

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

For the period January 1, 2017 – December 31, 2017

Submitted January 11, 2018



WASC Accredited

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K A W A I K I N I

A New Century Public Charter School

I. EXECUTIVE SUMMARY - 2017

The current report provides an overview of the Kawaikini New Century Public Charter School for the calendar year 2017 (January 1, 2017 through December 31, 2017). 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. In addition, this year also represents the tenth anniversary of the school's creation, and so we are also taking this opportunity to feature some highlights of the past ten years. 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.



A MESSAGE FROM KAWAIKINI'S GOVERNING BOARD PRESIDENT

11 Ianuali 2018

Aloha mai kākou,

As we reflect on the past ten years of the Kawaikini New Century Public Charter School, memory recalls the idea of providing “a stronger education model for the Hawaiian-language instruction on Kaua‘i.” Our founders worked tirelessly to complete and submit the competitive application for charter status. Under the establishment of the leadership organization, Supporting the Language of Kaua‘i, Inc. (SLK, Inc.), we were granted one of two charters in October 2007. The fruition of labor became a reality when our school opened on July 29, 2008.



Enrollment, financial stability, teacher retention, ‘ohana satisfaction, maintenance and facilities are ongoing challenges we encounter and endure. With each circumstance, we educate, exercise and execute thoughtful solutions benefitting the school. The ongoing tenacity and perseverance of our school community have a “buy in” to the vision and mission of Kawaikini. All of these tentacles have kept us afloat and will continue as we move forward to another decade of kuleana prospering the Hawaiian language.

We appeal to you, our school community, to build upon the legacy of Kawaikini. Seek interest in the Governing Board, Nā Hulu Makua, or the SLK, Inc. Bring forth your talents and resources to help us successfully engage and overcome our challenges. The Hawaiian immersion environment from the Pūnana Leo O Kaua‘i to Kawaikini has instilled necessary tools for our children's academic, social, and emotional potential. The belief and “buy in” to Kawaikini is unwavering.

Me ka ‘oia‘i o,

Lei‘ilima Rapozo, Governing Board President

A MESSAGE FROM KAWAIKINI'S EXECUTIVE DIRECTOR

Aloha mai e Nā 'Ohana o Kawaikini,

As the new Po'o of Kawaikini, I am honored and humbled to join the school in its 10th year of operation! A gasp of air was taken as I was released from the mentorship of Kahu Ka'auwai in June 2017 to begin this incredible journey. With leadership transition in motion, Kawaikini lives and breathes as it has since it first began.



In 2017, our accomplishments venture on, including:

- * Lunch Service: Mahalo nui to 'Anake Lorna Poe for providing lunch throughout the majority of 2017! The partnership with Malama Kaua'i, who graciously assisted us in being a vendor for our lunch meals, began food service in December 2017. We welcome Chef Barbara Jean Ka'auwai to our 'ohana! Weekly food is harvested from the school garden and utilized in school menu items. This will evolve to daily lunch service into 2018. Malama Kaua'i continues to provide Kawaikini with a VISTA worker who assists in lunch services, supports kumu in creating curriculum for gardening and food, and continues initiatives towards a food truck on site.
- * KS campus wide technology upgrade: Kamehameha Schools chose Kawaikini as one school to receive a campus wide technology infrastructure upgrade with increased wifi accessibility. The entire campus now has faster and more accessible internet services.
- * Kawaikini began a new leadership structure with an incoming executive director, school operations supervisor and existing academic director. There were numerous positive changes initiated including more online, internal request forms; an electronic point of sales system for purchases; progress towards our ongoing Manokalanipō curriculum and improving internal procedural processes.

This upcoming year our goals include: (1) increase development resources to sustain Kawaikini in the next years; (2) continue to address the Accreditation action plan and goals from the new Strategic Plan 2017-2020; (3) sustain and maintain Kawaikini's buildings and land property; and (4) build strong relationships among our students, parents, faculty and administration.

I look forward to getting to know more of Kawaikini's 'ohana and lead the school into the next ten years! Kawaikini continues to grow and evolve, cultivating a rich foundation in Hawaiian language and culture for our students, while striving for supreme academic achievement. 'A'ohē hana nui ke alu 'ia (No task is too big when done together by all).



Me ke aloha,

A handwritten signature in black ink, appearing to read 'Jessell Tanaka'. The signature is fluid and cursive.

Po'o Jessell Tanaka

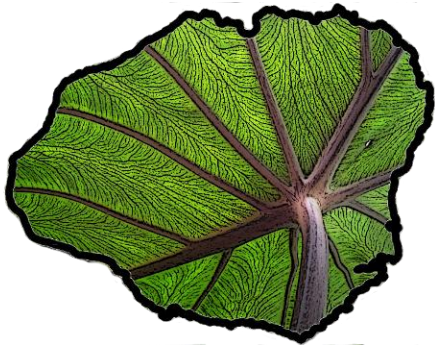
SPECIAL ACKNOWLEDGMENT

Kawaikini would like to acknowledge the following current faculty and staff who began working at Kawaikini when it first opened in 2008. Each has taken on multiple roles over the years, and we mahalo each of them for all they've done for our school, our keiki, our community, and our culture!

