

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

For the period January 1, 2016 – December 31, 2016

Submitted January 12, 2017



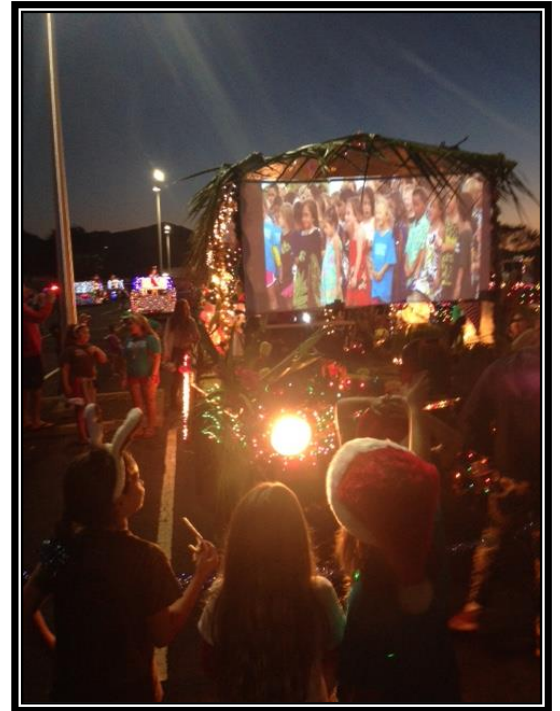
K A W A I K I N I

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 - 2016

The current report provides an overview of the Kawaikini New Century Public Charter School for the calendar year 2016 (January 1, 2016 through December 31, 2016). This report is for our parents and other stakeholders and is designed not only to document the activities of Kawaikini over the previous year, but also to provide an occasion for reflection. As in recent years, this report provides specific highlights of the previous year. Additional information about Kawaikini – as well as information about more current activities at the school - may be found at the school's website at www.kawaikini.com.



K A W A I K I N I

A MESSAGE FROM KAWAIKINI'S EXECUTIVE DIRECTOR

Aloha mai e Na Makua, Na Limahana a me Na Hoaaloha o Kawaikini,

E kaupē aku nō i ka hoe a kō mai. (Put forward the paddle and draw it back.)

This proverb asks us to “Go on with the task that is started and finish it.” It promotes perseverance and focus. When there is a long and arduous task at hand, one can get easily distracted or bored with the work. But much like the saying “One step at a time,” this ‘ōlelo no‘eau stresses the importance of doing things carefully and methodically in order to reach the end goal.

Another year, 2016, has come and gone and we’ve again accomplished so much together. This is another banner year of growth, Kawaikini’s enrollment increased from 141 to 152. Changes occurred in our faculty and staff, currently at 28. We also have 2 foster grandparents supporting haumana in the classroom. Each year we keep adding more substitute teachers, and we are still looking to add more.

Kamehameha School’s has in the past provided a grant for Continuous School Improvement to support teacher efficacy. In 2015-2016 under this grant, Kawaikini created a program to focus on improving student writing in the our Manokalanipo curriculum, our cultural / project - place based learning component. Mahalo to Dr. Alice Kawakami, and KS staffers Chelsea Keehne, Miki Maeshiro, and in fall 2016, Kumu Kaliko Mokuahi, comprise the team that is supporting our teachers and students to support the Kawaikini Vision of a Writer. This program will span 4 years.

We’ve received support from various organizations, including:

- Table 54 at Sheraton Kaua‘i - proceeds from those who dined there during the month of October 2016. We benefited about \$3,600.
- Visitor Industry Charity Walk - to support the Afterschool Studio K program
- KALO / 21st Century Learning Grant - after school program support with focus on education in math and cultural programs - about \$50,000 for 5 years (currently in 2nd year)

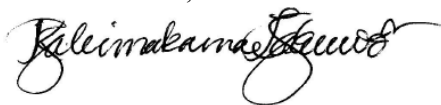
Other accomplishments include:

- Mahalo to `Anake Lorna Poe for providing lunch in 2016, first as free meals, then 3 times per week
- Kawaikini’s partnership with Malama Kaua‘i has grown into: (1) a coordinator, Sarah, helping to organize / coordinate free fruits & vegetables for students and for lunches, starting the upper campus garden, providing workshops on campus for `ohana and the community; (2) a part-time worker to support lunch and other activities; and now, (3) a VISTA worker who assists in lunch services, working to support kumu in creating curriculum for gardening and food, and in the near-term, working towards a possible food truck on site, and in the long-term, supporting the eventual multi-purpose building cafeteria.
- Mahalo to the playground committee who worked tirelessly to have the equipment on the lower campus erected. The kids are enjoying this very much.
- Another successful Prince Kūhiō Celebration raised over \$15,000 to the playground fund.
- Kawaikini administration has purchased various online programs to support haumanaand `ohana in math and English, specifically, Mathletics, Reflex Math, and Achieve 3000.

I would like to add my mahalo nut loa to Kumu, Kumu Kokua, Limahana and Po`o for the fine work that they have and are doing. In addition, mahalo nui to the members of Kawaikini’s Governing Board, Na Hulu Makua and Supporting the Language of Kaua‘i. All of these people work tirelessly on behalf of Kawaikini and all `ohana and hoaaloha. Mahalo also to all of our partners, both current and past, they include, Kamehameha Schools, Office of Hawaiian Affairs, KALO, Na Lei Na`auao,

The `olelo no`eau above asks us to continue what has been done and see it through to the end. It has been an honor for me to serve as your Executive Director for the last 5 1/2 years. We have accomplished much and there is still more to be done. Mahalo nut loa to all of you for your support and giving your time, energy and aloha for Kawaikini. My aloha goes out to all of you and to the new Executive Director who will come on board. *E kaupē aku nō i ka hoe a kō mai.* (Go on with the task that is started and finish it.)

Me ke aloha mau,



A MESSAGE FROM KAWAIKINI'S GOVERNING BOARD PRESIDENT

Aloha mai kākou,

Kawaikini continues to perpetuate the Hawaiian language and culture with the continuous support of our parents, staff, administration, Governing Board, Supporting the Language of Kaua'i Inc, and community partners.

At the start of 2016, key priorities were identified. They included items carried over from the previous years as well as new initiatives. Completed tasks and continuing tasks are:



- Work to expand and improve our facilities: research and development of installing photovoltaic panels, securing capital for the multi-purpose building architectural plans, installation of the elementary playground, and construction of the imu, just to name a few.
- After being in existence for 9 years, the stakeholders of this institution felt a need to revise the founding Vision and Mission Statements. The outcome of this process produced not only renewed Vision and Mission Statements but also a Kawaikini `Ōlelo No`eau that was added to our school's founding document. This guiding concept is an "out of the box" approach that is not normally done in this manner, creating our own model which is appropriate for Kawaikini.
- Address the accreditation requirement to strengthen the school's Secondary program offering. An independent "Focus Group" was formed and a committee recommendation was presented at the Governing Board's December meeting.
- Development of a Pule Policy, establishment of an Independent review committee, and composition of procedures for pule at Kawaikini.

In 2017, we look ahead to a mid-term visit of the WASC Accreditation Team on April 7, 2017, renewal of our Charter School Contract, and most importantly, the search and transition of our new Executive Director.

In closing, I appeal persistence from our makua. Kawaikini was aspired to create a superior Hawaiian immersion education by those who laid the foundation of this institution for our kamali`i.

Kū kilakila `o Kawaikini, ke `ōlino nei, mālamalama

Me ke aloha,

A handwritten signature in black ink, which appears to read "Jewel Rapozo". The signature is written in a cursive, flowing style.

Jewel Rapozo, Governing Board President

II. OVERVIEW OF KAWAIKINI

A. Quick facts: School Year 2016-17

School Name:	Kawaikini New Century Public Charter School (KNCPCS)
Established:	July 2008
Students (2016-2017)	151
Lead Teachers:	11.0
Educational Assistants:	4.0
Maintenance/Bus:	2.0
Administration:	4.5
Lead teacher/student ratio:	13.7 / 1
Instructional staff/student ratio:	10.1 / 1
Language of instruction:	Hawaiian only through grade 4; Hawaiian and English in grades 5-12.
Executive Director:	Kaleimakamae Ka’auwai, M.Ed.
Academic Director:	‘Alohilani Rogers

B. Kawaikini’s founding

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

C. Kawaikini’s Governing Board

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

Governing Board member	Office	Term Ends
Jewel Asai	President	June 30, 2017
Leilehua Rivera	Vice President	June 30, 2018
Ray Blouin	Treasurer	June 30, 2017
Kimo Perry*	Secretary	June 20, 2017*
Nāmomi McCorriston**		June 30, 2017**
Lou Nishida		June 30, 2017
Kahu Kaleimakamae Ka’auwai	Ex-officio (non-voting)	No term limit

* Appointed to term ending June 2017.

**Appointed to fill out vacated term of ‘Alohi Okamura

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

The meeting schedule for the Governing Board has been approved through the current fiscal year: January 19, February 16, March 16, April 20, May 18, and June 15. All meetings begin at 5pm on the Kawaikini campus and are open to the public.

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



D. *Kawaikini's Vision and Mission*

Kawaikini's school Vision and Mission were revised in 2016 and are seen below and in *Appendix A*:

Nu'ukia / Vision

*

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

*

Kū ha'aheo mākou, ko Kawaikini, i kaiaulu kuanō'o, na'auao, a hāehuola e kuluma ai ka 'ōlelo, nā mana'o, a me nā hana a ka po'e 'ōiwi o Hawai'i nei.
We, Kawaikini (NCPCS), stand tall as a thoughtful, knowledgeable, and healthy community where the language, beliefs and practices of the indigenous people of Hawai'i are instinctive.

Ala Nu'ukia / Mission

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

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

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

Kawaikini's beliefs and general goals are as follows (see also *Appendix A*):

Beliefs

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

Expected Schoolwide Learning Results (ESLRs)

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

III. 2016 Summary and Report

A. Student enrollment and admissions

For the 2016-17 school year, Kawaikini's official enrollment count was 151 students: 116 students in the elementary program and 35 students in the secondary program. Additionally, Kawaikini has a waitlist for Kindergarten that 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
2011-12	Yr. 4	107	+1.0
2012-13	Yr. 5	115	+7.5
2013-14	Yr. 6	123	+6.9
2014-15	Yr. 7	135	+9.8
2015-16	Yr. 8	141	+4.4%
2016-17	Yr. 9	151	+7.1%

Enrollment for SY 2017-18 is projected to be 165 students. The enrollment process begins on January 12, 2017. Applications for the 2017-18 school year are due on February 24, 2017. Applications received after February 24th will be reviewed on a space available basis and will be eligible for waitlist lottery. Forms for re-enrollment of current Kawaikini students and new student applications are available online at: www.kawaikini.com/admissions.

B. Faculty and staff (2016-17)

For the 2016-17 school year Kawaikini has been able to put in place a highly effective team of experienced and dedicated faculty and staff (see *Appendix C* for faculty and staff bios). These are:

ADMINISTRATIVE STAFF:

Executive Director: S. Kaleimakamae Ka’auwai, M.Ed
 Academic Director: M. ‘Alohilani Rogers
 SASA: C. Ke’ala Bristol
 Accounts Clerk (beg. in Sept. 2016): Terri Russell
 Office Assistant: ‘Auli’i Herrod



INSTRUCTIONAL FACULTY:

Kawaikini is blessed to have all Kumu Alaka`i positions filled. Teachers are:

Papa Mālaa’o (Kindergarten): B. Ku’ulei Kanahela / Kawena Faima
 Papa 1: N. Uluwehi Torio
 Papa 2: Nāmomi McCorriston
 Papa 3: L. Lei Wann
 Papa 4: R. Kaliko Goo
 Papa 5/6: P. Ka’e’e Ah Loo
 Papa 7-12: ‘Ōlelo Hawai’i (Hawaiian LA): L. Tu’u Goo
 ‘Ōlelo Pelekānia (English LA): Rebecca Pickett
 Makemakika (Math): R. Wahineu’i Waiamau
 Pli Kanaka (Social Studies): R. Kanani Durant
 ‘Epekema (Science): Nicomas Dollar



EDUCATIONAL ASSISTANTS AND ASSOCIATE INSTRUCTORS:

Kawaikini is fortunate to have an excellent team of Kumu Kokua who support instruction in the classroom.

Kumu Kīnānā (SpEd) / SSC: J. Healani Emmick
Kumu Kōkua (Mālaa'o): Kaleilehua Victor
Kumu Kōkua (1-4): Kawena Faima / Lilinoe Kūhaulua
Kumu Kōkua (5/6): J. Kawai'olu Torio



OTHER STAFF:

Kawaikini also has a dedicated team of support staff:

Bus Driver: George Jackson
Maintenance: Rich Chaffee

C. Academic programs and Initiatives

1. Curricular Foundations

Kaua'i a Manokalanipō (Kaua'i Focus)

Kawaikini's Manokalanipō curriculum is being developed with each pae focusing on the different moku of Kaua'i, including Puna, Ko'olau, Hale Le'a, Kona and Nāpali.

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



Ke Ala 'Ike (Career and College Preparation Focus)

Kawaikini's Ke Ala 'Ike component is designed to prepare students for career and college success. Hawaiian/English bilingualism is developed from K-12 by the methods of Hawaiian immersion in the elementary grades and, in the secondary program, some classes are taught in Hawaiian and others in English.

All teachers at Kawaikini utilize the current State standards and Common Core standards in planning instruction and, starting in grade 5, Kawaikini students also take the State standardized test in English.

Additionally, various community partnerships offer secondary students with online career and college planning, problem-solving skills and strategies, and financial aid workshops.

Ola Pono (Health and Wellness Focus)

Kawaikini has an overall focus of Ola Pono, both in and out of the classroom. This is seen in the emphasis on recycling, exercise, and healthy food on campus. Students also participate in many physical off-campus projects on Manokalanipō field trips.

Additionally, Kawaikini has a long-standing partnership with Ho'ōla Lāhui Hawai'i who provides our students with presentations on hygiene, nutrition, and disease prevention, and various physical fitness opportunities. Ho'ōla Lāhui Hawai'i also provides an annual Makahiki celebration for Kaua'i's Hawaiian immersion schools that all students and staff look forward to every year!

