
Computer Equipment/Licenses	29,947
Leasehold Improvements	3,843
Accumulated Depreciation	(12,194)
Total Fixed Assets	<u>59,978</u>
TOTAL ASSETS	<u><u>\$ 560,916</u></u>
LIABILITIES AND NET ASSETS	
CURRENT LIABILITIES	
Accounts Payable	\$ 91,221
Accrued Payroll	8,129
Accrued Vacation	6,713
Deferred Revenue (Note 2)	217,756
Total Current Liabilities	<u>323,819</u>
NET ASSETS	
Unrestricted Net Assets	231,131
Earmarked Funds	5,966
Total Net Assets	<u>237,097</u>
TOTAL LIABILITIES AND NET ASSETS	<u><u>\$ 560,916</u></u>

The accompanying notes and Audit report are an integral part of these financial statements.

KAWAIKINI NEW CENTRUY PUBLIC CHARTER SCHOOL

Statement of Revenue and Expenses

For the Year Ended June 30, 2010

OPERATING REVENUE:	Unrestricted	Earmarked	Total
Per Pupil Allocation	\$ 540,799	\$ -	\$ 540,799
Grants Passed Through SLK (Note 3)	225,826		225,826
ARRA	80,881		80,881
Other Income	60,229	19,005	79,234
In-Kind Facilities Use	60,495		60,495
Title I	35,289	-	35,289
Collective Bargaining	32,250	-	32,250
Lunch Reimbursement	29,042	-	29,042
Impact Aid	26,827	-	26,827
Fica/Medicare Payments	22,830	-	22,830
In-Kind Revenue	15,470		15,470
SPED	8,921	-	8,921
Title IIa	130	-	130
Interest	7	-	7
Net Assets Released from Restrictions	15,125	(15,125)	-
Total Public Support and Revenue	1,154,121	3,880	1,158,001
OPERATING EXPENSES:			
Salaries and Wages and Payroll Taxes	601,195	-	601,195
Student Services	179,398	-	179,398
Outside Contract Services	63,109	-	63,109
In-Kind Facilities Use	60,495	-	60,495
Lunch Program Expense	52,242	-	52,242
Operational Fees and Expenses	40,121	-	40,121
Travel	22,696	-	22,696
Title I	19,001	-	19,001
Occupancy	16,893	-	16,893
In-Kind Expense	15,470	-	15,470
Depreciation Expense	8,792	-	8,792
Other Expenses	7,092	-	7,092
Repair and Maintenance	6,339	-	6,339
Business Expenses	303	-	303
Title IIa	130	-	130
Total Operating Expenses	1,093,276	-	1,093,276
Operating Income (Loss)	\$ 60,845	\$ 3,880	\$ 64,725
NONOPERATING REVENUE:			
Contributions	27,213		27,213
Total Nonoperating Revenue	27,213	-	27,213
CHANGE IN NET ASSETS	\$ 88,058	\$ 3,880	\$ 91,938

The accompanying notes and Audit report are an integral part of these financial statements.

KAWAIKINI NEW CENTURY PUBLIC CHARTER SCHOOL

Statement of Changes in Net Assets
For the Year Ended June 30, 2010

	<u>Unrestricted</u>	<u>Earmarked</u>	<u>Total Net Assets</u>
Net Assets, June 30, 2009	\$ 143,073	\$ 2,086	\$ 145,159
Excess Support and Revenue Over Expenses	<u>88,058</u>	<u>3,880</u>	<u>91,938</u>
Net Assets, June 30, 2010	<u>\$ 231,131</u>	<u>\$ 5,966</u>	<u>\$ 237,097</u>

KAWAIKINI NEW CENTURY PUBLIC CHARTER SCHOOL

Statement of Cash Flows

For the Year Ended June 30, 2010

CASH FLOWS FROM OPERATING ACTIVITIES	
Cash from Government Funding	\$ 809,473
Other Cash Receipts	332,280
Interest Received	7
Cash Paid to Employees and Vendors	<u>(963,560)</u>
Net Cash Provided by Operating Activities (Note 4)	178,200
CASH FLOWS FROM INVESTING ACTIVITIES	
Cash used to purchase fixed assets	(25,384)
CASH FLOWS FROM FINANCING ACTIVITIES	
	<u>-</u>
Net Increase in Cash for the Year	152,816
CASH BALANCE, BEGINNING OF YEAR	<u>218,122</u>
CASH BALANCE, END OF YEAR	<u><u>\$ 370,938</u></u>