	<p>Name: Ke'ala Bristol Code Name: "Voice of Kawaikini"</p> <p>For 10 years, Ke'ala Bristol has been the calm presence in the office, in the health room, and on the phone calls of Kawaikini! Her voice has also come through in the 10 years of monthly newsletters that keep us all informed! Mahalo nui loa e Ke'ala!</p>
	<p>Name: Kawai'olu Torio Code Name: "Queen D.I.B.E.L.S."</p> <p>For many years, Kawai'olu Torio has prepared, proctored, and documented the information on two very important assessments for the elementary program: D.I.B.E.L.S. and He Lawai'a. Kawaikini would not be where we are today without Kawai'olu's steadfast dedication to our keiki!</p>
	<p>Name: 'Ilima Hose Code Name: "Kawaikini Hall-of-Fame"</p> <p>Along with being an original founder of the school, and a long-time Kindergarten teacher, 'Ilima Hose is one of those special people that Kawaikini has been fortunate to have over these past 10 years!</p>
	<p>Name: Nāmomi McCorriston Motto: "Hiki nō!"</p> <p>Nāmomi McCorriston is not just a great teacher but is also known for being willing to try something new in the best interest of the keiki and Kawaikini! Always with a smile, and "Hiki nō!" It is with this "Hiki nō" attitude of Nāmomi that has helped Kawaikini to progress over these first 10 years!</p>
	<p>Name: 'Alohilani Rogers Motto: "Do what's got to be done"</p> <p>'Alohilani is the master of sacrifice for the better cause of Kawaikini students, staff, Hawaiian culture, language and the Kawaikini community as a whole. Her level of commitment to Kawaikini is unquestionable and she is much appreciated for her dedication over the years.</p>
	<p>Name: Kaleimakamae Ka'auwai Code Name: "Kahu"</p> <p>Another of our founding members, Kaleimakamae is a former teacher, GB member and ED of Kawaikini. He is currently on sabbatical working on his PhD. We look forward to him returning to the classroom in the 2018-19 school year!</p>

SPECIAL ACKNOWLEDGMENT

Kawaikini would also like to thank the following institutional partners for their continued support of our school throughout its existence.



Supporting the
Language of
Kaua'i, Inc.



UNIVERSITY of HAWAII®
KAUA'I
COMMUNITY COLLEGE

II. OVERVIEW OF KAWAIKINI

A. Quick facts: School Year 2017-18

School Name:	Kawaikini New Century Public Charter School (KNCPCS)
Established:	July 2008
Students (2017-2018)	141
Lead Teachers:	11.0
Educational Assistants:	5.5
Support Staff:	2.0
Administration:	5.0
Lead teacher/student ratio:	12.8 / 1
Instructional staff/student ratio:	8.5 / 1
Language of instruction:	Hawaiian only through grade 4; Hawaiian and English in grades 5-12.
Executive Director:	Jessell Tanaka, MSW
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 8 members who are appointed for three-year terms. Currently, Kawaikini's Governing Board consists of the following eight members whose three-year terms are due to end as follows (see *Appendix B* for Governing Board bios):

Governing Board member	Office	Term Ends
Lei'ilima Rapozo	President	June 30, 2019
Leilehua Rivera	Vice President	June 30, 2018
Ray Blouin*	Treasurer (Jul. - Dec. 2017)	Dec. 31, 2017
Roxanne Carvalho	Treasurer (Jan. - Jun. 2018)	June 30, 2020
Larie Manutai	Secretary	June 30, 2020
Nāmomi McCorriston		June 30, 2018
Lou Nishida		June 30, 2019
Caroline Victorino		June 30, 2020
Jessell Tanaka	Ex-officio (non-voting)	No term limit

* Appointed to second partial term ending December 2017.

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 18, February 15, March 15, April 19, May 17, and June 21. 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'aeheo mākou, ko Kawaikini, i kaiaulu kuano'o, na'auao, a hāehuola e kuluma ai ka 'ōlelo, nā mana'o, a me nā hana a ka po'e 'ōiwi o Hawai'i nei.
We, Kawaikini (NCPCS), stand tall as a thoughtful, knowledgeable, and healthy community where the language, beliefs and practices of the indigenous people of Hawai'i are instinctive.

Ala Nu'ukia / Mission

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

Grounded in the Hawaiian language, Kawaikini NCPCS will create a productive community of 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. 2017 Summary and Report

A. Student enrollment and admissions

For the 2017-18 school year, Kawaikini's official enrollment count was 140 students: 109 students in the elementary program and 31 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%
2017-18	Yr. 10	141	-6.6%

Enrollment for SY 2018-19 is projected to be 156 students. The enrollment process begins on January 12, 2018. Applications for the 2018-19 school year are due on February 23, 2018. Applications received after February 23rd 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 (2017-18)

As Kawaikini has expanded it has increased and diversified its staff. This has included separating the combined Grade 5/6 pae, expanding counseling services, and adding kumu kōkua to support instruction. For the 2017-18 school year faculty and staff are as follows (see *Appendix C* for faculty and staff bios):

ADMINISTRATIVE STAFF:

Executive Director: Jessell Tanaka, MSW
Academic Director: M. 'Alohilani Rogers
SASA: C. Ke'ala Bristol
School Operations Supervisor: Terri Russell
Office Assistant: 'Auli'i Herrod

INSTRUCTIONAL FACULTY:

Kawaikini is fortunate to have the following Kumu Alaka`i for the current academic year:

Papa Mālaa'o (Kindergarten) / Papa 1: 'Ilima Hose
Papa 1 / Papa 2: Nāmomi McCorriston

Papa 3: L. Lei Wann
Papa 4: R. Kaliko Goo
Papa 5: N. Uluwehi Torio
Papa 6: Lilinoe (Tita) Kuhaulua
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 and Counselors who support instruction in the classroom.