2. Instructional Programs

Ke Kula Ha'aha'a o Kawaikini, Papa K-6

Kawaikini continues to be blessed with great community partners like Ho'ōla Lāhui Hawai'i. Ho'ōla Lāhui Hawai'i services our students with lessons in health, nutrition, exercise, and good sportsmanship.

Several grades in Kula Ha'aha'a have been fortunate to work with Kumu Mauiola Cook through funding from the Artists in the Schools Program. Kumu Mauiola provides (Hawaiian language) instruction in storytelling through creative movement.

Students in the secondary program at Kawaikini have been presenting their work to their families and to the elementary students and teachers as well through Academic Conference. They have also taken on a mentoring role for students in the elementary program, providing multi-grade learning opportunities for these younger students.



Ke Kula Kí'eki'e o Kawaikini, Papa 7-12

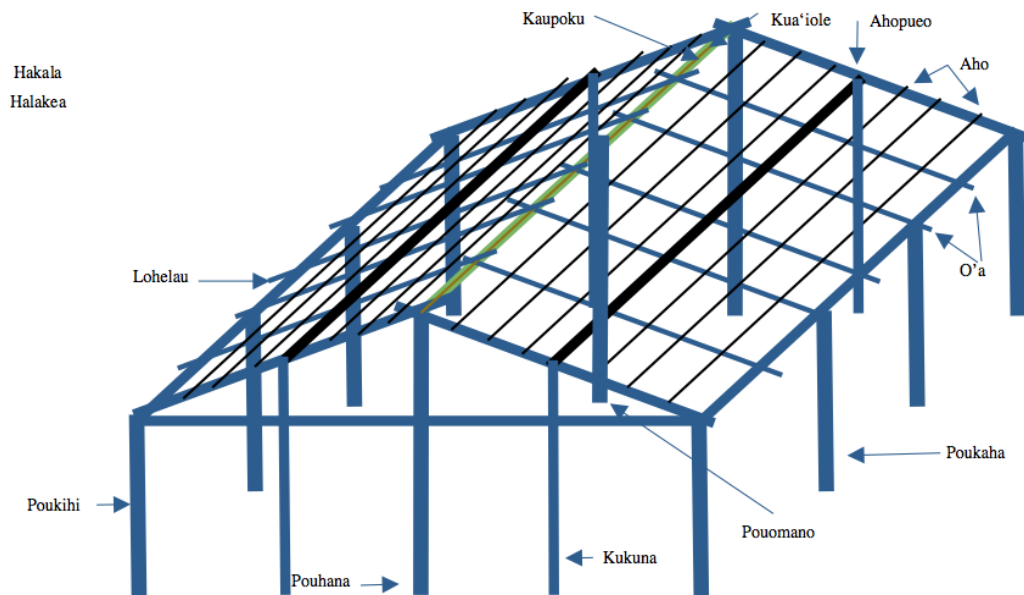
Kawaikini credit requirements at the secondary level reflect the rigor and relevance required by the Board of Education and remains true to its mission by requiring the successful completion of Hawaiian Language Arts at each year. Students are provided highly-qualified teachers in the following content-areas: Ōlelo Hawai'i, English, Math, Science, and social Studies. These teachers also bring with knowledge and experience in culture and protocol, music, crafts, hiking, restoration, and sustainability.



Students in the secondary program at Kawaikini have been presenting their work to their families and to the elementary students and teachers as well through **Academic Conference**. The Academic Conference is held at the end of each semester and requires students to present their learning both

visually and orally. Student presentations include visual presentations in a gallery walk, PowerPoint research presentations, oli, mele, and poetry!

Manokalanipō field trips are now taking place weekly in the secondary program, alternating between gr. 7/8 and gr. 9-12 groups. On these huaka'i, students in grades 7/8 are learning in the ahupua'a within the Kona district and grades 9-12 are working with staff of DLNR within the ma uka region of the ahupua'a of Miloli'i. All secondary students also regularly assist in tending and harvesting kalo in Peaiki.



Within this past year the Secondary Team of kumu began discussing a visual metaphor to show the cooperation and importance of each of the components that make up Kawaikini. The structure of a traditional Hawaiian hale was just that. We are continuing to expand and refine this metaphor so that it may serve as a reminder of the importance of each of our roles at Kawaikini and that we are all very valuable to the strength of the hale and to one another.

- Kaupoku** = Kawaikini's vision
- Kua'iole** = Governing Board (a binding force and protection to the hale)
- Pouomano** = Administration (upholds the vision and mission)
- Pouhana** = Elementary and Secondary program lead teachers (upholds the vision and mission and works closely with Admin. on individual program decisions)
- Lohelau** = Students
- Poukihi** = Kumu (work together to support the students)
- Poukaha** = 'Ohana (work together to support the students)
- Kukuna** = SLK and Community (help to solidify the structure)
- O'a** = Expected Schoolwide Learner Results (ESLR's) (connection between the students and realization of the vision/mission of Kawaikini)

Ke Ala Hūlili cohort

Every year, there is a high interest from students in the middle and high school grades to attend Kawaikini. In the past, we have not taken students at this level unless they are already fluent in the Hawaiian language.

However, in the 2016-17 school year, Kawaikini created a pilot cohort entitled, Ke Ala Hūlili, which accepts a small number of students within grades 7 and 8. For the most part, these students are mainstreamed with our current bilingual students, but they are also required to stay after school 4 days/week for an additional assistive class.

There are 4 students enrolled in this first year of Ke Ala Hūlili: one in grade 7 and three in grade 8; two boys and two girls.

Ke Ala Hūlili is made possible in this pilot year due to the willingness of the secondary team of teachers to go above and beyond the normal school day and normal range of planning.

Mana’o Ho’okele Kawaikini – Scope and Sequence

Several years ago, our kumu began documenting the Scope (what) and Sequence (when) of M-12 instruction at Kawaikini. Entitled, Mana’o Ho’okele Kawaikini, this document lays a course for new kumu entering Kawaikini and also helps all kumu see how instruction is scaffolded for our students. Mana’o Ho’okele Kawaikini includes alignment to Kawaikini’s Expected Schoolwide Learner Results (ESLR’s) and to assessments used from Kindergarten to grade 12.

Since inception, and with the help of many kumu, Mana’o Ho’okele Kawaikini is now accessible to all kumu electronically. Mana’o Ho’okele Kawaikini has grown to include separate pages for each content area and Kawaikini’s unique curricular area, Manokalanipō. These content area pages are intended to provide more information for teacher planning.

Mana’o Ho’okele Kawaikini is revisited at the beginning of each school year with discussion and time for updating the information, and periodically throughout each school year, as needed.

3. Extracurricular Programs

Ho`opākela is Kawaikini’s on-site tutoring program, providing online instruction in math and reading, which allows K-12 students to review, practice and strengthen basic skills. Ho`opākela Papa Keu is an additional academic program added to the already existing Ho`opākela afterschool program. This program hired certified teachers focusing on increasing specific reading, science and math skills that students are lacking. This occurs on Monday, Wednesday and Thursday each week for students in grades 7 and above. Ho`opākela is sponsored in part by Living Life Source Foundation for grades K-12, who is helping to provide supplementary programs, such as Athletics and Lexia Reading.

Mana Mele is a Native Hawaiian Education project hosted by Mana Maoli. Mana Mele instruction suffered a huge loss this year with the passing of ‘Anakala Fred Aki. His work with Kawaikini students and his contribution to Hawaiian music will be greatly missed. Mahalo nui loa to Darryl

Gonzales for continuing music instruction with our 7-12 students under the Mana Mele program. In addition to music instruction, Darryl is also focusing on original music composition.

Kaua`i Interscholastic Federation (KIF), high school students continue to participate as student athletes under KIF. An accommodation was granted for public charter school (PCS) student athletes to either participate with the DOE school in the locale of their PCS or with their home town school. In the past Kawaikini students have participated in Volleyball, Softball, and Wrestling at Kaua`i High School and Canoe Paddling, Football, Bowling, and Volleyball at Kapa`a High School.

‘Aha Haumāna, Student Council, is a group of peer-elected students that strives to build responsible leaders within the school community and promote the values that represent good character in all students. The 10-student board includes a president, Vice President, secretary, treasurer, and representatives from the high school, middle school and elementary school. Along with teacher advisors, the council meets twice a week to organize various events and activities for the student body.

High Tech Youth Network is a program that began in Aotearoa about 10 years ago to provide pacific island students with a studio space to be creative and supported as they work with 21st century technology. HTYN aims to connect these studios, their staff and the communities they serve both physically and virtually to share knowledge and collaborate on meaningful projects that promote the cultural and creative capacities of these communities. Shane Cobb-Adams is Studio K’s Producer, the studio at Kawaikini. The Studio is open to Kawaikini students in grades 5-12 and is open to students from other schools and in younger grades. Through the Office of Hawaiian Affairs support this program has been possible and this year through a state grant we have begun a robotics program in partnership with Vex IQ International. Students have been able to construct robots which qualify for competition in the Vex IQ CrossOver Challenge. Future plans for Studio K include: 1) utilizing reading development software including Achieve 3000 to assist students in utilizing computer and software to participate in some studio activities and increase their language arts skills; 2) Looking to develop funding for 2017-2018 school year; 3) High Tech Youth Network is planning a student summit in Aotearoa in 2016 which will be held at Studio 274 in Auckland. Students from StudioK and Studio Waimea will be participating alongside of an international group of HTYN members from the 12 other studios across the pacific in an international student conference.



D. School performance

In SY2013-14, the State of Hawai'i DOE rolled out its new system of accountability as approved by a Waiver from the Federal Department of Education. The Strive HI replaced the previous system of AYP, Annual Yearly Progress, focused only on achievement as a measure of success. The current Strive HI system incorporates the old system of achievement, and also includes other areas, such as student growth, absenteeism, closing the achievement gaps of high needs students and more.

Academic Performance Framework:

STRIVE HI 2.0		Performance Index				School-Specific Measure (SSM) Up to 25%
Achievement	ELA proficiency	Math proficiency		Science proficiency		
Growth	ELA median growth percentile		Math median growth percentile			
Readiness	Elementary	Chronic absenteeism rate				
	Middle	Chronic absenteeism rate				
	High	11 th grade ACT	4-year graduation rate	5-year graduation rate	College-going rate	
Achievement Gap	ELA achievement gap		Math achievement gap			

Brief summary of Kawaikini's performance (SY2015-2016):

Achievement	<ul style="list-style-type: none"> ▪ Overall ELA/HLA proficiency (gr. 3-12): 16% ▪ Overall Math proficiency (gr. 3-12): 19% ▪ Overall Science proficiency (gr. 3-12): 0-5%
Growth	<ul style="list-style-type: none"> ▪ Median student growth percentile – ELA/Literacy: 45 (approximate average of all Charter Schools) ▪ Median student growth percentile – Math: 80 (most growth of all charter schools)
Readiness	<ul style="list-style-type: none"> ▪ Chronic absenteeism (elementary): 41% (3rd highest among all charter schools) ▪ Chronic absenteeism (middle): 29% (5th highest among all charter schools) ▪ Gr. 11 ACT* ▪ 4 yr graduation rate* ▪ 5 yr. graduation rate* ▪ College-going rate* <p style="text-align: center; margin-top: 10px;"><i>* Information not included in Strive HI report</i></p>
Achievement Gap	<ul style="list-style-type: none"> ▪ ELA/HLA proficiency of non high-needs students: 18%; High-needs students: 14% ▪ Math proficiency of non high-needs students: 31%; High-needs students: 0-5%

Kawaikini continues to be in the same category as the majority of schools in Hawai'i, "Continuous School Improvement". As a "Continuous Improvement" school, no corrective actions are required. (See also *Appendix D: Kawaikini Strive HI Report.*)

Testing

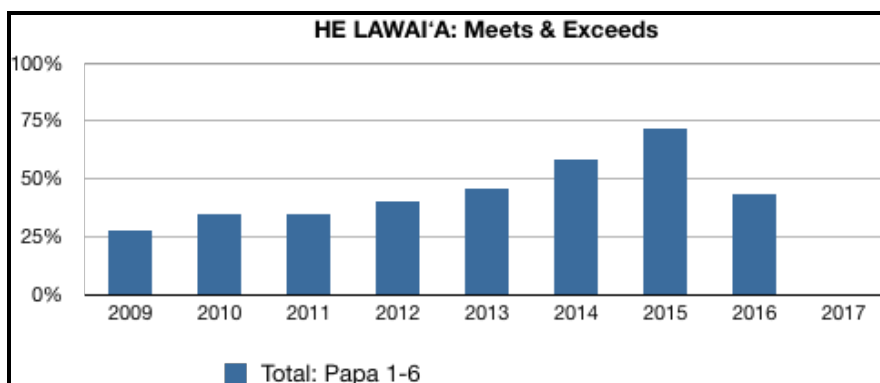
As part of its contract with the state and as proof of its own commitment to maintaining accountability, Kawaikini maintains a comprehensive program of testing. This past year, these include both State-required mandatory assessments, including the Hawai'i State Assessment (HSA) in English (for State mandated grade levels) and voluntary testing such as ACT, the Northwest Evaluation Association (NWEA) and He Lawai'a No Ke Kai Hohonu (Hawaiian language reading comprehension) that are used to provide diagnostic and evaluative data to help guide instruction.



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

He Lawai'a: *He Lawai'a* is a K-12 'ōlelo Hawai'i reading comprehension test that consists of one Hawaiian narrative passage at each of twelve difficulty levels. In the 2015-16 school year, Kawaikini began piloting the new version of *He Lawai'a*. This new version is scored very differently than the past version and there was an extreme dip in the amount of students meeting and exceeding grade level expectations in those two classes.

In the past seven years of *He Lawai'a* data (2009 - 2015) in grades 1-6, the amount of students that meet or exceed proficiency has steadily increased from 28% to 72%. However, in this past school year, the average number of students meeting and exceeding fell to 43%. See the appendix for more information.