KAWAIKINI NEW CENTURY PUBLIC CHARTER SCHOOL

Notes to the Financial Statements
June 30, 2010

Note 1. ORGANIZATION

Kawaikini New Century Public Charter School (School) was established as a Hawai'i Public Charter School under the laws of the State of Hawai'i in November 2007. The School is part of the State of Hawai'i's public school system and functions with a local school board as a public charter school. This structure implements an alternative framework with regards to curriculum, facilities management, instructional approach, length of school periods and personnel management.

Kawaikini New Century Public Charter School's mission is to create a supportive learning environment where indigenous cultural knowledge is valued, applied and perpetuated through the medium of Hawaiian language. The School currently educates students from Kindergarten to twelfth grade on one campus leased from the Kaua'i Community College in Lihue, Kaua'i.

Note 2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

The accounting policies of the School conform to accounting principles generally accepted in the United States as applicable to governmental units. The following is a summary of the School's significant accounting policies:

a) *Financial Statement Presentation*

The School, in accordance with *Governmental Accounting Standards Board (GASB) Statement No. 34 – Basic Financial Statement – Management's Discussion and Analysis – for State and Local Governments* engages in only business type activities and is not a component unit of another governmental entity. Therefore, the financial statements are prepared using the accrual basis of accounting and all of the activity is recorded in the enterprise fund.

b) *Basis of Accounting*

The accrual method of accounting is used for all governmental entities that operate as business type entities. Accordingly, revenue is recognized when earned and capital assets and expenditures are recorded when received and incurred, respectively. Grants and contributions are recognized when all eligible requirements are met.

Pursuant to GASB Statements No. 20, *Accounting and Financial Reporting for Proprietary Funds and Other Governmental Entities That Use Proprietary Fund Accounting*, the School has elected to apply the provisions of all relevant pronouncements of Financial Accounting Standards Board (FASB) that do not conflict with or contradict GASB pronouncements.

KAWAIKINI NEW CENTURY PUBLIC CHARTER SCHOOL

Notes to the Financial Statements
June 30, 2010

Note 2. Summary of Significant Accounting Policies – Continued

c) *Deferred Revenue*

Revenue is recognized when earned, however funds received that are not earned as of year-end are recorded as a liability under deferred revenue. The total deferred funds as of June 30, 2010 were \$123,756 and were comprised of the following:

Federal Title I	\$ 49,770
OHA Science	27,000
Ho`olako Like	19,639
KS Implementation	13,488
SPED	8,329
Historical Preservation	4,487
Maile Foundation	454
Kauai Leadership	210
KS Grant	209
Title II	<u>170</u>
Total	<u>\$123,756</u>

d) *Tax Status*

The School was established under a charter granted by the State of Hawai'i and operates as part of the State of Hawai'i and is therefore generally exempt from income taxes under Section 115 of the Internal Revenue Code.

e) *Cash and Cash Equivalents*

For the purpose of the *Statement of Net Assets* and the *Statement of Cash Flows*, the School considers all short-term investments with an original maturity of three months or less to be cash equivalents.

f) *Operating Revenue and Expenses*

Operating revenue and expenses generally result from providing educational and instructional services in connection with the School's principal ongoing operations. The principal operating revenues include federal and State grants. Operating expenses include educational costs, administrative expenses and depreciation on capital assets. All other revenue and expenses not meeting this definition are reported as non-operating revenues and expenses.

g) *Capital Assets*

Property and equipment are recorded at a cost or at fair market value at the date of donation. Depreciation is computed using the straight-line method over the assets' estimated useful lives.

KAWAIKINI NEW CENTURY PUBLIC CHARTER SCHOOL

Notes to the Financial Statements
June 30, 2010

Note 2. Summary of Significant Accounting Policies – Continued

h) *Use of Estimates*

The preparation of financial statements in conformity with accounting principles generally accepted in the United States requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements. Estimates also affect the reported amounts of revenue and expenditures during the reporting period. Actual results could differ from those estimates.