Kumu Kōkua (1/2): Kaleilehua Victor
Kumu Kōkua (k/1): Keani Mayer
Kumu Kōkua (3-4): Waiulu Fernandez
Kumu Kōkua (5/6): J. Kawai'olu Torio
Kumu Kīnānā (SpEd) / SSC: J. Healani Emmick
Kumu A'oao (School Counselor): Kahanu Keawe

SUPPORT STAFF:

Kawaikini also has a dedicated team of support staff:

Bus Driver: George Jackson
Instructional Technology (IT): Alexandra Mink-Flacco
Papa Makua: Kanoa Mayer

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 both the elementary and secondary programs at Kawaikini present their work through **'Aha Na'auao** (Academic Conference) held at the end of each semester. 'Aha Na'auao allows students and teachers the opportunity to share their learning with one another, which may include visual presentations in the gallery walk, PowerPoint research presentations, oli, mele, short skits, poetry, etc.

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 also requiring the successful completion of Hawaiian Language Arts at each year. Teachers in the secondary program also bring to the classrooms their knowledge and experience in culture and protocol, music, crafts, hiking, restoration, and sustainability.



Manokalanipō field trips take 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 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 and Nu'alolo. Each group of secondary students also participates in one camp per school year within their moku to further their relationship with place. 'Ohana are also invited to attend this camp.

Students in the both the elementary and secondary programs at Kawaikini present their work through '**Aha Na'auao** (Academic Conference) held at the end of each semester. 'Aha Na'auao allows students and teachers the opportunity to share their learning with one another, which may include visual presentations in the gallery walk, PowerPoint research presentations, oli, mele, short skits, poetry, etc.

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 accepted 4 students within grades 7 and 8. These students were combined with our current bilingual students, but were also required to stay after school 4 days/week for an additional assistive class. This was possible because of volunteer hours of Kawaikini teachers.

In the current 2017-18 school year, we are reviewing the lessons learned last year to create a proposal to possibly continue Ke Ala Hūlili in the 2018-2019 school year.

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 after school program, providing our students with homework help, time to play and additional academic support from the end of school until 4:30p daily.

Mana Mele is a Native Hawaiian Education project hosted by Mana Maoli. Mahalo nui loa to our Mana Mele instructor, Darryl Gonzales! “Anakala Darryl” provides music instruction and support for original musical composition for our 7-12 students under the Mana Mele program.

Hui Lopako, Robotics, is an afterschool program initiated with the diligence of Leilani Spencer whose daughters participated in robotics competition with Island School. Kawaikini was initially gifted VEX starter kits, a monetary donation, and volunteers to mentor our students. In the past, Deana Slogger, a high school student and Robotics team member at Island School, has volunteered her time to mentoring our Hui Lopako students. This 2017-18 school year, Hui Lopako has been continued by Lexa Mink-Flacco, who led a group of Kawaikini students in entering a Robotics competition!

“Our season began on September 9th, when the game was announced. We immediately started to make designs for the robot. This included analyzing the game, figuring out strategy, and building such that our bot could play the game well. We ended up with a solid design, but a few unforeseen flaws which did cause us problems later. The students learned from these flaws and surprised me with their enthusiasm to rebuild and fix for the future. Three competitions were held: 2 on Kaua’i and one in Honolulu. We did admirably for such a young team - most students were middle and high school; our median age was 3rd grade. The students have all expressed a continuing interest in robotics and STEM (Science, Technology, Engineering, Mathematics) in general, and in a similar competition next year.”

- Lexa Mink-Flacco

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’ā 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. With teacher advisors, Kumu Waiamau and Kumu Healani, the council meets twice a week to organize various events and activities for the student body.



4. Student Services

Counseling Services. For the 2017-18 school year, Kawaikini has expanded its counseling services to include a position for a part-time counselor. This position is aimed at providing our students with timely and effective support for our students. As this is a brand new position for Kawaikini, time is also going in to articulating roles and responsibilities for this position as well as the shift in responsibilities of related positions.

Lunch Program. Kawaikini was fortunate to have 'Anake Lorna Poe providing lunch throughout the majority of 2017. This partnership with Malama Kaua'i, who graciously assisted us in being a vendor for our lunch meals, began food service in December 2017 with Chef Barbara Jean Ka'auwai joining our 'ohana. Weekly food is harvested from the school garden and utilized in school menu items. This will evolve to daily lunch service in 2018. Malama Kaua'i continues to provide Kawaikini with a VISTA worker who assists in lunch services, supports kumu in creating curriculum for gardening and food, and continues initiatives towards a food truck on site. Malama Kaua'i has also helped with equipment purchases allowing our service to switch from use of paper products to lunch trays and utensils.