Smarter Balanced Assessment (grades 5-8, and 11): Over the last few years, the Hawai'i State Assessment (HSA) has been replaced with the Smarter Balanced Assessment (SBA). Kawaikini students took the SBA for the first time in Spring 2015.

SBA: Spring 2016

Brief summary of Kawaikini’s performance in SBA:

There are many ways to analyze student score data. One way to observe tangible growth made by groups of students is to track their scores from one school year to the next, as in the following table:

% students in categories: Approaching+ ELA / Literacy		% students in categories: Approaching+ Math	
SY2014-2015	SY2015-2016	SY2014-2015	SY2015-2016
Gr. 5 10%	Gr. 6 33%	Gr. 5 20%	Gr. 6 44%
Gr. 6 57%	Gr. 7 55%	Gr. 6 47%	Gr. 7 88%
Gr. 7 38%	Gr. 8 25%	Gr. 7 38%	Gr. 8 26%

Another way to analyze data is to note the changes in the same grade level (different students) from year to year, as noted in the following table:

Grade	% change between SY2014-2015 and SY2015-2016				% change between SY2014-2015 and SY2015-2016			
	<i>Below</i>	<i>Approaching</i>	<i>Meets</i>	<i>Exceeding</i>	<i>Below</i>	<i>Approaching</i>	<i>Meets</i>	<i>Exceeding</i>
5	- 46	+ 34	+ 11	na	- 24	+ 2	+ 22	na
6	+ 24	- 3	- 21	na	+ 2	+ 13	- 8	- 8
7	- 19	- 5	+ 22	na	- 52	+ 19	+ 31	na
8	+ 42	- 8	- 33	na	+ 8	- 20	+ 13	na
11	+100	- 100	na	na	-50	+ 50	na	na

NWEA (grades 5-12): The NWEA is an adaptive computer-based assessment that provides student data within 48 hours. This assists teachers in making effective instructional decisions to help student learning. Kawaikini students in grades 5-12 take 3 portions of the NWEA which include, Reading, Math, and Language Usage. In the Fall 2015, students in grades 7 and 8 have also taken the Science portion for the first time. NWEA has been made available to Kawaikini through the generosity of Kamehameha Schools.

Professional Development

During 2016, Kawaikini faculty and staff 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 employees’ commitment to self-development and professional excellence:

Spring 2016

- (cont.) Writing as Empowerment for Native Hawaiian Kumu and Haumāna with Alice J. Kawakami, Ph.D.

Fall 2016

- Staff retreat at Nomilu
- (cont.) Writing as Empowerment for Native Hawaiian Kumu and Haumāna with Alice J. Kawakami, Ph.D.

E. WASC Accreditation

Why is accreditation important? Accreditation is important because accredited institutions are evaluated extensively. Accreditation also informs our entire school community that we provide high levels of performance and quality. We have more opportunity to attract and retain new students. Our graduates will also have more opportunities for scholarships. Our school will have greater opportunities for grants, including public and private funding. But also, accreditation requires continual self-evaluation, frequent reports, and periodic external review, so that we, and those who follow, can be assured that the educational quality of programs and services offered by Kawaikini, are current and reflect high standards of quality.



Kawaikini's Accreditation is for six years with a 1 day mid-term visit, which will occur in 2017. Our re-accreditation process will be in 2020. The accreditation committees include: Governance (Kimo Perry), Human Resources (Lei'ilima Rapozo), Education (Dr. Liela Nitta), Health & Safety/Facilities (Jade Wai'ale'ale-Battad), Community of the School and Finance & Fundraising (Lois Andersson). Each committee has and continues to work on the Action Plans and Recommendations created by Kawaikini and added to by the Visiting Committee.

Kawaikini itself determined three important areas for further improvement:

1. Develop a Scope (to what depth) and Sequence (which order) for each core subject area (Math, Language Arts, Hawaiian Language Arts, Social Studies and Science), in alignment with Ola Pono, Manokalanipō and Ke Ala 'Ike curriculum strands.
2. Develop a system of formative and summative assessments aligned with ESLRs as well as the curriculum scope and sequence.
3. To create and implement a development plan to diversify revenue sources beyond state per-pupil allotments and develop greater access to non-per-pupil funding.

The Visiting Committee, in addition, recommend two more action plan items:

1. Determine enrollment sustainability plan.
2. Define and clarify leadership structure to support the school into the future.

The task of the committees each year is to review the action plan activities and recommendations, and begin to complete each activity. Each year, a progress report of actions completed is submitted to the WASC organization. In 2016, while working to complete the activities, we will also be planning for the Mid-Term Visit in 2017.

`A`ohe hana nui ke alu like kakou (No task is too big when done by all). We need everyone's help in being on a committee and or helping in some way to accomplish the activities in each committee. When you are called upon, please say "YES" to helping out the committees. By the way, we are looking for a new chair for the Community of the School Committee and members on all committees.

F. Kawaikini's campus and facilities

General state of facilities

The Kawaikini 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, energy efficient Smart Buildings, modular and cottage administrative buildings, two modular restroom buildings, and two storage containers. Interim tents are used for cafeteria and meeting purposes. Grounds of the school include a playground area in the lower campus, a garden for student projects, and a semi-enclosed grass field in the upper campus area.



Improvements during 2016

In 2016 Kawaikini enjoyed a third full school year with the classrooms and administrative buildings that were installed in 2013. In 2016, there were two major projects. A brand new playground was created in the lower campus for the elementary grades' use. The playground equipment with swings, slide and climbing wall was donated by Auntie Bernice Kaeo. Four tons of rubber mulching and rubber borders were purchased with monies from the fundraising efforts of Nā Hulu Makua at the Prince Kūhiō Celebration Luau. The playset was relocated and reinstalled by the kāne makua of Kawaikini. A new climbing dome was also purchased by Nā Hulu Makua.

Kawaikini received a generous donation from Abbott Nutrition, a mainland firm. They purchased and installed a brand new Hale 'Aina Tent structure, eleven new picnic tables, eleven table umbrellas, painted the new tables and re-painted all the old tables in the lower campus.

This was the third year that the school has had dedicated maintenance and custodial staff for the upkeep of the buildings and campus grounds, which has helped improve the overall attractiveness and functionality of the school's grounds.



Evolution of Kawaikini Facilities

Year 1: Tents



Year 2: Trailers



Year 3: Construction Begins



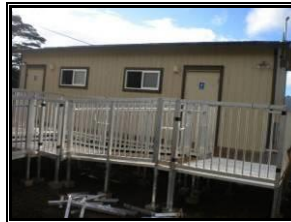
Year 4: Site Work (Septic System & PF)



Year 5: KS Portable Modular Buildings shipped from O'ahu to Campus



Year 6: Roadwork, Water Lines, Electric & Building Installation



Year 7: Parking area, skirting, fencing



Year 8: Signage, maintenance



Year 9: Campus improvements



playground

new hale 'aina tent

security entrance gate

imu

benches/tables

Plans for 2017

Plans for the upcoming calendar year include continued emphasis on building and campus upkeep and maintenance, and small but vital campus improvements including the installation of fencing to enclose the lower campus for increased security and safety. Larger projects include a full campus landscape design master plan, solar electricity throughout the campus, and the engagement of an architect to design the Multi-Purpose building which will house the cafeteria and certified kitchen and assembly space.

G. Financial condition

Fiscal Year July 1, 2015 – June 30, 2016

Final Fiscal Year statements for 2015-2016 audit report has been prepared by Jay Miyaki, CPA, LLC and can be seen in *Appendix H*. In addition, the Charter School Commission’s 2015-2016 Financial Performance Indicators for Kawaikini (with Annual Overall Rating of “Meets Standard”) can be seen in *Appendix D2*.

Fiscal Year July 1, 2016 – June 30, 2017

The current fiscal year produced a 4.7% increase in per-pupil funding versus the previous year. This can be seen in the figure below which shows state per-pupil funding since 2007, the year before Kawaikini opened:

School Year	Kawaikini Year of Operation	Per-Pupil (\$)	Change (%)
2007-2008	***	8,149	Baseline
2008-2009	Year 1	7,588	-7.40
2009-2010	Year 2	5,530	-37.20
2010-2011	Year 3	5,335	-3.70
2011-2012	Year 4	5,768	+8.10
2012-2013	Year 5	5,800	+.50
2013-2014	Year 6	6,131	+5.71
2014-2015	Year 7	6,325	+3.16
2015-2016	Year 8	6,520	+3.08
2016-2017	Year 9	6,827	+4.7

Kawaikini’s total operational budget for the 2016-2017 school year is approximately \$1,524,000, which comes from a combination of revenue from state, federal and private funding sources. Kawaikini’s fiscal state is stable due to relatively stable per-pupil funding, steadily increasing enrollment, and continued support of the school from external funders. The school’s administration has taken measures to curb expenses, allowing for an increase in instructional positions for the 2016-17 school year. Hiring of a part-time accounts clerk has also helped improve the financial systems and achieve additional cost effectiveness.

Outlook for 2017-2018

The outlook for fiscal 2017-2018 is projected to be stable. The school intends to maintain its operating reserves at no less than 5% of operating budget and to continue its practice of maintaining a facilities fund to support construction and renovation projects on campus. Kawaikini will continue to maintain its highest level of accountability and to utilize and find additional resources through grants, donations, and other sources. Kawaikini is also continuing to collaborate with Supporting the Language of Kaua'i to install photovoltaic panels on campus to create additional cost savings, while also looking ahead to future major construction projects in the form of the Multi-purpose building project.



H. Parent participation

Parent involvement is a vital component that contributes to the success of Kawaikini NCPCS. Our parents continually demonstrate their commitment to the school through numerous ways. Parents take on a variety of kuleana to support the students and staff of Kawaikini such as:

- Providing at home support for homework and 'ōlelo Hawai'i.
- Attendance of parent/teacher conferences.
- Attendance of school-wide quarterly meetings.
- Working at Lā mālama i ke kula.
- Serving as a member of the parent organization Nā Hulu Makua.
- Contributing to fundraising activities.
- Participating in governance by serving on the Governing Board.



- Taking advantage of extra-curricular enrichment activities (Science nights, Culture nights, etc.)
- Performing “hands-on” kuleana on campus: office work, classroom support, assisting with lunches, etc.
- Serving as ‘Elele Makua communications representative between teachers and parents.

Parents are also encouraged to attend Papa Ho’ona’auao language enrichment. These classes allow parents to further support their child’s bilingual education as well as deepen their personal cultural awareness.

Nā Hulu Makua Parent Organization

Since its inception in 2009, Nā Hulu Makua, the parent organization of Kawaikini, has been very active. Its authorizing document states that its purpose is “to provide support to Kawaikini parents and facilitate cooperation between parents and the school.” Current Nā Hulu Makua officers are: Ku’ulei Hamberg, President; Kawahine Kauī, Vice President; Kaliko Goo, Treasurer; Sarah Dillon, Secretary; Mele Cachero-Wimbish, Communications Coordinator; Brittney Rivera, Historian; Nico Dollar, Teacher Liaison.

Key activities and accomplishments of the parent group during 2016 include:

- Fundraising events including: Coconut Festival and The Cliffs at Princeville.
- Supporting events at the school including: Huaka'i Papa; La Ho'ike'ike; Makana no nā haumana hemo kula; Kui Ka Lono conference; organizing Lights on Rice Parade; Holiday food drive; providing snacks for major testing throughout the year; supporting Kawaikini; working in the Kawaikini community garden; delivering information to the 'ohana via email, flyers and one calls; providing food for all families during mandatory school meetings.
- Organizing the second Prince Kūhiō celebration lu’au to raise money to construct the school’s playground. The event included silent auction, lu`au, hula and featured local artists and award winning music.
- Undergoing board training to improve organizational effectiveness.
- Revising the NHM by-laws.



NHM board training – March 2016

Planned activities for the first half of 2017 include:

- 'Ohana Day.
- Playground Committee.
- 3rd Annual Prince Kūhiō Celebration and Lu’au.



Kawaikini’s 2nd Annual Prince Kūhiō Celebration

I. Community involvement

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 2016, specifically, we were fortunate to receive the following donations and contributions to our school:

- Financial support provided for facilities, school improvement, and accreditation initiatives (Contributor: Kamehameha Schools)
- Technical and financial support provided by Kawaikini's affiliated non-profit, Supporting the Language of Kaua'i, Inc.
- State Public Charter School Commission - Title I meeting
- Kamehameha Schools Technology Team provides technology expansion support of Kawaikini
- Kamehameha Schools Technology Team provides Mac laptops to Kawaikini
- Literacy program, Accreditation process, KS portable buildings, broad support of Kawaikini charter school and requesting KS' continued support for future endeavors
- Foster Grandparent provides two kupuna to assist students in the classroom
- Mana Mele Mentorship Program with Fred Aki and Darryl Gonzales
- Kawaikini continues to partner with Liko A'e Scholarship Program as a site for scholarship participants
- VEX IQ Robotics equipment provided by the State Department of Labor and the Hawaiian Space Consortium to Kawaikini via Studio K
- Kamehameha Schools College Workshop Series at Kawaikini with Kimo Chun
- Royal Order of Kamehameha meets regularly at Kawaikini
- HA`O (Hawaiian Agencies and Organizations of Kaua`i) meet at Kawaikini
- Kanikawī (similar to Taste of Kaua`i), a Secondary Fundraiser
- 'Anakē Ka'eo Bradford teaching lei hulu to the graduates
- Haili'ōpua Baker, Adam Asquith and others volunteer their time to sit on the Kūpale panel for 2016 graduates and other high school students.
- Various huaka'i and donations from the Asquith 'Ohana at Keālia Farm
- Mālama Kaua'i provides Farm-to-Table coordinator services, part-time gardening & lunch support worker, and VISTA worker to support Farm-to-Table initiatives at Kawaikini
- Keaka Flores with help on Secondary Camps and at Peaiki
- Kaua`i Foodbank provides Backpack Program to 'ohana
- Lili'uokalani Trust partnership providing after school work opportunity for students
- Charter School Commission Organizational Performance Framework Site Visit

Lunch at Kawaikini

Beginning in the 2015-16 school year, Kawaikini was without a provider for student lunch service. During this time, 'Anakē Lorna Poe, one of our beloved grandparents, stepped forward to help our lunch situation. She began making lunches for our students 3 days/week at the cost of \$1/lunch, paid entirely by the school.