Note 3. RELATED PARTY TRANSACTIONS

Supporting the Language of Kaua'i, Inc. (SLK) is assisting the school to acquire the necessary infrastructure to ensure a safe and secure campus for the operation of Kawaiikini New Century Public Charter School. There are shared Board members serving both entities. These Boards work closely together for the mutual benefit of the School. For the year ended June 30, 2010, Supporting the Language of Kaua'i, Inc. passed through funds to Kawaiikini New Century Public Charter School of \$225,826 for per pupil education and facilities planning. In addition, SLK donated furniture and fixtures to the School amounting to \$25,996.

Note 4. RECONCILIATION OF EXCESS REVENUE OVER EXPENSES WITH NET CASH PROVIDED BY OPERATING ACTIVITIES

Excess Revenue over Expenses	\$ 91,938
Adjustments to Reconcile:	
Add back depreciation	10,639
Change in Accounts Receivable	(115,756)
Change in Prepaid Expenses	4,830
Change in Security Deposit	(180)
Change in Accounts Payable	70,709
Change in Accrued Payroll	(2,168)
Value of Donated Items	(25,996)
Change in Deferred Revenue	148,260
Change in Accrued Vacation	(4,076)
Net Cash Provided by Operating Activities	<u>\$ 178,200</u>

KAWAIKINI NEW CENTURY PUBLIC CHARTER SCHOOL

Notes to the Financial Statements
June 30, 2010

Note 5. LEASE COMMITMENTS

The school's primary facilities are leased from the University of Hawai'i for 25 years with incremental increases at the 10th, 15th and 20th years of the lease. Monthly rent is \$500 plus applicable taxes, utilities and maintenance. The lease allows termination under certain conditions with 180 days written notice.

During the fiscal year, Kawaikini NCPCS entered into a monthly lease agreement of \$500 with Supporting the Language of Kauai (SLK). The term of the lease commenced on January 1, 2010 and ceased on June 30, 2010; however subsequent payments have been made to SLK.

Note 6. CONCENTRATIONS

Major Grantor – For the fiscal year ending June 30, 2010, the School received 62% of its revenue from government funding. The discontinuance of this funding could adversely affect the operations of School.

Note 7. SUBSEQUENT EVENTS

In preparing these financial statements, the Organization has evaluated events and transactions for potential recognition or disclosure through August 20, 2010, the date the financial statements were available to be issued.

REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON
COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL
STATEMENTS PERFORMED IN ACCORDANCE WITH
GOVERNMENT AUDITING STANDARDS

To the Local School Board
Kawaikini New Century Public Charter School
Lihue, HI 96766

We have audited the financial statements of the Kawaikini New Century Public Charter School (the School) as of and for the year ended June 30, 2010, and have issued our report thereon dated August 20, 2010. We conducted our audit 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.

Internal Control over Financial Reporting

In planning and performing our audit, we considered the School's internal control over financial reporting as a basis for designing our auditing procedures for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control over financial reporting. Accordingly, we do not express an opinion on the effectiveness of the School's internal control over financial reporting.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct misstatements on a timely basis. A material weakness is a deficiency, or a combination of deficiencies, in internal control such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis.

Our consideration of internal control over financial reporting was for the limited purpose described in the first paragraph of this section and would not necessarily identify all deficiencies in internal control that might be deficiencies, significant deficiencies or material weaknesses. We did not identify any deficiencies in internal control over financial reporting that we consider to be material weaknesses, as defined above.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether the School's financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit and, accordingly, we do not express an opinion. The results of our tests disclosed no instances of noncompliance or other matters that is required to be reported under *Government Auditing Standards*.

Local School Board
Auditors' Government Auditing Standards Report – continued.

We noted certain other matters that we reported to management of Kawaikini New Century Public Charter School in a separate letter dated August 20, 2010.

This report is intended solely for the information and use of management, Board of Directors, others within the School, Charter School Review Panel, and federal awarding agencies and pass-through entities and is not intended to be and should not be used by anyone other than these specified parties.