D. School performance

Strive HI is a State of Hawai'i system to monitor and report on overall performance for all public schools in Hawai'i (DOE and Charter) which includes: Financial, Organizational, and Academic Performance. All information is then used to classify schools into levels of performance. Kawaikini remains in the classification of "Continuous Improvement" for the 2016-17 school year along with the bulk of public schools. (See *Appendix D1: Strive Report* and *Appendix D2: Charter Performance Framework*.)

In the area of *Strive HI* Academic Performance, Kawaikini continues to look for ways to improve in all areas. In 2017, particular attention has been given to improving Chronic Absenteeism, which is the percentage of students missing a high number of school days throughout the academic year.

In addition to the areas reported in *Strive HI*, Kawaikini also considers other indicators of school performance including school-level testing and professional development of faculty and staff. Each of these elements is briefly discussed below.

Testing

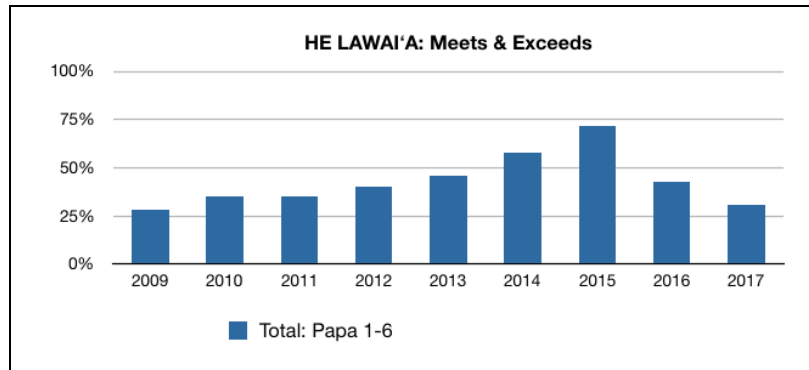
As part of its contract with the state and as proof of its own commitment to maintaining accountability, Kawaikini maintains a comprehensive program of testing. This past year, these include both State-required mandatory assessments, including the Smarter Balanced Assessment (SBA) in English (for State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

In order to understand Kawaikini's test scores, it is important to note, that because our class sizes are so small, grade-level test data is easily impacted when a few students test either high or low

compared to their classmates. Kawaikini’s smaller grade size makes it difficult to extrapolate non-student-specific trends and tendencies from the data.

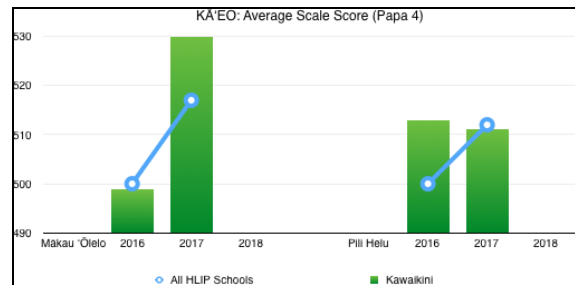
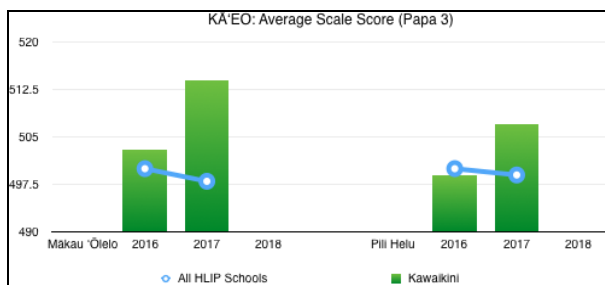
He Lawai’a: *He Lawai’a* is a K-12 ‘ōlelo Hawai’i reading comprehension test that consists of one Hawaiian narrative passage at each of twelve difficulty levels. As a student reads a passage aloud, his or her mistakes are noted by the teacher. Following the read-aloud portion of the test, the student is asked questions regarding the narrative’s components such as the main idea and vocabulary. We currently use *He Lawai’a* in grades 1-6.

From 2009-2015, *He Lawai’a* data in grades 1-6 showed a steady increase of students meeting or exceeding proficiency from 28% to 72%. During this time, Kawaikini was using the original version of the *He Lawai’a* test. Since 2016, we have been using a new version of *He Lawai’a* in grades 1-3.



KĀ’EO (grades 3 & 4): In Spring 2015, an initial pilot test was administered to Hawaiian immersion student statewide with the new assessment, Kaiapuni Assessment of Educational Outcomes (KĀ’EO). The following tables show the comparison of the average score of Kawaikini students and all other Hawaiian Language Immersion Program students in Mākau ‘Ōlelo (Hawaiian Language Arts) and Pili Helu (Math) over the past 2 years.

KĀ’EO is scheduled to be administered in progressively older grades in the future.



SBA (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).

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

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.



In 2014, Kawaikini received a full Accreditation term for six years with a 1 day mid-term visit. At our initial accreditation visit, Kawaikini determined three important areas for self 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.