Mahalo, 'Anakē Lorna!

Currently, in the 2016-17 school year, 'Anakē Lorna continues to make delicious, healthy lunches 3 days/week. Lunches are now paid by both families and the school.

Mālama Kaua'i, a community organization, has also been assisting Kawaikini during this time to plan for short-term and long-term solutions to providing healthy meals for our students.



Career Day at Kawaikini

- Jim Maskrey provides Energy Data results of the Hale Akamai buildings
- Mapuana O'Sullivan at DLNR working with 9-12 students in Miloli'i uka
- Post-High Scholarship students provide volunteer service at Kawaikini
- American Heart Association - First Aid/CPR Workshop for All employees with Luke Hamberg
- Parents and Community members join together for Sustainability Focus Group for Secondary Program
- Abbott Nutrition donated a new tent for our cafeteria, new picnic tables and umbrellas for outdoor seating, and repainted our original picnic tables

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:

- Service learning projects in lo'i at Waipā, Keālia, Makaweli, Ko'olau, Alakoko, Hā'ena, Peaiki, Miloli'i and Anahola.
- Participation in Prince Kūhiō commemorative celebrations in Anahola.
- Participation in the Lights on Rice parade
- Food Drive to benefit Kaua'i Food Bank
- Kawaikini participating in plastics, cardboard, paper and Hi-5 recycling as well as e-Recycling monthly
- Ka'ohu Gutierrez-Kelley participating in KIF Football at Kapa'a High School
- Lei'ohu Chun participates in KIF Canoe Paddling at Waimea High School
- Keaukahi Mau-Espirito, Kawai Ka'ahanui, Ka'ohu and Keanu Gutierrez-Kelley, Nai'a Blagg-Noblisse, and Kahiau Hamberg participate in KIF Canoe Paddling at Kapa'a High School
- Ka'ohu Gutierrez-Kelley participates in Volleyball at Kapa'a High School
- Secondary students attend the College and Career Fair at Kaua'i Community College
- Kawaikini haumāna and kumu sing at The Cliffs at Princeville and Kapa'a Middle School Christmas Fair at Christmas
- Welcome Luncheon for UH System New President David Lassner @ Kaua'i Community College
- Ku'i Ka Lono - Statewide Charter School Youth Conference
- Kawaikini Limahana Ho'okahua Kawaikini at Nomilu
- Pacific Rim International Disability and Diversity Conference
- Teacher Leader Institute
- Charter Schools Legislative Day at the Capitol
- Prince Kūhiō Celebration Fundraiser for Kawaikini's Playground at Koloa Landing
- State Public Charter School Commission monthly meetings
- HA`O (Hawaiian Agencies and Organizations of Kaua'i) monthly meetings



Students at Eo e Lil'u



Students perform at a hotel

- Lihue Business Association meetings
- `Aha Hemo Kula at KANAKA, Ke Kula Ni`ihau o Kekaha and Kanuikaponu
- Kula Hawai`i Network Meeting

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

- Mālama `Āina Foundation providing standards-based Hawaiian cultural lessons for grades 6-8
- Mālama `Āina Foundation provides a VISTA worker at Kawaikini to support Farm to Table initiatives, including gardening, lunch service support, and supporting teachers in the classroom of these initiatives
- Mana Mele Mentorship Program, Papa 5-8, with Fred Aki and Darryl Gonzales
- Ho`ōla Lāhui Hawai`i on Health, Nutrition, and Physical Education for Papa M-12
- Artist in the School Program with Kumu Mauiola Cook

Appendix F provides a more comprehensive list of our institutional and other partners. We appreciate the support of these individuals and institutions and encourage our school community to remember the graciousness of those who have so generously given of themselves to help our school.

Supporting the Language of Kaua`i, Inc.

Founded in 2006, Supporting the Language of Kaua'i, Inc. (SLK) is a 501(c)3 Kaua'i-based nonprofit organization whose mission is "to support and perpetuate the native Hawaiian language through education and cultural enrichment." SLK was the organization that founded Kawaikini and it has continued to serve as the school's fiscal sponsor and fundraising vehicle. SLK also provides facilities to the school as well as additional access to funding for school operations. In 2016, this included approximately \$351,000 in pass-through funding from various sources, as well as a grant for architectural planning and design of the multi-purpose building in the amount of \$100,000. SLK also continues to pursue funding for larger projects at the school such as the photovoltaic and multi-purpose building projects.



For the 2016 calendar year SLK board members are: Hoku Ka`auwai (President); Lea Kaiakamalie (Vice President); Roxanne Carvalho (Treasurer); Mele Wimbish-Cachero (Secretary); Ezra Kanoho (member); Leilani Spencer (member); and Kimo Perry (member).

J. Kawaikini Strategic Plan

In order to ensure that the development of the school is being guided by a clear set of strategic priorities, Kawaikini's Local School Board developed its Kawaikini 2012-2016 Strategic Plan, which ended December 31, 2016. While Kawaikini's Governing Board had originally intended to create its next five-year Strategic Plan during the 2016 calendar year, it was decided that the new plan should be developed in collaboration with the new incoming Executive Director during the 2017 calendar year.

IV. HIGHLIGHTS OF 2016

The 2016 calendar year was another eventful one as Kawaikini completed our sixth full year of operations and began our seventh school year. Highlights of key activities conducted during this time include:

A. First quarter: January – March 2016

- Hālāwai Nā Hulu Makua - monthly
- Hālāwai Papa Alaka'i (Governing Board) - monthly
- Hālāwai SLK (Supporting the Language of Kaua'i) - monthly
- Hālāwai Prince Kūhiō Celebration
- Hālāwai Kula - Kulana Kula (State of the School)
- Nā Hulu Makua provides dinner before Hālāwai Kula - Kulana Kula
- Hālāwai Makua/Kumu (Parent/Teacher Conference)
- Hālāwai HAO (Hawaiian Agencies & Organizations) - monthly
- Hālāwai KS Po'o PLC
- Hālāwai Po'o Kula Kaiapuni
- Cultural Relevant Association Retreat
- Hālāwai Title I
- Hālāwai Hawai'i Public Charter School Network Leaders
- Hālāwai SSC (Student Services Coordinators)
- Halawai Inclusion for SPED
- Hālāwai `Aha Kauleo
- Hawai'i Public Charter School Network Weekly Legislative Huddle
- Hawai'i Public Charter Schools Network - Charter School Day at the Capitol
- KS Continuous School Improvement Mid Year Ho'ike
- Kawaikini's Governing Board Retreat
- KELA (Kaua'i Education Leadership Alliance) quarterly meeting
- PD - Infinite Campus Training
- PD - Kawaikini Website
- Makahiki Games by Ho'ola Lahui Hawai'i @ Po'ipu
- Malama Kaua'i Banana Workshop at Kawaikini
- Various workshops of Malama Kaua'i at Kawaikini
- Huaka'i:
 - Papa M - Anini
 - Papa M-2 - Anini
 - Papa M & 2 - Kīlauea Food Forest
 - Papa M-6 - Youth Symphony at KPAC
 - Papa M-6 - Regency Puakea
 - Papa 3 - Kīlauea
 - Papa 3-4 - Lepeuli & Ka'aka'aniu
 - Papa 4-6 - lo'i at Makaweli (2)
 - Papa 5-6 - Līhu'e Library (3)
 - Papa 5-6 - Kāhili Mountain Park
 - Papa 6-8 - Mālama 'Āina Foundation
 - Papa 7-12 - lo'i at Peaiki (3)
 - Several students from Papa 7-10 went to Aotearoa with Kumu 'Alohi Okamura
 - Papa M-12 - Mahahiki with Ho'ola Lahui Hawai'i at Po'ipū
 - Pohaku Ku'i 'Ai at Hanama`ulu
- Emergency Procedures - Fire Drill, Evacuation and Lockdown
- Po `Epekema (Science Night)
- Safety Committee Meeting - monthly
- Studio Mana Mele Afterschool Program weekly
- Ho'opākela Afterschool Program weekly
- `Aha Ho`ohanohano Haumana (Student Award Assembly)



2016 State of the School presentation



Kawaikini's second annual Prince Kūhiō event was held to benefit the playground project on campus



Papa Iwāiaa o students play uru maika during Kawaikini's Makahiki celebration.

- Association for Supervision and Curriculum Development Conference
- Kahu visits Preschools on Eastside for SY1617 Enrollment
- Kahu visits Preschools on Westside for SY1617 Enrollment
- SY1617 Enrollment Session for New Students `Ohana
- ACT Test Writing - Papa 11
- ACT Test EXPLORE - Papa 8-9
- ACT Test PLAN - Papa 10
- Ku`i Ka Lono (Hawaiian Charter Schools Youth Conference)
- Jump Rope for Heart
- Ku`i Ka Lono - Statewide Charter School Youth Conference
- Po Ki`i`oni`oni (Movie Night) @ Kawaikini by Na Hulu Makua
- Prince Kūhiō Celebration Dinner Event at Koloa Landing in Po`ipu
- Artist in the School Program (Kumu Mauiola Cook) - weekly



Kawaikini students, faculty, and chaperones traveled to Aotearoa!

B. 2nd Quarter: April – June 2016

- Hālāwai Na Hulu Makua - monthly
- Hālāwai Papa Alaka`i (Governing Board) - monthly
- Hālāwai SLK (Supporting the Language of Kaua`i) - monthly
- Hālāwai Kula - Hopena Makahiki (End of Year)
- Na Hulu Makua provides dinner before Hālāwai Kula - Hopena Makahiki
- Hālāwai HAO (Hawaiian Agencies & Organizations) - monthly
- Hālāwai KS SIS visits
- Hālāwai KS Po`o PLC - monthly
- Hālāwai Po`o Kula Kaiapuni
- Hālāwai Title I
- Hālāwai Hawai`i Public Charter School Network Leaders Quarterly Meeting
- Hālāwai SSC (Student Services Coordinators)
- Hālāwai `Aha Kauleo
- Hālāwai KS Literacy Instructional Services
- Hālāwai Governing Board - Human Resources Committee
- Hawai`i Public Charter School Network Weekly Legislative Huddle
- KS Native Hawaiian Network meeting
- KS Culturally Relevant Assessment Meeting
- SY2015-16 Lunch Service Planning Meeting
- Safety Committee Meeting - monthly
- PD - Infinite Campus
- PD - Pacific Rim International Disability and Diversity Conference
- PD - Teacher Leader Institute
- Artist in the School Kumu Mauiola Cook @ Kawaikini
- Huaka`i:
 - Papa M - Lydgate Park
 - Papa M & 2 - Kōke`e
 - Papa 1 - walk to Safeway
 - Papa 1 & 2 - Moku o Puna
 - Papa 2 - Peaiki
 - Papa 3-4 - Moloa`a
 - Papa 3-4 - Lepeuli
 - Papa 3-4 - Papa`a
 - Papa 3-4 - Pīla`a
 - Papa 3-4 - Aliomanu
 - Papa 3-4 - Anahola



Secondary students prepared the imu and prepared the pig for Kawaikini's Makahiki celebration.

- Papa 3-4 - picking limu
- Papa 3-6 - Hā'ena
- Papa 5-6 - Waipā
- Papa 5-6 - Kāhili
- Papa 5-6 - Keālia (2)
- Papa 5-6 - other
- Papa M-6 - Wailua
- Papa 6-8 - Mālama 'Āina Foundation
- Papa 7-12 - Io'i at Peaiki (5)
- Papa 7-12 - Kōke'e
- Papa 7-12 - other (3)
- Charter School Commission Organizational Performance Framework Site Visit
- NHEA (Native Hawaiian Education Summit)
- Emergency Procedures - Fire Drill, Evacuation and Lockdown
- Studio Mana Mele Afterschool Program weekly
- Ho`opākela Afterschool Program weekly
- Studio K - open daily
- 'Aha Ho'ohanohano Haumāna (Student Award Assembly)
- SBAT (Smarter Balance Assessment Test) - Makemakika
- SBAT (Smarter Balance Assessment Test) - `Olelo Pelekania (English)
- EOC (End of Course) Exams
- `Ohana Plan Meeting for New Students
- Papa Ho`ona`auao Makua
- Kupale (Senior Project Defense)
- 'Aha Na'auao (Academic Conference) - Papa Malaa`o-12
- Kaua`i Charter Schools Joint High School Prom
- SBA Makeup Testing
- HSA Test - Science
- Testing - Pae 5-6
- NWEA Testing - Pae 5-12
- Teacher and Staff Appreciation Week
- WASC (Western Association of Schools and Colleges) Annual Write-up
- Artist in the School Program (Kumu Mauiola Cook) - weekly
- `Aha Hemo Kula at KANAKA
- `Aha Hemo Kula at Ke Kula Ni`ihau o Kekaha
- `Aha Hemo Kula at Kanuikapono
- La Ho`ike`ike (Culminating School Event)
- La Hemo Kula (Graduation)
- Halawai Hawai`i Natural Energy Institute for Hale Akamai buildings
- KS CSI (Continuous School Improvement) End of Year Ho`ike
- National Charter School Conference - Kahu Ka`auwai
- National School Lunch Program Meeting on Finance at Kekaha
- Title I Education Summit at Honolulu
- Na Lei Na`auao / Native Hawaiian Education Council at Honolulu
- Title Ila Monitoring with Department of Education
- Kahu Ka`auwai - Guest speaker at Lihue Businessmen's Association
- Kawaikini representatives Kaua`i Businessmen's Association at Hilton Garden Court
- Kawaikini Sustainability Focus Group Meets