Caroline CPA Associates

Mountain View, Hawai'i
August 20, 2010

APPENDIX E: CSRP ACCOUNTABILITY INSPECTION REPORT



State of Hawaii
Charter School Review Panel
73-4460 Queen Ka'ahumanu Hwy. #128
Kailua-Kona, Hawaii 96740
Tel: 808-721-8615 Email: csrp.hi@gmail.com

May 3, 2010

Mr. Kimo Perry, LSB President
Kawaikini New Century Public Charter School
PO Box 662014
Lihue, HI 96766-9521

Dear Mr. Perry,

Thank you for completing the First Year Assurances Monitoring Visit. The purpose of this visit was to assess the school's progress in implementing the program described in the school's DIP for the areas specified: Faithfulness to the Charter, Educational Viability, Operational/Administrative Viability and Financial Viability. It is also meant to provide the school with formative, informal feedback regarding its performance to date.

Attached you will find an Assurances Framework with comments based on documents you provided and conversations with stakeholders. I want to commend you on your organization and preparation for this visit.

I felt it important to note that there are other positive practices taking place at Kawaikini that don't actually fall into the Assurances Framework. The State of the School Report is an added piece of documentation provided to families and stakeholders annually. It is detailed, clear and thorough concerning all aspects of the school. The report is evidence that you are transparent and holding yourselves accountable to a high standard. As a young school, you are using data to drive decisions from various aspects. Some examples include instituting Singapore Math, providing tutoring and encouraging parental involvement based on HSA data and using parent survey data results to monitor your progress. Community involvement is critical and you have succeeded in developing partnerships with individuals who serve on your Advisory Board, companies, schools and institutions of higher education who support your growth, and most importantly families who entrust their keiki to you daily. The expectation for families is high, but it appears that the majority are willing to make the commitment to excellence for Kawaikini.

You identified internal obstacles such as construction inconveniences, relocation within the campus, and non-payment of lunch bills. You also noted areas in which you wanted to improve including project based learning and utilizing the NWEA diagnostic for instructional purposes. Barriers you noted during the visit include funding and transportation. I encourage you to continue to support the CSAO, HCSN and CSRP as they work to secure changes in legislation that may result in equitable funding for all charter schools.

I wish you the best as you strive for HAIS/WASC accreditation. This is a lofty goal for a young school, but the dedication of your faculty, Local School Board and Foundation Board will enable your success.

Sincerely,

Amy Vorderbruegge
Accountability Committee
Charter School Review Panel

Kawaikini Public Charter School
 1st Year Assurances Visit Feedback
 April 8, 2010

Assurances Framework	Met	Partially Met	Not Met	Comments
Faithfulness to the Charter				
The school will fulfill the philosophical convictions (vision, mission and goals) that are underlying its charter, fulfilling the principles upon which it is based.	X			Clear application of the following goals: *Kau' ai based curriculum *Community of Hawaiian speakers *Parent and organizational partnerships *Preparation for academic and career success
The school has been duly constituted in accordance with its charter (DIP).	X			
The LSB has been established in accordance with the law and the charter school's charter.	X			Members of the LSB represent all stakeholder groups.
The school will comply with the NCLB Act, including participating in the Hawaii Student Assessment program, meeting reporting requirements, and have a plan to meet the federal and state requirements for Highly Qualified Teachers.	X			Students participated in HSA testing. By the end of school year 09-10, five of the six teachers will be HQT. Any new hires will be HQT or working towards HQT.
Educational Viability				
The school is adequately prepared for teaching and learning, within the approved curriculum framework, which includes having sufficient staff, equipment, materials, and supplies to support the curriculum in alignment with Hawai'i Content and Performance Standards.	X			Use of Kau' ai based integrated curriculum and Singapore math. Continuing work to build curriculum and resources.