At that same initial visit, The Visiting Committee, recommend two more action plan items:

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

On April 7, 2017, Pua Ka'ai and Haunani Seward visited Kawaikini for our mid-term visit. The commendations and recommendations from this visit are listed below:

A. Commendations (*Comments on significant progress the school has made in responding to the critical areas for follow-up and in carrying out the related action plan*):

- There is clarity of flow from Vision to Mission to Beliefs to Goals to ESLRS.
- Reviewing and restructuring the leadership model to be more effective based on the needs of the school.
- Students who demonstrate skills and abilities necessary to traverse learning both in Hawaiian and English.
- Students who are articulate, caring, and engaged in their learning.
- Perseverance with the NWEA testing, showing growth of their students.
- Sensitive and thorough handling of the policy on prayer and pule.
- Ke Ala Hulili program enrolling 7th and 8th grade non-proficient students and supporting them in their language acquisition.
- Manokalanipō Framework as a start to a rich K-12 alignment.

B. Recommendations (*Comments on any critical areas for follow-up/action plan sections that have not yet been completely addressed, if applicable; Identify any new areas of concerns, if applicable*):

- Support the new Executive Director as she takes on the responsibilities of the school and the new strategic plan.
- Manage the impact that the change in leadership structure and a new Executive Director has upon the culture of the school, particularly in the area of donor cultivation, development, and community involvement.
- As the school adjusts to the new leadership framework, continue to find ways to clarify the responsibilities and roles of a single Academic Director while at the same time building the leadership capacity of the two Pouhana.
- Continue to find ways to design the schedule so that teachers have time to collaborate and work on K-12 alignment.

Our next re-accreditation visit will be in 2020. Kawaikini will be looking for parents, staff, and community members to sit on each of the committees: Governance, Human Resources, Education, Health & Safety/Facilities, Community of the School, and Finance & Fundraising. **`A`ohe hana nui ke alu like kākou** (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!

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 2017

In 2017, there were several smaller facilities projects conducted on campus. Two gates were installed on the lower campus. Bus stalls and handicap stalls were painted and other stalls were repainted. Outdoor signage was created around campus. Water fountains were installed. Repairs were conducted on the Hale Akamai decking and stairs and on the Admin. building roof. In addition, all safety matters were re-evaluated in preparation for an updated facilities maintenance schedule. Lastly, Kawaikini has worked closely with SLK, Inc. to complete design of the Kawaikini Multi-purpose building, with architect Palmer Hafdahl continuing his work on this project. Projected date of finalization is June 30, 2018.

Plans for 2018

Plans for the upcoming calendar year include finalization of the architectural design for the multi-purpose building; ongoing development of the playground; creating more Hawaiian ambience on campus; and completion of a comprehensive maintenance schedule. We will also be continuing an emphasis on maintenance of classrooms and grounds on campus.


Evolution of Kawaikini Facilities: 2008-2017

<p>Year 1: Tents</p> 	<p>Year 2: Trailers</p> 	<p>Year 3: Construction Begins</p> 
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Year 4: Site Work (Septic System & Hale Akamai)




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

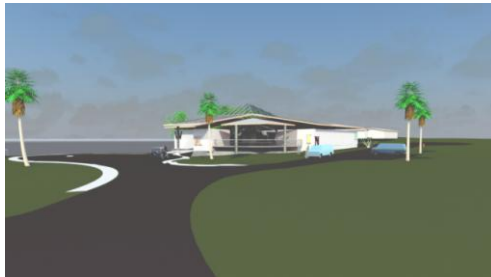
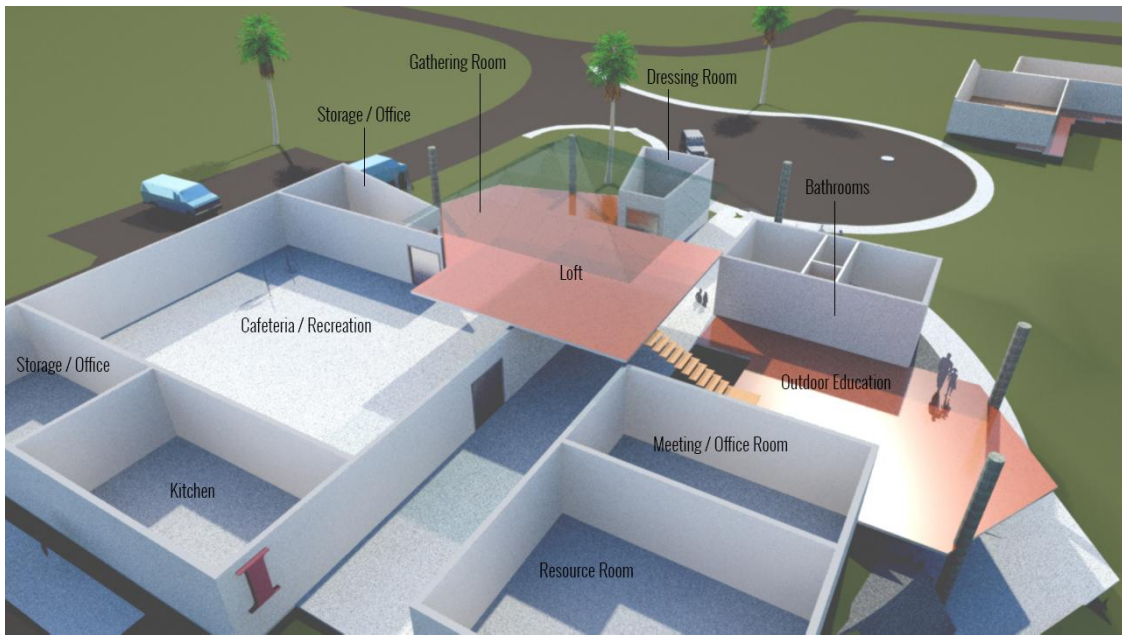
 <p>playground</p>	 <p>new hale' aina tent</p>	 <p>Security entrance gate</p>	 <p>Imu</p>	 <p>benches/tables</p>
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Year 10: Repairs, signage, playground, plans