Parents working hard to clean school tent



Attendance at Pacific Rim Conference

C. Third quarter: July – September 2016

- Hālāwai Na Hulu Makua - monthly
- Hālāwai Papa Alaka`i (Governing Board) - monthly
- Hālāwai SLK (Supporting the Language of Kaua`i) - monthly
- Hālāwai Kula - Ho`olauna `Ohana (Family Orientation)
- Na Hulu Makua provides dinner before Hālāwai Kula - Ho`olauna `Ohana
- Hālāwai HAO (Hawaiian Agencies & Organizations) - monthly
- Hālāwai KELA (Kaua`i Educational Leadership Alliance)
- Hālāwai KS SIS
- Hālāwai KS Po`o PLC
- Hālāwai KS Kumu Consulting
- Hālāwai Hawai`i Public Charter School Network Leaders
- Hālāwai SSC (Student Services Coordinators)
- Hālāwai `Aha Kauleo
- Hālāwai KS Literacy Instructional Services
- Hālāwai NLN (Na Lei Na`auao)
- Hālāwai KS Ho`olokolike
- Hālāwai OHA Trustees
- Hālāwai CS Commission
- Hālāwai Po`o Kula Kaiapuni
- Hawai`i Education Summit 2016
- HAIS Accreditation Update Meeting
- KS Culturally Relevant Assessment Summer Retreat
- Kawaikini Ho`okahua Kawaikini at Nomilu
- PD - Emergency Preparedness Workshop
- PD - Infinite Campus Training (new Student Information System)
- PD - National School Lunch Program Fiscal Training
- PD - National School Lunch Program Operations Training
- Huaka`i:
 - Papa 3-4 - walking to Regency Puakea
 - Papa 3-4 - Nihoku, Kīlauea
 - Papa 3-4 - Anahola
 - Papa 5-6 - Līhu`e Library (4)
 - Papa 5-6 - Pualoke Arboretum
 - Papa 7-8 - Peaiki (2)
 - Papa 7-8 - Kona (1)
 - Papa 9-12 - Peaiki (2)
 - Papa 9-12 - Kōke`e (2)
 - Papa 9-12 - 2 nights at DLNR cabin, Kōke`e
- Eō E Lili`u
- Fire Inspection
- Halawai with KALO / 21st Century Grant for Afterschool Program
- Kaua`i County Farm Bureau Fair Fundraiser
- Kawaikini Sustainability Focus Group Meets
- Papa Ho`ola Lāhui Hawai`i @ Kawaikini
- Recycling Center Visit
- SASA Academy
- Papa Makua at Kawaikini by Kumu Kanoa Mayer



Students having fun on Career Day



Installing the new playground equipment

D. Fourth quarter: October – December 2016

- Hālāwai Na Hulu Makua - monthly
- Hālāwai Papa Alaka`i (Governing Board) - monthly
- Hālāwai SLK (Supporting the Language of Kaua`i) - monthly
- Hālāwai Kula - Kipa Kula (Open House)
- Nā Hulu Makua provides dinner before Hālāwai Kula - Panina Makahiki and Kipa Kula
- Hālāwai HAO (Hawaiian Agencies & Organizations) - monthly
- Hālāwai Charter School Commission - biweekly
- Hālāwai KELA (Kaua`i Educational Leadership Alliance)
- Hālāwai KS SIS
- Hālāwai KS Po`o PLC
- Halawai Makua/Kumu (Parent/Teacher Conference)
- Hālāwai Title I Mtg - Comprehensive Needs Assessment
- Hālāwai Hawai`i Public Charter School Network Leaders
- Hālāwai SSC (Student Services Coordinators)
- Hālāwai `Aha Kauleo
- Hālāwai Kamehameha Schools CMP & CSI Grant
- Hālāwai KS Literacy Instructional Services
- Hālāwai KS Ho`olokolike - monthly
- Hālāwai KS Scholars
- Hālāwai Po`o Kula Kaiapuni
- Hālāwai NLN (Nā Lei Na`auao)
- Hālāwai CRA Interim Growth
- HAI Accreditation Update Meeting
- KS Community Investment Grants Pcess
- KS Culturally Relevant Assessment Fall Retreat
- Kula Hawai`i Network Meeting
- Native Hawaiian Education Legislative Summit
- Safety Committee Meeting
- Several SY2016-17 Lunch Service Planning Meetings
- PD - Office of Hawaiian Education Mentoring Workshop
- PD - Infinite Campus Training
- Huaka`i:
 - Papa 1 & 2 - Keālia
 - Papa 1 & 2 - Regency Puakea
 - Papa 3-4 - Anahola
 - Papa 3-4 - Ko`olau (3)
 - Papa M-6 - walking to KCC
 - Papa M-6 - Līhu`e Convention Hall
 - Papa 5-6 - Līhu`e Library (4)
 - Papa 5-6 - 2 nights at the Children`s Discovery Center, Kōke`e
 - Papa 7-8 - Kona (6)
 - Papa 9-12 - Kōke`e (3)
 - Papa 9-12 - Peaiki (1)
- Americorps Interviews for VISTA worker
- Coconut Festival Fundraiser by Na Hulu Makua
- Emergency Preparedness Workshop
- First Aid / CPR Workshop for all Kawaikini Limahana
- Hot Kaua`i Nights Fundraiser by Kawaikini
- Flu Shot Clinic @ Kawaikini
- Table 54 Fundraiser for Kawaikini at Sheraton Kaua`i
- Ho`ola Lāhui Hawai`i @ Kawaikini
- Kawaikini Sustainability Focus Group Meets
- Papa Makua at Kawaikini with Kumu Kanoa Mayer
- La Ku`oko`a (Hawaiian Independence Day Observed)
- La Pa`i Ki`i Kula
- Lights on Rice St. Parade



Families taking a break from working at the school



Students in Studio K



Lights on Rice float – December 2016

- Papa 3-6 Christmas Caroling at Puakea Regency
- The Cliffs @ Princeville Performance - Christmas Caroling
- 'Aha Na'auao (Academic Conference) Kula Waena/Kula Ki'eki'e

V. KEY PRIORITIES

Update on Key Priorities for 2017

In the previous year, Kawaikini worked toward several Key Priorities that were established and outlined in the previous State of the School Report. These priorities (along with activities and results achieved during 2016) were:

1. Facilities – Kawaikini will continue to work on expanding and improving its facilities, including: (1) installing photovoltaic panels to reduce energy costs, (2) working with Supporting the language of Kaua'i (501c3) to develop architectural and financing plans for the Kawaikini multi-purpose building; (3) conducting other smaller campus improvement projects as they arise.

Activities/Results: 1) Kawaikini continues its efforts to set up photovoltaic panels on campus by seeking funding for the project; 2) SLK received a \$100,000 grant for planning and design of the multi-purpose building; a contractor has been hired and is moving forward with designs for the project. 3) Several smaller campus improvement projects were accomplished, including: installation of a new tent for the hale 'aina area, installation of a new security entrance gate to protect school property; installation of a playground on the elementary campus; benches/tables/awnings; an imu; ongoing maintenance of the campus, etc.

2. Mission and Vision – Kawaikini will involve all stakeholders to bring understanding and clarification of the school's mission and vision. Any substantive changes, if needed, will be made.

Activities/Results: Kawaikini's Governing Board completed the revision of the guiding documents, including revised Mission and Vision. The GB also added an 'olelo no'eau as an additional guiding statement. These can be seen in Section II-C and II-D of this report and in *Appendix A*.

3. Secondary program – To address our accreditation requirements and strengthen the school's educational offerings, we will look closely at our secondary program to determine the best structure, enrollment level, and overall educational possibilities. We will also be looking at various issues of student and faculty retention and recruitment which are key for the viability of this program.

Activities/Results: Several activities were taken in this area including a Focus Group devoted to the sustainability of the secondary program. The group's work was valuable and will be used to guide further development and oversight of the the Secondary Program.

4. New Strategic Plan – Kawaikini will be working on creating the next Strategic Plan and Action Plan with specific aligned activities and benchmarks to assess progress towards the

Plan's implementation. This plan will guide the school's development over the next five years and will ensure that the school is developing in accordance with its original intent, the Mission and Vision. The current Strategic Plan is set to expire in December 2016.

Activities/Results: After receiving notification from Kahu Ka'auwai that he would be leaving at the end of 2016-17 school year, Kawaikini's Governing Board made the decision to defer the creation of the Strategic Plan until the new Executive Director is in place, which will allow the new ED to participate in the creation of this important document and should facilitate its ultimate implementation.

5. Accreditation – As we have completed 1.5 years of Accreditation in 2015, we will be continuing to work on the recommendations and Action Plan. While we prepare an annual progress report, we are also planning for the one-day mid-term visit in June 2017.

Activities/Results: Preparations for the mid-term visit are ongoing and have included work on the Scope and Sequence for each core subject area (Math, Language Arts, Hawaiian Language Arts, Social Studies and Science), in alignment with Ola Pono, Manokalanipō and Ke Ala 'Ike curriculum strands; a focus group on Secondary Program sustainability; and work by the GB to define and clarify its leadership structure.

6. School protocols – The Governing Board and administration are moving to develop a consensus within the school community as to those practices that are to be conducted as a school-wide expectation as well as to develop procedures for accommodating increasingly diverse perspectives of family, students and staff into the future.

Activities/Results: An important focus of the Governing Board over the last year has been to work with the Hawai'i Attorney General's office to provide guidance to the school on the school's protocols, especially in the area of prayer and pule at Kawaikini. This guidance is important to ensure that the school complies with all relevant laws and regulations while also faithfully fulfilling its mission and vision. During the 2016 year, the GB took several actions in this area, including: 1) Approval of a schoolwide *Policy on Prayer and Pule* (see *Appendix G*); 2) Creation of schoolwide procedures based on the approved policy (pending finalization and GB approval); 3) Approval of disclaimer language to be used in all classrooms that use pule as part of their curriculum; 4) Establishing an independent committee to review and approve all pule that are used at the school; and setting forth a framework to allow faculty, students and staff to opt-out of protocols at the school. The GB will continue to work to ensure full legal compliance of its procedures with relevant laws and regulations.

Key priorities for 2017

The following priorities include some that have been carried over from previous years as well as those that will be a new focus during 2017:

1. Executive Director Search – Kawaikini has begun its search for a new Executive Director and will be continuing this search during 2017. Projected start date for the new ED will be May/June 2017.
2. New Strategic Plan – Carried over from the previous year's strategies, Kawaikini will be working on creating the next Strategic Plan for 2017-2021. This plan will guide the school's

development over the next five years and will ensure that the school is developing in accordance with its original intent, the Mission and Vision. It will also include a special focus on Academic Achievement, economic diversification, and the school's secondary program.

3. Accreditation – As we have completed 2.5 years of Accreditation in 2016, we will be continuing to work on the recommendations and Action Plan. While we prepare an annual progress report, we are also planning for the one-day mid-term visit in June 2017.

VI. CONCLUSION

The 2016 calendar year was Kawaikini’s ninth year of operation, which means the school will soon be celebrating its tenth year in existence. Every year is different with each bringing new and unexpected challenges, as well as incremental progress toward our goal of Kawaikini being a school that can “stand tall.” In the last year, in particular, we have seen the need to prepare for transitions that inevitably occur. This often means staff, parents, and even students being asked to “step up”, and in fact, one of Kawaikini’s strengths has always been the amazing support and hard work of its community: parents, staff, students, and supporters from the community at large. While there will always be areas in which the school can improve and become stronger, it’s also important to recognize the many achievements that we’ve accomplished along the way. It is so rare for a community to be blessed with its own school that has the opportunity to shape and mold as it thinks best. But with that blessing comes the need to work, to strive, and to learn from mistakes along the way. As we move into the milestone tenth year of our school, let’s try to take some time to reflect back on the unusual path that we’ve chose, one that is made possible by our dedication to the school’s mission of “creating a productive community of bi-lingual and bi-literate citizens in a supportive K-12 learning environment where indigenous cultural knowledge is valued, applied, and perpetuated.”



**APPENDIX A: VISION, MISSION, BELIEFS AND
EXPECTED SCHOOLWIDE LEARNING RESULTS (ESLRS)**

KA NU'UKIA* Kū kilakila 'o Kawaikini, ke 'ōlino nei, mālamalama <i>Steadfastly stands Kawaikini, for the brightness of day is here</i> <i>Kawaikini stands tall in an era of knowledge and enlightenment</i> Kū ha'aheo mākou, ko Kawaikini, i kaiāulu kuano'o, na'auao, a hāehuola e kuluma ai ka 'ōlelo, nā mana'o, a me nā hana a ka po'e 'ōiwi o Hawai'i nei*. <i>We, Kawaikini (NCPCS), stand tall as a thoughtful, knowledgeable, and healthy community where the language, beliefs and practices of the indigenous people of Hawai'i are instinctive.</i>	
KE ALA NU'UKIA* Me ka pa'a ma ka 'ike kūpuna ma ka 'ōlelo Hawai'i, e mālama ai ke kula 'o Kawaikini (M-12) i kaiapuni kākō'o a i kaiapuni a'o, ma ka 'ōlelo Hawai'i a me ka 'ōlelo Pelekānia nō ho'i, kahi e minamina, ho'ohana, a ho'omau 'ia ai nō ho'i ka 'ike ku'uma 'ōiwi. <i>Grounded in the Hawaiian language, Kawaikini NCPCS will create a productive community of bi-lingual and bi-literate citizens in a supportive K-12 learning environment where indigenous cultural knowledge is valued, applied, and perpetuated.</i>	
Mana'o Kīpaepae (Beliefs)	Nā Pāhuhopu Haumāna (E.S.L.R.)
He mea hanohano ka 'ōlelo Hawai'i a he kūpono kona laha wale ma 'ō a ma 'ane'i ma Hawai'i nei. <i>We believe that the Hawaiian language should be a respected and normal part of daily life throughout Hawai'i.</i>	He mea ho'oikaika no'ono'o ka walewaha ma kekahi mau 'ōlelo. <i>We believe that bilingualism is cognitively advantageous.</i>
	Walewaha nā haumāna ma ka 'ōlelo makuahine me ka 'ōlelo Pelekānia ho'i - ma ia mea 'o ka 'ōlelo, 'o ke kākau, a me ka heluhelu nō ho'i. <i>Kawaikini students are proficient in both Hawaiian and English in all areas of speaking, writing, and reading (Hawai'i State Constitution: Article XV, Sec. 4)</i>
	Pa'a ka 'i'ini e mau ai ka 'ōlelo Hawai'i ma ka nohona kanaka makua. <i>The desire to perpetuate the Hawaiian language remains firm into adulthood.</i>
Na kākou ke kuleana e ho'oulu a e mālama i ka 'ōlelo, ka mo'omeheu, a me nā mea waiwai o Kaua'i nei. <i>We believe that we all have a responsibility to cultivate and nurture the traditional language, culture, and values of Kaua'i.</i>	Ma'a nā haumāna iā Kaua'i; mahalo a aloha 'ia ho'i ko kākou kulaiwi. <i>Kawaikini students are knowledgeable about Kaua'i and appreciate and care for their island home.</i>
He mea ko'iko'i ke ola pono o ke kino, ka 'uhane a me ka na'au i ke a'o 'ana mai. <i>We believe that good physical, spiritual, and emotional health is vital to learning.</i>	He maika'i ke ola kino o ka haumāna. <i>Kawaikini students lead healthy lives.</i>
'A'ole pau ka 'ike i ka hālau ho'okahi. He mea nui ho'i ke a'o i nā mea kahiko me nā mea hou i mākaukau ai ke kanaka o kēia ao. <i>We believe that a diverse and academically rich education is necessary to thrive in a dynamic, ever-changing world.</i>	Mākaukau nō nā haumāna e ho'okō pono i nā kuleana o ke ao holo'oko'a. <i>Kawaikini students are prepared to succeed in college and/or career and participate in a global community.</i>
'O ke aloha ka mea nui, 'o ia ke kahua e kākō'o ai i ke keiki no kona holomua. <i>We believe that being part of a caring community provides children with the inner strength to succeed throughout life.</i>	Kūpono ka lawena o nā haumāna. <i>Kawaikini students conduct themselves in a culturally appropriate manner that reflect values instilled at Kawaikini.</i>