	Met	Partially Met	Not Met	Comments
Orientation has been held to familiarize staff with the mission and program of the school and to clarify their roles and responsibilities.	X			Thorough and well thought out week long training that included mission, vision, kuleanas, safety, financial, etc... training.
Discussions have been conducted with the state and district SPED personnel regarding assessing and servicing students with special needs and establishing processes and procedures for obtaining SPED services during the start up year.	X			SPED students are provided services. Currently in conversation with DOE concerning next years SPED teacher allotment.
The school calendar will be made available to stakeholders.	X			
The school will have an assessment plan and a system in place to evaluate data that will be used to improve instructional effectiveness and improve student learning.	X			Use of HSA data and on going formative assessment to improve instruction and make curricular decisions.
Operational/Administrative Viability				
Governance				
The school shall duly elect and submit LSB members' names, offices held, and contact information (pre-opening & ongoing.)	X			Staggered elections for all stakeholder groups
The CSRP recommends that schools avoid the practice of employees holding LSB leadership positions.		X		Currently a Kawaikini teacher holds the role of Vice President of the LSB. Desire to stay with the vision of the school and provide continuity as the school grows.
The school conducts pre-opening and ongoing LSB training (pre-opening) with each LSB member each of whom shall complete and sign the Affidavit, Disclosure, and Consent for Background Check from (pre-opening)	X			3 year strategic planning completed with LSB focusing on Education and curriculum, governance, facilities and communication
The LSB shall keep minutes of all meetings and make them publicly	X			Minutes kept on file at the school.

available.				Update your website to include recent minutes
The school has created initial procedures, policies and bylaws including Conflict of Interest Policy (Year 1)	X			Policies, procedures and by-laws created in compliance with charter school law.

	Met	Partially Met	Not Met	Comments
The school has established policies – including those for SPED students – related to student enrollment procedures, student discipline, complaint/grievance procedures that comply with FERPA, and for the security or records. The discipline and grievance policies will be made available to students and their families.	X			Procedures and policies in compliance.
Human Resources				
The school has conducted background check (fingerprinting) for employees maintained at the charter school and will make them available to the CSAO and Panel as requested.	X			Completed and filed at Kawaikini
The school shall have verification that staff and faculty have been TB tested prior to employment.	X			Completed and filed at Kawaikini
The school shall submit an updated organizational chart that includes names and contact information of administrators/directors and other key staff members.	X			Complete. Changes to be made for SY 10-11 with the addition of a curriculum coordinator.
School will provide staff orientation for staff regarding compliance with the CSSS as well as employee rights and benefits.	X			
The school has made efforts to meet with applicable unions fulfilling requirements of Chapter 89.	X			
Health and Safety				
Verification that the school complies with state and federal health laws and administrative rules.	X			
Evidence that provisions have been made for student immunizations and applicable health screenings (Form 14)	X			
School safety plan including site specific emergency plan, emergency response, fire drills and regular fire inspections, ocean and water activities, first aid kits, and regularly scheduled safety committee meetings of which the minutes are kept on file available for inspection. Plan will comply with		X		Emergency plan created. Plan to incorporate safety committee meetings into current faculty meetings and will include minutes

all applicable federal and state laws and collective bargaining agreements.				to document progress.
Verification of the school's safety plan including the staff person responsible for students who are hurt or sick.	X			Safety plan created. SASA is responsible for students who are sick or hurt.
Statement of provision for student health care, even if no health aide is present.	X			SASA responsible for students who are sick or hurt.
Verification that all costs related to health and safety requirements are included in the school's annual budget.	X			
Facilities				
The school shall have a facilities plan including a timeline and completion schedule that demonstrates the school will be ready to open by the first day of school.	X			Plans for the future and continued progress in moving forward with FROG buildings and excavating of the land.
The school has obtained facilities before opening school that provide for the number of students identified in the DIP with adequate space: including but not limited to classrooms and restrooms.	X			Use of trailers and tents with adequate space. Restrooms are porta-potties.
All facilities have applicable certificates and meet federal and state laws related to facilities and all county and fire codes, ADA requirements, Department of Health rules, requirements (as identified in the attachment outlining applicable county, state and federal requirements for charter schools)	X			All permits are up to date for current interim location. Current location is not completely ADA compliant, however permanent site will be 100% ADA compliant. Permits for eventual permanent site are in progress.
Provisions have been made for food servicing including the schools decision on whether or not to participate in the Federal USDA "Free and Reduced Lunch Program".	X			Participate in Free and Reduced Lunch Program.
Financial Viability				
The school shall have in place:				
A plan for fiscal control and accounting procedures consistent with the goals of public accounting and public procurement practices and Generally	X			State of the School Report details fiscal control and accounting