Multi-purpose design

Early draft renderings of Kawaikini's proposed multi-purpose building



G. Financial condition

Fiscal Year July 1, 2016 – June 30, 2017

Final Fiscal Year statements for 2016-2017 audit report has been prepared by Jay Miyaki, CPA, LLC and can be seen in *Appendix F*. In addition, the Hawai'i Public Charter School Commission's 2016-2017 Financial and Organizational Performance indicators for Kawaikini, from its 2017 annual report¹, can be seen in *Appendix D2*.

Fiscal Year July 1, 2017 – June 30, 2018

The current fiscal year produced a 7.26% 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:

State of Hawai'i per-pupil funding by year

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	+0.50
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
2017-2018	Year 10	7,323	+7.26

Kawaikini's total operational budget for the 2017-2018 school year is approximately \$1,778,589, which comes from a combination of revenue from state, federal and private funding sources. Kawaikini's current fiscal status is forecasted as having a downward trend due to decreased enrollment for the current school year and building renovation projects needed on campus. However, the school's new administration has taken measures to cut unnecessary expenses to achieve additional cost effectiveness.

Outlook for 2018-2019

The outlook for fiscal year 2018-2019 is projected to be stable, depending on enrollment. The school will continue its practice of maintaining a reserve of no less than 5% of operating costs. Kawaikini will continue to uphold the 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, Inc. to fund additional projects as needed.

¹ The full report (with detailed school-level indicators) is at: <http://www.chartercommission.hawaii.gov/reports>

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 Cummings, President; Laureen Pia, Vice President; Kaliko Goo-Labuguen, Treasurer; Maile Kennedy, Secretary; Amanda Cabebe, Communications Coordinator; Kalei Hoffman, Historian; Nico Dollar, Teacher Liaison.

Key activities and accomplishments of the parent group during 2017 included:

- Fundraising events including: Sweet Bread Sale, and the October Coconut Festival
- Supporting events at the school including: Huaka'i Papa; La Ho'ike'ike; Makana no nā haumana hemo kula; Purchasing sports equipment for wā pa'ani; supporting 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 3rd 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 support organizational effectiveness.
- Revising the NHM by-laws.
- Lā 'Ohana in August at Anahola Beach Park

Planned activities for the first half of 2018 include:

- 'Ohana Movie Night
 - Playground Committee.
- Fundraising!!!

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 2017, specifically, we were fortunate to partner with the following organizations on our campus:

- Technical and financial support provided by Kawaikini's affiliated non-profit, Supporting the Language of Kaua'i, Inc.
- Kamehameha Schools Technology Team provides technology expansion support of Kawaikini
- Foster Grandparent provides one kupuna to assist students in the classroom
- Mana Mele Mentorship Program with Darryl Gonzales
- Kawaikini continues to partner with Liko A'e Scholarship Program as a site for scholarship participants
- Royal Order of Kamehameha meets regularly at Kawaikini
- Kanikawī (similar to Taste of Kaua'i), a Secondary Fundraiser
- 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
- Lili'uokalani Trust partnership providing after-school work opportunity for students
- Natural Area Reserves System, DLNR, working with 9-12 students in Miloli'i uka and Nu'alolo uka. NARS also assisted in a student visit to Miloli'i in Summer 2017
- Life Vantage donated trees, and many hands to help weed, plant, repair and repaint tables, and clean up Kawaikini, Pūnana Leo, the KCC lo'i, and the community garden.
- Office of Hawaiian Affairs hosts protocol workshop for Hokule'a at Kawaikini
- Department of Education District & Schools Office providing monthly and as-needed support with student behavior support services
- Native Hawaiian Education Council holds community forum at Kawaikini



Kawaikini hosted visiting students from Ao Tea Roa

- Kauaʻi Farm Bureau assists Kawaikini with Lights on Rice Parade float creation
- Kauaʻi Freight donates pre-owned computers
- King Kaumualiʻi Elementary School donates pre-owned computers
- Kauaʻi Police Department Workshop on Bullying with Officer Lance Okazaki and John Mullineaux for secondary students
- YWCA Education prevention safe touch presentation for staff
- Hoʻōla Lāhui Hawaiʻi provides ongoing nutritional and healthy lifestyles workshops with students
- Kauaʻi Independent Food Bank provides backpack food bags for eligible students and access to their store for lunch menu ingredients
- Ka Haka ʻUla o Keʻelikōlani College of Hawaiian Language, University of Hawaii at Hilo conducts school visits at Kawaikini with their graduating classes
- Kauai Bots at Kukui Grove Center provided use of tools and workspace for our students involved with Robotics