* Mahalo nui 'ia ke kōkua a Kanoa Mayer i ka unuhi Hawai'i

Expected Schoolwide Learning Results (as of: June 2016)

APPENDIX B: GOVERNING BOARD BIOS

Jewel Rapozo (President) - Jewel is a Kawaikini parent and a former Pūnana Leo parent. She is the office manager at Līhu'e United Church. Jewel has been part of the immersion program since 2008 and her term will expire June 2017.

Karen Leilehua Rivera (Vice President) - Affectionately known as `Anake Leilehua, joined the board in September 2015. `Anake Leilehua is the Kauai District Sales Manager for Hawaiian Airlines and a Kauai Chamber of Commerce member. She has served on boards at Punana Leo, Kula Kaiapuni, and Kapaa Pop Warner, just to name a few. `Anake Leilehua brings her experiences and relationships within the community to fulfill Kawaikini's goals, missions, and vision. `Anake Leilehua has been involved with immersion program since 1995. She lives in Līhu'e with her husband, Marvin. Her term ends June 2018.

Ray Blouin (Treasurer) - Ray Blouin is managing the Aston Aloha Beach Hotel and is responsible to transform the property into the new Hilton Garden Inn Kauai, where he has been fortunate to hold this position since February 1, 2008. He brings expertise in the area of managing employee relations, recruitment, selection, development and bottom-line financial responsibility. He serves on the board in honor of three special individuals and friends who have inspired him to serve the Hawaiian community: Ilei Beniamina, Kale Kau`i, and Ipo Kahaunaele. Ray's term ends June 2017.

Kimo Perry (Secretary) is the parent of two children at Kawaikini. He holds a Bachelor of Science in Speech from Northwestern University, and an MFA in Creative Writing from Antioch University Los Angeles. Kimo also serves on the non-profit board of Supporting the Language of Kaua'i, which created Kawaikini NCPCS and serves as a fiscal sponsor. He is serving a one-year term that ends June 2017.

Lou Nishida – Lou is a former associate member of the Governing Board who took the initiative to serve as a full member in 2014. He lives in Wailua Homestead where he farms tropical flowers, papaya, banana and other fruit trees. Lou graduated from Kapaa high school, then later went to Kauai Community College and graduated with an associates degree in Auto Body/Mechanics. He now works at University of Hawaii for the State in agriculture. Lou is also active with his wife Marci as parents and supporters of the Nā Hulu Makua parent group at Kawaikini. Lou's term ends June 2017.

Kumu Nāmomi McCorriston was born and raised on Kaua'i and she currently works as a Kumu Alaka'i for Kawaikini's Papa 2. She has previously taught at Pūnana Leo o Kaua'i and Ke Kula Kaiapuni o Kapa'a. Kumu Nāmomi holds a BA degree in Hawaiian Studies and an Elementary Teaching License from Brigham Young University Hawai'i, where she also served as the President of the Hawaiian Club and minored in Travel Management. She is an independent representative for Primerica Financial Services and currently holds the position of Division Leader. Kumu Nāmomi is fluent in 'Ōlelo Hawai'i. She is a mother of 4 children. She is a dedicated educator with a passion for teaching Hawaiian culture and language. She was appointed to serve out the vacated term of `Anela McGerity, which expired June 2016, and has graciously agreed to a further appointment through the 2016-2017 school year to take the place of `Alohi Okamura, whose term runs through June 2018.

Samuel K. Ka'auwai (Ex officio, non-voting) – Executive Director Kaleimakamae first began serving on the board in 2008 and most recently came aboard as its Executive Director representative. He 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 16 years and currently serves as Executive Director at Kawaikini NCPCS. In 2014 he received a Masters degree in Educational Leadership from Chaminade University. As ex-officio, non-voting member, his term does not expire.

APPENDIX C: FACULTY AND STAFF BIOS

Nā Limahana o Kawaikini

Po'o Kula / Kahu (Executive Director)



Kahu Samuel Kaleimakamae Ka'auwai is the Kahu or Po'o Kula (Executive Director) of Kawaikini, since 2011. He holds a B.A in Business Administration, Management and Accounting from The College of Idaho and worked in the retail sector and hotel industry for 12 years. Thereafter, he pursued a Professional Diploma in Elementary Education from the University of Hawai'i Manoa and also holds a Master of Arts (Major: Teaching, Specialization: Reading) degree from National University. He is currently completing a Master's Degree in Charter School Educational Leadership Administration. Kahu Ka'auwai taught in the Hawaiian Language immersion education first at Kapa`a Elementary since 1995, and then at Kawaikini in 2008, in various combinations of grades 3-6. He has been a past, and now current, Choir Director at his church for over 25 years and is also a board member there. Kahu was honored in March as "2014 Educator of the Year" by the Native Hawaiian Education Association.

Po'o Kumu (Academic Director)



Kumu Malia 'Alohilani Rogers is the Academic Director K-12. She has taught in the field of Hawaiian language education for over 20 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 currently working on a Masters in Public Charter School Administration. 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.

Nā Kumu Alaka'i (Kula Ha'aha'a)



Kumu Ku'ulei Kanahale was born and raised on the island of Ni'ihau. She is a native speaker of the Hawaiian Language. Kumu Ku'ulei was the Kumu Alaka'i for Kawaikini's Papa Malaa'o during the first semester of the 2016-2017 school year. She holds a Bachelor of Arts degree in Elementary Education from the University of Hawai'i at Mānoa. Before working at Kawaikini, she was a tutor at UH Mānoa, and KANAKA School. She was also a substitute teacher at Kamehameha Preschool in Anahola.



Kumu Kawena Bagano is the Kumu Alaka'i for Kawaikini's papa Malaa'o beginning January 2017. She was previously the Kumu Kōkua during the first Semester of the 2016-17 school year. She is a former student of Ke Kula Kaiapuni Hawai'i o Kapa'a. She also taught at Pūnana Leo o Hilo and at Elementary Kaiapuni grades 1-3 as a Teacher's Aide. She currently holds a Bachelor's in Psychology from Liberty University, an

Associate's degree in Liberal Arts, a Hawaiian Studies certificate from Kaua'i Community College, and college credits from UH Hilo in Hawaiian Studies and Language. She is currently seeking her Master's Degree in Education. Kumu Kawena is fluent in 'Ōlelo Hawai'i.



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



Kumu Nāmomi McCorriston was born and raised on Kaua'i and currently works as a Kumu Alaka'i for Kawaikini's Papa 2. She has previously taught at Pūnana Leo o Kaua'i and Ke Kula Kaiapuni o Kapa'a. Kumu Nāmomi holds a BA degree in Hawaiian Studies and an Elementary Teaching License from BYU-Hawai'i, where she also served as the President of the Hawaiian Club and minored in Travel Management. She is an independent representative for Primerica Financial Services and currently holds the position of Division Leader. Kumu Nāmomi is fluent in 'Ōlelo Hawai'i. She is also a member of the Kawaikini's Local School Board. She is a mother of 4 children. She is a dedicated educator with a passion for teaching Hawaiian culture and language.



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



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



Kumu Ka'e'eonālani AhLoo holds a Bachelor of Arts degree in Sociology and Hawaiian Studies and a Secondary Certification – Teacher Education Program from the University of Hawai'i at Hilo. Kumu Ka'e'e also holds a Masters of Education degree in Education Foundations / Leadership from the University of Hawai'i – Mānoa. Kumu Ka'e'e was Secondary Program Social Studies Kumu, pae 7-12 and is currently the teacher for Kawaikini pae 5/6. She has worked at 'Aha Pūnana Leo – Hilo, Kanuikapono PCS, Kapa'a High School and other educational institutions. Kumu Ka'e'e has 5 children and 10 grandchildren. Kumu Ka'e'e is fluent in 'Ōlelo Hawai'i and she is passionate about her Hawaiian culture.

Nā Kumu Alaka'i (Kula Ki'eki'e)



Kumu Kanani Durrant is the current Secondary Program Science Kumu, pae 7-12. She has previously worked at Ho'opuka Learning Center learning and Fluent in 'Ōlelo Hawai'i. She is a graduate of Kaua'i High School and holds a BA degree in Hawaiian Studies and Hawaiian Language from the University of Hawai'i at Mānoa. Kumu Kanani is currently working on her Masters degree in Political Science and her Secondary Teaching Certification from the University of Hawai'i Mānoa. She is a mother of 2 children.



Kumu Wahineu'i Waiamau is the current Secondary Program Mathematics Kumu, pae 7-12. She is a recent honors graduate of Concordia University-Portland, where she earned her Bachelors of Arts in Secondary Education with an endorsement in Advanced Mathematics. Kumu Waiamau is learning 'Ōlelo Hawai'i.



Kumu Tu'u Goo is currently the Hawaiian Language teacher in the Secondary Program, pae 7-12. Kumu Tu'u has obtained two Bachelor's of Arts degrees in the area of Hawaiian studies and History (Asian/Pacific) from the University of Hawai'i at Hilo. She has worked for numerous cultural outreach summer programs for 10+ years during Hawaiian cultural based enrichment institutes "Nā Pua No'eau-Hilo" and has currently worked at another new century public charter Hawaiian cultural based school on Hawai'i island "Kua o ka Lā NCPCS" for the past 9 years. There she attained numerous roles, first starting off as an educational assistant III, substitute teacher, community outreach coordinator for high school "Aho Loa", and a part-time Hawaiian language teacher for their online school "Hīpu'u", and from there eventually taught Hawaiian language in the classroom on campus. She just recently moved back to Kaua'i this past June. She is a native of Kaua'i and is happy to be back home to reestablish and reconnect to her one hānau.



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

Kumu Rebecca Pickett currently works as a Kumu Alaka'i papa 7-12 'Ōlelo Pelekania at Kawaikini. She has taught for the last 22 years in a public high school setting. Kumu Rebecca earned her bachelor of arts in English with a minor in Communications at Ft. Lewis College in Durango, Colorado. She then went

to San Jose State University to earn a California Secondary Teaching credential in English for grades 7 to Adult learning specializing in Multi-Cultural Literature. In addition, she earned her Masters in Teaching with a Specialization in Educational Technology from the National University cohort with Kamehameha Schools. She has taught Career and Technological Education (CTE) for the past 6 years. In the school year intersessions she teaches in the Kauai Kamehameha Enrichment programs island wide. Kumu Rebecca is a dedicated student advocate giving her students tools to navigated their world post-secondary to become effective stewards of their culture and community.

Nā Kumu Kōkua/Kīnana (Educational Assistants/SPED)



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



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



Kumu Healani Emmick is our Special Education teacher and Student Services Coordinator (SSC). She received her Masters of Education degree in Instructional Leadership through Chaminade University of Honolulu and holds a Bachelor of Science degree in Elementary Education from Brigham Young University-Hawai'i. Kumu Healani recently moved her family to Kaua'i from O'ahu to be closer to her 'ohana and to help farm Kalo. Two of her five children attend Kawaikini. She enjoys hearing the haumana 'Ōlelo Hawai'i on campus and is currently learning the language alongside her keiki.



Kumu Lilinoe "Tita" Kuhaulua is currently serving as the Kumu Kōkua at Kawaikini. Tita is a mānaleo. She is a former student of the Kula Kaiapuni Hawai'i o Kapa'a program. She was the only Kaiapuni graduate of her 2004 Kapa'a High School class and has obtained a certificate in Hawaiian Studies from Kaua'i Community College. She was a Hawaiian Language teacher at Kaua'i High School for two years and formally a Kumu Kōkua for our Ho'opākela Program. She has also worked with many Hawaiian Culture programs protecting, preserving and rejuvenating our mo'omeheu. She is a mother of 4 keiki, with 3 of them attending Kawaikini. Kumu Tita is here to 'auamo kuleana, that she feels honored to do so.

she feels honored to do so.

Nā Limahana 'E A'e (Other Staff Members)



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



'Auli'i Ka'auwai Herrod serves as Kawaikini's Office Assistant. 'Auli'i started 'Ōlelo Hawai'i in Papa Malaa'o (Kindergarten) at Ke Kula Kaiapuni o Kapa'a. She is a graduate of Kawaikini, Class of 2013. She attended Kaua'i Community College where she earned her Associates Degree in Liberal Arts and Hawaiian Studies. She is currently studying to receive her Bachelors of Arts in Humanities - Creative Media



Terri Russell serves as the part time Accounts Clerk for Kawaikini NCPCS. Terri holds a BA degree in Finance from Trevecca Nazarene College in Nashville, TN, and has over 25 years of experience in non-profit leadership and grants administration. Originally from South Carolina, Terri moved to Kauai in 1997 and immediately fell in love with the Hawaiian people, their language and their culture. Terri previously worked with Ho'ola Lāhui Hawaii for 14 years as their Chief Financial Officer and was a key player in the establishment of the Kauai Community Health Centers in Waimea and Kapa'a. Terri recently returned from a three year stay on the mainland for medical treatment and currently resides with her one son and her Hawaiian 'ohana. She is currently studying 'Ōlelo Hawai'i in her spare time.