Accepted Accounting Principles (GAAP).				procedures.
Utilize the internal or external services of a State-licensed CPA.	X			Completed a school financial review for school year 08-09 with Carbonaro CPA and Associates. The 501C3 completes an external audit annually.
Have in place internal policies and procedures for the procurement of goods, services and construction.	X			
Account for funds expended for the procurement of goods, services and construction, and this accounting shall be available to the public.	X			Detailed in State of the School Report

APPENDIX F: INDEX OF COMMUNITY SUPPORT

Key Contributors for 2010

Grove Farm Company, Inc.
Hawai'i Natural Energy Institute
Kamehameha Schools
Kaua'i Community College
Kaua'i Island Utility Cooperative
Kaua'i Veterans Express Co. Ltd
Office of Hawaiian Affairs
Office of Naval Research
Sam Thronas Construction

Institutional partners

- ALU LIKE Inc. Kupuna Program
 - University of Hawa'i
 - Kaua'i Community College
 - 'Aha Punana Leo, Inc.
- Kamehameha Schools, Ho'olako Like Dept.
 - Office of Hawaiian Affairs
- Charter School Administrative Office
 - Punana Leo o Kaua'i
- Rural Development Project at KCC
 - University of Hawai'i College of Education
 - Ho'ola Lahui Hawai'i / Kekukuilamalamaho'ola / Mālama i nā Pua
- Nā Pua No'eau Center for Gifted and Talented Native Hawaiian Children
- Supporting the Language of Kaua'i, Inc.
 - National Tropical Botanical Gardens

Supporting the Language of Kaua'i, Inc.

(501c3)

Nolan Rapozo, President
Kimo Perry, Vice President
Isa Segismundo, Treasurer
Leilani Spencer, Secretary
Ezra Kanoho, Board Member

Other assistance provided by these Businesses and Organizations

- Hawai'i Department of Education
 - Kaua'i High School
- Kaua'i Nursery and Landscaping
 - Carbonaro CPA & Associates
 - Pa-Ku-'Imi-He-Lua
- Queen Lili'uokalani Children's Center
 - Waipa Foundation
 - Limahuli Gardens
- Kaua'i County Planning Commission
 - Esaki Surveying and Mapping

Kawaikini Advisory Board

Dennis Chun
Ian Costa
Frances Leina'ala Dinnan
Don Heacock
Janet Kahalekomo
Ezra Kanoho
Kehaulani Kekua
Judy Lenthall
Warren Perry
Edmond Renaud
Terri Russell
Tom Shigemoto
Marie Bailey

Individual Partners & Supporters

- Mr. Dennis Esaki
- Mr. Stan Morinaka, Kaua'i Veterans Trucking
- Sen. Gary Hooser
- Rep. Mina Morita
- Mr. Wesley Langtad
- Haku, Leina'ala, & Nakoa Rivera
- Mr. Warren Haruki
- Mr. Bernard Carvalho
- Mr. Leland Nishek, Kaua'i Nursery
- Mr. Wayne Wada

Kawaikini would also like to thank the following community members for their simple acts of kindness and generosity that have been given to our school:

- | | | |
|------------------------|----------------------|-------------------------|
| Mr. Hughes Ebinger | Mr. Anthony Vea | Mr. Joe Blevins |
| Dr. Helen Cox | Mr. Gary Nitta | Mr. Kainoa Blevins |
| Rep. James Tokioka | Mr. Mike Unebasami | Mr. Ian Costa |
| Rep. Roland Sagum | Mr. Calvin Shirai | Mr. William Arakaki |
| Mr. Ed Renaud | Mr. Keith Suga | Dr. Maggie Cox |
| Mr. Steve Soltysik | Mr. Kevin Town | Ms. Gini Kapali |
| Ms. Sabra Kauka | Mr. Jonah Rapozo | Mr. Michael Ng & Staff |
| Kat and Kelvin Ho | Mr. Sean Chun | Mr. Michael Tresler |
| Jill and Masami Kouchi | Ms. Kalei Ka'ilihewa | Mr. Sam Thronas |
| Mr. David Craddick | Ms. Anna Velasco | |
| Mr. Leonard Rapozo | Ms. Liberta Albao | And so many others....! |