Kawaikini in the community

Kawaikini’s commitment to being an active member of the local community can be seen in several of the activities that it has conducted beyond its campus. Some examples include:

- Service learning projects in loʻi at Waipā, Keālia, Makaweli, Koʻolau, Alakoko, Hāʻena, Peaiki, Miloliʻi and Anahola.
- Participation in Prince Kūhiō commemorative celebrations in Anahola.
- Food Drive to benefit Kauaʻi Food Bank
- Participation in the Lights on Rice parade
- Kuʻi Ka Lono - Statewide Charter School Youth Conference
- Prince Kuhio Celebration Fundraiser for Kawaikini’s Playground at Koloa Landing
- HA`O (Hawaiian Agencies and Organizations of Kauaʻi) monthly meetings
- Kula Hawaiʻi Network Meeting
- Elementary students record Hawaiian-language messages for KKCR radio
- Third and fourth grades students visit Hawaiʻi Island.



Students from Kumu Lei and Kumu Kaliko's classes visited Hawaiʻi island in March 2017

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

- Mālama ʻĀina Foundation providing standards-based Hawaiian cultural lessons for grades 6-8
- Mālama ʻĀina 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
- Hoʻōla Lāhui Hawaiʻi on Health, Nutrition, and Physical Education for Papa M-12
- Artist in the School Program with Kumu Mauiola Cook

Appendix E 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.

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 first Strategic Plan in 2011 covering the period 2012-2016 and ending December 31, 2016. In 2017, Kawaikini's Governing Board updated the Strategic Plan with a special emphasis on aligning its goals with the school's Action Plan from WASC accreditation requirements. This new alignment ensures that the two documents work together seamlessly and allows the school to focus its efforts in a more integrated way. The timeframe of the new 2017-2020 Strategic Plan was also timed to align with the next WASC accreditation process in 2020. The new plan was developed in collaboration with the school's newly hired Executive Director which will make implementation of the plan easier going forward. The updated Strategic Plan can be found online at: <http://kawaikini.com/community/board/>.



IV. HIGHLIGHTS OF 2017

The 2017 calendar year offered many activities on campus and in the community. Highlights of some representative activities conducted during this time include:

A. First quarter: January – March 2017

- Hālāwai Nā Hulu Makua - monthly
- Hālāwai Papa Alaka'i (Governing Board) - monthly
- Hālāwai SLK (Supporting the Language of Kaua'i) - monthly
- Hālāwai Prince Kuhio 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 KS Culturally Relevant Assessments
- Hālāwai Po'o Kula Kaiapuni
- Pule Review Committee
- Hālāwai Hawai'i Public Charter School Network Leaders
- Hālāwai `Aha Kauleo
- Hawai'i Public Charter Schools Network - Charter School Day at the Capitol
- KELA (Kaua'i Education Leadership Alliance) Ed Camp
- ASCD Conference Anaheim, CA
- PD - Edivate Implementation
- Makahiki Games by Ho'ola Lahui Hawai'i @ Po'ipu
- Various workshops of Malama Kaua'i at Kawaikini
- NAEP Papa 8 testing
- Huaka'i:
- Papa M - Anini
- Papa M-2 - KCC Theatre
- Papa 1-2 Kamalomalo'o, Keālia, Kapahi Park, Wailua
- Papa 3 - Kīlauea
- Papa 3-4 - Lepeuli & Waipake, KKCR, Waiakalua, Kahili Mountain Park, Waimea, Moloa'a
- Papa 5-6 - Līhu'e Library (3)
- Papa 5-6 - Hale Waihona puke, Kilauea
- Papa 6 Hiamoe ma ke kula
- 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)
- Kahu visits Preschools on Eastside for SY1718 Enrollment
- Kahu visits Preschools on Westside for SY1718 Enrollment
- SY1718 Enrollment Session for New Students `Ohana
- ACT Test Writing - Papa 11
- Ku`i Ka Lono (Hawaiian Charter Schools Youth Conference)
- Prince Kuhio Celebration Dinner Event at Koloa Landing in Po'ipu