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



Shane Cobb-Adams currently works at the Studio K Producer at the High Tech Youth Network Studio. He has a Bachelors degree in Psychology and MA in Psychology with a focus on teaching, learning, and cognition. He is currently ABD in his Doctoral program and continues his ongoing research in the areas of Hawaiian education and leadership, technology infused project based learning, and the psychology of occupation. He has taught at the UH-Mānoa Department of Psychology, UHM college of Education, Hālau Kū Māna NCPCS, and several native Hawaiian non-profits. His grant writing has brought in over \$7M in funds to support charter school education in Hawaii over the last 10 years. Shane is also a former board member of the Native Hawaiian Education Association (NHEA) and the UHM Kualii council. Shane has presented his academic work nationally and internationally and is a member of the Nga Pae O Te Maramatanga Network of International Indigenous scholars.

Richard Chaffee was born in Idaho on October 4, 1943. He worked at a grocery store from the age of thirteen. Richard attended Pacific Lutheran University, went into the Coast Guard, and managed a hardware store in Idaho owned by the family. He acquired carpentry and building skills from his father. He is a father of two children and three grandchildren. He enjoys spending time with family and attending church.



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

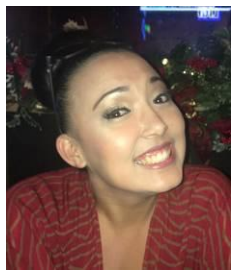
Nā Limahana Ho'opākela (After-school Program)



Noe Haumea is the new Alaka'i for Ho'opākela, our After-School Program. She is a Kamehameha School graduate and was a stay-at-home mom until a couple of years ago when she decided to go back to school. She is currently studying to receive her Associates in Arts degree in Hawaiian Studies at Kaua'i Community College. Noe has four keiki. They are all products of Hawaiian Immersion. The oldest graduated from Kawaikini in 2011. Her two daughters now attend Kamehameha, and her youngest is in papa 'elua. Noe served as Treasurer for Nā Hulu Makua for 5 years. She has been

with Ho'opākela for the past three years.

Tutors



Jayne Shaffer



Kalelei Rogers



Anuheia Herrod



Momi Ka'ahanui



Kawai Ka'ahanui

Community Partner who is Assisting at Kawaikini



My name is Akasha, and I am currently working with Kawaikini as the Farm-to-School Coordinator through Mālama Kauai. I'm excited to be working with Kawaikini to grow the food and garden programs. I am from New York City and recently graduated from NYU with a Master of Arts in Food Studies. I believe that there needs to be a healthier relationship between the youth and our food system. I'm eager to grow Kawaikini's school food program. I love the gardens that are on campus and look forward to developing a sustainable gardening program that works hand in hand with the food program.

APPENDIX D: KAWAIKINI STRIVE HI REPORT

D1 - 2015 – 2016 Strive HI

Kawaikini New Century Public Charter School



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

Board Chair: Jewel Asai

Director: Kaleimakamae Kaauiwai

Year authorized: 2008

3-1821 J Kaumualii Hwy., Lihue, HI 96766

808-632-2032

kawaikini.com

Region: Kauai

DOE Complex: Kauai Complex

Total enrollment: 141

Grades: K-12

Elementary: K-6

Middle: 7-8

High: 9-12

WASC accredited: Yes, through 6/30/20

Title I eligible: Yes

High needs populations:

School

SPED: 3.5%

FRL: 61.8%

ELL: N/A

Statewide

SPED: 9.7%

FRL: 50.6%

ELL: 6.2%

Academic Performance – School Year 2015-2016

Academic Performance Framework (APF) Hawaii State Public Charter School Commission

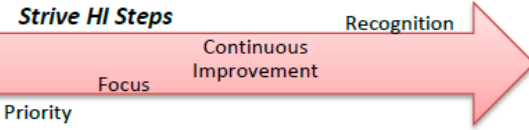
Weighted API Score (APF weight: 100%)	School-Specific Measure (APF weight: 0%)	APF Score (0-400 points)
50	N/A	50

	Elem	Middle	High
Division API	28	149	124
Enrollment	114	19	8
Weight	81%	13%	6%

<u>Acronyms</u>
<i>DOE = Hawaii Department of Education</i>
<i>API = Academic performance index</i>
<i>SPED = Special education students</i>
<i>FRL = Students eligible for free and reduced-price lunch</i>
<i>ELL = English language learners</i>
<i>WASC = Western Association of Schools and Colleges</i>

Strive HI Performance System Hawaii Department of Education

Strive HI Classification
Continuous Improvement



Automatic Classification Trigger
-

Financial Performance – School Year 2015-2016

Financial Performance Indicators	SY 2015-2016	Target/Standard
1. Current Ratio	2.90	1.1 or higher
2. Unrestricted Days Cash on Hand	46.57 days	60 days or more; 30 to 60 days AND positive trend from SY 2014-2015 to SY 2015-2016
3. Enrollment Variance	88.7%	95% or higher
4. Total Margin	4%	0% or higher
5. Debt to Assets Ratio	8%	50% or less
6. Cash Flow	\$134,087	\$0.00 or more
7. Unrestricted Fund Balance Percentage	100.4%	25% or higher
8. Change in Total Fund Balance	\$52,003	\$0.00 or more
Annual Overall Rating	Meets Standard	

Organizational Performance – School Year 2015-2016

Organizational Performance Indicators	SY 2015-2016	Target/Standard
1. On-time completion rate for Epicenter tasks	80%	70% or higher
2. Number of Notices of Deficiency	0	1 or fewer
3. Number of incidents of non-compliance with governing board meeting requirements, as set forth in Hawaii Revised Statutes (HRS), Section 302D-12(h)	0	2 or fewer
4. Number of incidents of non-compliance with school policy requirements, as set forth in the Charter Contract, Section 11.4.1	0	1 or fewer
5. Number of Compliance Review tasks not completed satisfactorily	0	1 or fewer
Annual Overall Rating	Meets Standard	

Kawaikini New Century Public Charter School

Kawaikini’s Strive HI status of “Continuous Improvement” can be seen in the following diagram of Performance Steps:

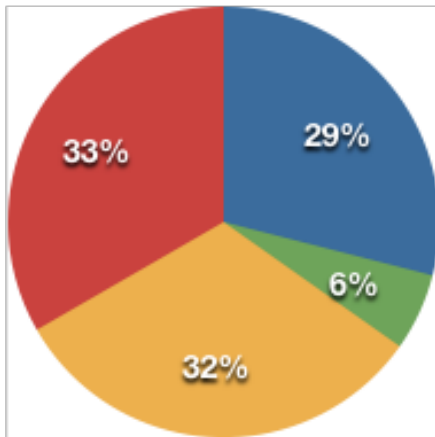


More detailed information on the Strive HI index can be found at <http://www.hawaiipublicschools.org/VisionForSuccess/AdvancingEducation/StriveHIPerformanceSystem/Pages/Strive-HI-System-Index.aspx>

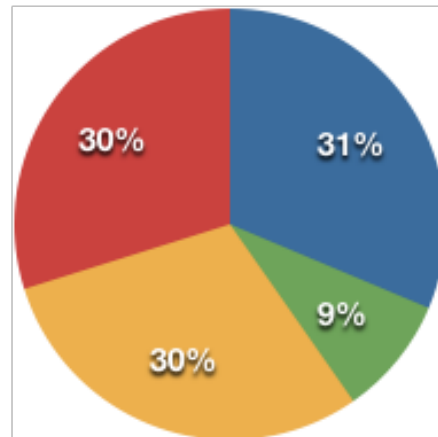
APPENDIX E: TESTING RESULTS

E1 - He Lawai'a

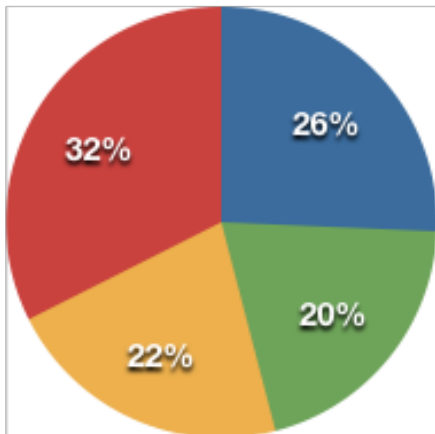
He Lawai'a: Spring 2011



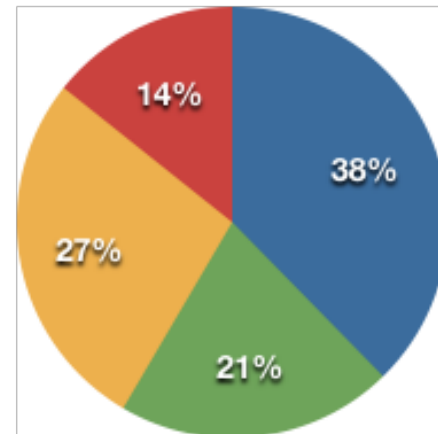
He Lawai'a: Spring 2012



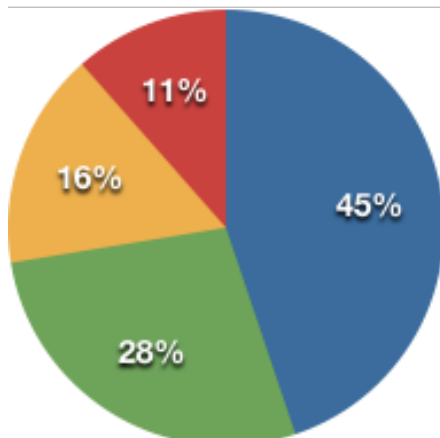
He Lawai'a: Spring 2013



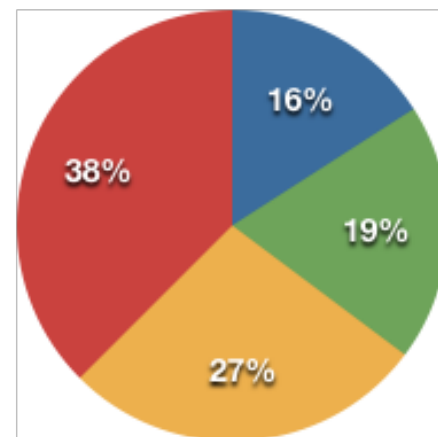
He Lawai'a: Spring 2014



He Lawai'a: Spring 2015



He Lawai'a: Spring 2016



● exceeds ● meets ● approaching ● below

APPENDIX F: INDEX OF COMMUNITY SUPPORT

Institutional partners

- University of Hawai'i
- Kaua'i Community College
- Supporting the Language of Kaua'i, Inc.
- Kamehameha Schools, Ho'olako Like Dept.
 - 'Aha Pūnana Leo, Inc.
 - Office of Hawaiian Affairs
 - Nā Lei Na'auao
 - Pūnana Leo o Kaua'i
- Ho'ola Lahui Hawai'i / Mālama i nā Pua
- Nā Pua No'ēau Center for Gifted and Talented Native Hawaiian Children
 - Malama 'Aina Foundation

Other assistance provided by these Businesses and Organizations

- Hawai'i Department of Education
- Queen Lili'uokalani Children's Center
 - Waipa Foundation
 - Limahuli Gardens
- Kaua'i County Planning Commission
 - Living Life Source Foundation
 - High Tech Youth Network
- Kaua'i Independent Food Bank
- KCC Performing Arts Center
 - Mālama 'Aina Foundation
- Trade-Winds Management Group, LTD
- Ono Pops (Greg Askew & Candace Boxer)

Special Recognition

Mahalo to the following for their service to the keiki and `ohana of Kawaikini:

Kahu Kaleimakamae Ka'auwai
Kumu Anela McGerrity
Kumu Rebecca Stevens
'Anake Lorna Poe

Supporting the Language of Kaua'i, Inc. (501c3)

Hoku Ka'auwai, President
Lea Kaiaokamalie, Vice President
Roxanne Apana, Treasurer
Leilani Spencer, Secretary
Kimo Perry, Board Member
Ezra Kanoho, Board Member
Mele Cachero-Wimbish, Board Member



APPENDIX G: KAWAIKINI POLICY ON PRAYER AND PULE

POLICY ON PRAYER AND PULE

EDU

4121

1. Purpose

Kawaikini New Century Public Charter School is an authorized public charter school in the state of Hawai'i whose mission is to "create a productive community of bi-literate citizens." In order to better fulfil its institutional mission; to support the education of its students; to achieve its vision of "a thoughtful, knowledgeable, and healthy community where the language, beliefs, and practices of the indigenous people of Hawai'i are instinctive"; and to bring clarity to all members of the school community regarding prayer and pule at the school, the Governing Board hereby adopts the following Policy.

2. Objectives

This Policy has been conceived with the following objectives in mind:

- To establish guidelines for prayer and pule that give the school a firm legal foundation on which to base its practices.
- To provide a framework that can be effectively articulated and communicated to the school community.
- To set forth general principles for implementation that are clear and unequivocal.
- To ensure an atmosphere of inclusiveness and respect.
- To demonstrate faithfulness to Hawaiian culture and principles.
- To support the fundamental purpose of the school.
- To unify, rather than divide, all elements of our school community.

3. Prayer: Protections and Prohibitions

As a public school, Kawaikini is subject to First Amendment protections and proscriptions, which require public school officials to be neutral in their treatment of religion, showing neither favoritism toward nor hostility against religious expression such as prayer. In practice this means:

- A. School-sponsored prayer is expressly prohibited. Examples of prohibited activities include:
 1. School officials may not themselves decide that prayer should be included in school-sponsored events.

2. Teachers and other public school officials may not lead their classes in prayer, devotional readings from the Bible, or other religious activities. Nor may school officials attempt to persuade or compel students to participate in prayer or other religious activities.
3. When acting in their official capacities as representatives of the state, teachers, school administrators, and other school employees are prohibited from encouraging or discouraging prayer, and from actively participating in such activity with students.

Although the Constitution forbids public school officials from directing or favoring prayer, students do not "shed their constitutional rights to freedom of speech or expression at the schoolhouse gate," and the Supreme Court has made clear that "private religious speech, far from being a First Amendment orphan, is as fully protected under the Free Speech Clause as secular private expression." In practice this means:

B. Individual-directed prayer is protected. Examples of such protected activities include:

1. Students at the school shall be permitted to voluntarily pray at any time before, during, or after the school day.
2. Students may pray with fellow students during the school day on the same terms and conditions that they may engage in other conversation or speech.
3. School authorities may not structure or administer rules to discriminate against student prayer or religious speech.
4. Where schools permit student expression on the basis of genuinely neutral criteria and students retain primary control over the content of their expression, the speech of students who choose to express themselves through religious means such as prayer is not attributable to the state and therefore may not be restricted because of its religious content.
5. Students may pray when not engaged in school activities or instruction, subject to the same rules designed to prevent material disruption of the educational program that are applied to other privately initiated expressive activities. Among other things, students may read their Bibles or other scriptures, say grace before meals, and pray or study religious materials with fellow students during recess, the lunch hour, or other non-instructional time to the same extent that they may engage in nonreligious activities.
6. Teachers may take part in religious activities where the overall context makes clear that they are not participating in their official capacities. Before school or during lunch, for example, teachers may meet with other teachers for prayer or Bible study to the same extent that they may engage in other conversation or nonreligious activities.

7. If a school has a "minute of silence" or other quiet periods during the school day, students are free to pray silently, or not to pray, during these periods of time. Teachers and other school employees may neither encourage nor discourage students from praying during such time periods.

4. Pule as a Hawaiian cultural practice

In fulfilling its mandate and mission, Kawaikini believes that the Hawaiian traditional practice of pule is distinct from Western definitions of prayer; that it is an important foundation of our Hawaiian teaching systems and integral to the school's educational program; and that as a Hawaiian cultural practice it is constitutionally protected as an indigenous cultural practice.

A. Definition of pule

For purposes of this Policy, pule is defined as "Spoken or chanted acknowledgments of our spiritual connectedness to the world around us."

B. For purposes of this Policy, and to guide school-level procedures, defining characteristics of pule are:

1. Pule is an ancient Native Hawaiian custom and tradition.
2. Pule are expressed in the Hawaiian language.
3. Pule maintain and honor our spiritual connection to the world that surrounds us: people of the past, present and future; and the environment around us.
4. Pule are learned rather than extemporaneous.
5. Pule are handed down from person to person.
6. Pule combines forms of linguistic poetry with the history and cultural beliefs and customs of Native Hawaiians.
7. Pule does not advocate a specific formal belief system and will hold different meaning for each individual.
8. Pule may be a spoken or chanted appeal including a) formal acknowledgment of the spiritual source; b) statement of what is desired and intended result; c) offering; and d) closing.
9. Pule may represent a request to our ancestors to teach us their wisdom.
10. Pule serves as a physical and spiritual linking of the body with both ancestors of the past and descendants yet to come.
11. Pule, which can be very spiritually based for the individual, also holds scientific data and other knowledge.
12. Pule expresses respect and gratitude for all things: forces seen and unseen.
13. Pule helps to focus a group's energy and encourages everyone to set aside individual concerns for the sake of the family, organization, or group.
14. Pule help educate students about Hawaiian culture and practices.

In practice this means:

1. Pule, as a Hawaiian cultural practice, is protected and shall be freely exercised at the school.
2. Pule, as an important foundation of the school curriculum, may be organized and otherwise encouraged by the school and its representatives.
3. Teachers shall be able to instruct and lead students in the Hawaiian cultural practice of pule as they would other practices that are equally integral to the school’s curriculum and mission.

5. Communication

The school may neither mandate nor prohibit any school practice that pertains to pule. The school’s administration shall develop opt-out procedures to allow any student to recuse from any such practice on any grounds. The school shall further develop, maintain and disseminate clearly defined informational materials that explain to all prospective and current members of the school community what expectations for the school’s practices, including those for pule, will be.

ADOPTED:	7/14/16
REVISIED:	
AUTHORITY:	1. <i>Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools</i> . United States Department of Education, 07 Feb. 2003. Web. < http://www2.ed.gov/policy/gen/guid/religionandschools/prayer_guidance.html >.
SOURCE:	Kawaikini NCPCS <i>Essential Terms</i>
DOCUMENTS AFFECTED:	Student Handbook, Parent Handbook, Employee Handbook

APPENDIX H: 2015-2016 AUDIT REPORT

[Included here is the most recent Financial Audit Report for the 2015-2016 fiscal year including the Management Discussion and Analysis. The full audit report may be viewed online at www.kawaikini.com.]

J^{ay} M_{iyaki}, CPA, LLC

**KAWAIKINI
NEW CENTURY
PUBLIC
CHARTER
SCHOOL**

Audited Financial Statements
as of and for the Years Ended
June 30, 2016 and 2015
and Independent Auditor's Reports

KAWAIKINI NEW CENTURY PUBLIC CHARTER SCHOOL

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For the Years Ended June 30, 2016 and 2015

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KAWAIKINI NEW CENTURY PUBLIC CHARTER SCHOOL
INDEPENDENT AUDITOR'S REPORT
For the Years Ended June 30, 2016 and 2015

INDEPENDENT AUDITOR'S REPORT

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

We have audited the accompanying financial statements of the governmental activities, the business-type activities, each major fund, and the aggregate remaining fund information of Kawaikini New Century Public Charter School (a State of Hawaii Public Charter School), as of and for the years ended June 30, 2016 and 2015, and the related notes to the financial statements, which collectively comprise the School's basic financial statements as listed in the table of contents.

Management's Responsibility for the Financial Statements

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

Auditor's Responsibility

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

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

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

Basis for Qualified Opinion on Supporting the Language of Kauai, Inc.

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

Qualified Opinion on Supporting the Language of Kauai, Inc.

In our opinion, except for the possible effects of the matter discussed in the “Basis for Qualified Opinion on Supporting the Language of Kauai, Inc.” paragraph, the financial statements referred to above present fairly, in all material respects, the financial position of the discretely presented component unit for Kawaikini New Century Public Charter School, as of June 30, 2016 and 2015, and the changes in financial position thereof for the years then ended in accordance with accounting principles generally accepted in the United States of America.

Unmodified Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities, the business-type activities, each major fund, and the aggregate remaining fund information of Kawaikini New Century Public Charter School, as of June 30, 2016 and 2015, and the respective changes in financial position and, where applicable, cash flows thereof for the years then ended in accordance with accounting principles generally accepted in the United States of America.

Other Matters – Required Supplementary Information

Accounting principles generally accepted in the United States of America require that the management’s discussion and analysis information on pages six (6) through nine (9) be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board, who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management’s responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated October 29, 2016 on our consideration of the Kawaikini New Century Public Charter School’s internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering Kawaikini New Century Public Charter School’s internal control over financial reporting and compliance.



Honolulu, Hawaii
October 29, 2016

KAWAIKINI NEW CENTURY PUBLIC CHARTER SCHOOL
MANAGEMENT DISCUSSION AND ANALYSIS
For the Years Ended June 30, 2016 and 2015

KAWAIKINI NEW CENTURY PUBLIC CHARTER SCHOOL

MANAGEMENT DISCUSSION AND ANALYSIS

For the Years Ended June 30, 2016 and 2015

The following discussion and analysis of the financial performance of Kawaikini New Century Public Charter School provides an overview of the School's financial activities for the fiscal years ended June 30, 2016 and 2015. Please read it in conjunction with the School's financial statements and the related notes to the financial statements.

The School as a Whole

Kawaikini New Century Public Charter School was approved by the Hawaii State Board of Education and received its charter on July 10, 2008. During the fiscal year ended June 30, 2016, the School operated grade levels kindergarten through grade twelve in Lihue, on the Island of Kauai, Hawaii. Enrollment consisted of a total of 141 students for the 2015-2016 school year and 137 for the 2014-2015 school year. Following are additional information.

- Kawaikini New Century Public Charter School was approved by the Hawaii State Board of Education and received its charter on July 10, 2008. During the fiscal year ended June 30, 2016, the School operated grade levels kindergarten through grade twelve in Lihue, on the Island of Kauai, Hawaii. Enrollment consisted of a total of 141 students. Following are additional information.
- Kawaikini is in its second year of the six-year Accreditation from the Western Association of Schools and Colleges, which was a collaboration of all teachers, staff, parents, students and community members. Kawaikini is implementing and reviewing its action plan to benefit the students and `ohana. And we are preparing for the mid-term visit in Spring 2017.
- Kawaikini continues its partnership with High Tech Youth Network and Supporting the Language of Kaua`i, celebrated the opening of Studio K, a venue for youth to work alongside adult mentors on creative and exciting projects which involve information Technology. This is an opportunity to learn and advance their creative skills and capacity, including graphic design; designing and making web pages, apps, and video games; video and music production; and students creating their own digital movies. This year, Studio K's producer was recognized as the Adobe Creative Educator of the Year, one of 50 awards globally across 80 countries.
- Kawaikini's students are steep in the Hawaiian culture, focusing on the third pillar, Manokalanipo, involved in the community, creating partnerships across the island, and visiting places like, Alekoko, Ha`ena, Makaweli, Po`ipu or Makahiki games, Moloa`a, Lawai Kai,
- the Library, Uncle George's farm, Malama `Aina Foundation, Waipa, Puakea, Nounou, Ka`aka`aniu, Kekaha, Kealia Asquith Farm, Kilauea/Kahili, Waiakalua, Nawiliwili, Kalapaki, Kailua Loop Trail, Wilcox Haukapila, Namahana, Kapa`a Beach Park Powwow, Kamalani Park and Pea`iki.
- Kawaikini's Secondary Academic Conference occurs in the final month of each semester, December and May, of each year. This is an opportunity for students to share what they have learned before an audience, including their parents. This year, the elementary students were also invited to participate. Senior students choose a topic to complete a year-long research and defense in the spring, called Kupale, before a panel of judges of language, education and cultural based education.

MANAGEMENT DISCUSSION AND ANALYSIS (continued)

The School as a Whole (continued)

- Kawaikini is Asbestos Free. During summer 2015, Kawaikini engaged a local company to remove asbestos, which was contained in two small closets.
- The Governing Board of Kawaikini also took the time to review the vision and mission of the school, including re-vising the vision and mission. This process of reviewing and re-vising the vision and mission was very important in order for the Kawaikini `ohana, kumu, limahana, haumana and makua to move forward together.

Using This Annual Report

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

Financial Statements

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

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

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

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

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

MANAGEMENT DISCUSSION AND ANALYSIS (continued)

Financial Highlights

For the year ended June 30, 2016:

- The School reported net position of \$1,438,526 comprising cash of \$167,683, other assets of \$184,675, and property and equipment of \$1,207,645 less liabilities of \$121,477.
- The School reported an operating profit of \$39,003 from operating revenues of \$1,471,516 less operating expenses of \$1,432,513.
- Per-pupil funding was approximately \$963,689, which represented approximately 65% of total operating revenues.
- Salaries and wages of \$994,513 represented approximately 69% of total operating expenses.

Net Position

The following provides a summary of the School's net position as of June 30, 2016 and 2015.

	<u>2016</u>	<u>2015</u>	Increase (Decrease)
Assets	\$1,560,003	\$1,516,173	\$ 43,830
Liabilities	\$ 121,477	\$ 129,650	\$ (8,173)
Total net position	\$1,438,526	\$1,386,523	\$ 52,003

The increase in assets in fiscal year 2016 resulted in the School's increase in net position, primarily due to operating income exceeding operating expenses. Over time, net position can serve as a useful indicator of the School's financial position.

Changes in Net Position

The following provides a summary of the School's revenues, expenses and changes in net position as of June 30, 2016 and 2015.

	<u>2016</u>	<u>2015</u>	Increase (Decrease)
<u>Revenues</u>			
Per pupil allocation	\$ 963,689	850,903	\$112,786
Grants passed through from			
Supporting the Language of Kauai Inc.	230,825	226,472	4,353
Federal and other grants	138,910	169,087	(30,177)
Other income	<u>151,092</u>	<u>221,703</u>	<u>(70,611)</u>
Total revenues	<u>1,484,516</u>	<u>1,468,165</u>	<u>16,351</u>
<u>Expenses</u>			
Salaries and wages	994,513	1,059,621	(65,108)
Other expenses	<u>438,000</u>	<u>479,299</u>	<u>(41,299)</u>
Total expenses	<u>1,432,513</u>	<u>1,538,920</u>	<u>(106,407)</u>
Increase (decrease) in net position	\$ <u>52,003</u>	<u>(70,755)</u>	\$122,758

MANAGEMENT DISCUSSION AND ANALYSIS (continued)

Net Investment in Capital Assets Component of Net Position

The following provides a summary of the School's net investment in capital assets component of net position as of June 30, 2016 and 2015.

	<u>2016</u>	<u>2015</u>	Increase (Decrease)
Buildings and improvements	\$1,363,627	\$1,356,679	\$ 6,948
Vehicles	118,072	118,072	-
Furniture and fixtures	67,514	67,514	-
Office and computer equipment	116,660	105,330	11,330
Accumulated depreciation	<u>(458,228)</u>	<u>(340,076)</u>	<u>(118,152)</u>
Capital assets – net	<u>\$1,207,645</u>	<u>\$1,307,519</u>	<u>\$ (99,874)</u>

The overall decrease in capital assets is due to depreciation expense exceeding capital asset additions during fiscal year 2016.

Contacting the School's Management

This report is designed to provide a general overview of the School's finances and to show the School's accountability for the money it receives. If there are any questions about this report or additional financial information is needed, please contact the School.