Kawaikini's 3rd
Prince Kuhio event

B. 2nd Quarter: April – June 2017

- Hālāwai Na Hulu Makua - monthly
- Hālāwai Papa Alaka`i (Governing Board) - monthly
- Hālāwai SLK (Supporting the Language of Kaua`i) - monthly
- Hālāwai Pouhana - bi monthly
- Hālāwai Limahana weekly
- Na Hulu Makua provides dinner before Hālāwai Kula - Hopena Makahiki
- Hālāwai HAO (Hawaiian Agencies & Organizations) - monthly
- Hālāwai KS Consulting CSI visits
- Hālāwai KS Po`o PLC - monthly
- Hālāwai Po`o Kula Kaiapuni
- KELA (Kaua`i Education Leadership Alliance) quarterly meeting
- Hālāwai Huaka`i Policy
- Hālāwai Employee and `Ohana Handbook
- Hālāwai Hawaii Public Charter School Network Quarterly meeting
- Hālāwai Financial-Chart of Accounts & Human Resources
- Hālāwai WASC Accreditation Action Planning
- Hālāwai KS Quarter 4
- Hālāwai Farm to School
- Hālāwai Ho`opakela planning
- Hālāwai KS Tech Infrastructure
- KS Kīkaha Nā `Iwa
- KS Teacher Recruitment & Retainment
- KS Culturally Relevant Assessments
- HI Public Charter School Network Governing Board Training
- Safety Committee Meeting - monthly
- PD - Infinite Campus
- PD - Education Summit
- PD - Equal Employment Opportunity Commission
- Accreditation Mid Term visit
- Huaka`i:
 - Papa M - Lihue Airport
 - Papa M & 2 - Nā `Aina Kai, Wailua
 - Papa 1 & 2 -Ahukini,Niumalu,Kalapakī, Kipu
 - Papa 2 - Aliomanu/Anahola, Kapa`a, Koke`e, Kilauea Dam
 - Papa 2-4- Convention Center
 - Papa 3-4 - Lepeuli, Ko`olau, Ha`ena, KCC, Ko`olau, Kahili
 - Papa 5-6 - Waihona Puke, Kālihiwai, Anini, Lumaha`i, Waikoko/Lumaha`i
 - Papa 7-8 - Mālama `Āina Foundation
 - Papa 9-12 - Other, Kōke`e
 - Papa 7-12 - Papa 7-8 - Waimea (3)
- `Aimalama - Kaua`i workshop
- Emergency Procedures - Fire Drill, Evacuation and Lockdown
- Ho`opakela Afterschool Program weekly
- Japanese visitors
- `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



Ho`ike`ike 2017

- SBA Makeup Testing
- HSA Test - Science
- Testing - Pae 5-6
- NWEA Testing - Pae 5-12
- Teacher and Staff Appreciation Week
- `Aha Hemo Kula at KANAKA
- `Aha Hemo Kula at Ke Kula Ni`ihau o Kekaha
- `Aha Hemo Kula at Kanuikaponu
- La Ho`ike`ike (Culminating School Event)
- La Hemo Kula (Graduation)
- KS CSI (Continuous School Improvement) End of Year Ho`ike
- Na Lei Na`auao / Native Hawaiian Education Council at Honolulu
- Title Ila Monitoring with Department of Education

C. Third quarter: July – September 2017

- Hālāwai Na Hulu Makua - monthly
- Hālāwai Papa Alaka`i (Governing Board) - monthly
- Hālāwai SLK (Supporting the Language of Kaua`i) - monthly
- Hālāwai Governing Board-Finance Committee - monthly
- Hālāwai Malama Kaua`i on Lunch service planning - monthly
- Hālāwai Pouhana - weekly
- Hālāwai Student Support Services - weekly
- Hālāwai Nā Po`o - weekly
- Hālāwai Limahana - Bi monthly
- Hālāwai Kula - Ho`olauna `Ohana (Family Orientation)
- Na Hulu Makua provides dinner before Hālāwai Kula - Ho`olauna `Ohana
- Hālāwai Native Hawaiian Education Council quarterly
- Hālāwai Governing Board Education Committee
- Hālāwai KELA (Kaua`i Educational Leadership Alliance)
- Hālāwai KS Po`o PLC
- Hālāwai KS Kumu Consulting
- Hālāwai Hemo Kula
- Hālāwai Hawai`i Public Charter School Network Leaders
- Hālāwai KS Culturally Relevant Assessments
- Hālāwai `Aha Kauleo
- Hālāwai KS Kanaeokana
- Hālāwai KS Community Investment planning
- Hālāwai Secondary `Ohana Orientation
- New Po`o orientation at Commission
- Hālāwai Po`o Kula Kaiapuni
- Kawaikini Ho`okahua Kawaikini at Miloli`i
- PD - Ethics Training at KCC
- PD - Infinite Campus Training (new Student Information System)
- PD - Use of Hale Akamai Buildings
- PD - `Aina in School Curriculum training
- Huaka`i:
- Papa M-2 - Hanapepe (2)
- Papa 1-2 - other
- Papa 3-4 - Anahola
- Papa 5-6 - Līhu`e Library (2)
- Papa 5-6 - Ho`omoana
- Papa 7-8 - Hanapepe
- Papa 7-8 - Kona



Keiki sing for at the Eo e Lili'u event

- Papa 9-12 - Hanama'ulu
- Papa 9-10 - Nohili
- Papa 9-12 - Kōke'e
- Papa 9-12 - 4 nights at Miloli'i
- Eō E Lili'u
- Papa 9-12 Bullying presentation by Kaua'i Police Dept.
- Fire Inspection
- KS Tech team school visit
- KS Video Storytelling equipment session
- Halawai with KALO / 21st Century Grant for Afterschool Program
- Kaua'i County Farm Bureau Fair Fundraiser
- Papa Ho'ola Lāhui Hawai'i @ Kawaikini
- Papa Ho'ona'auao Makua with Kumu Kanoa Mayer
- School visit by Commission director, Sione Thompson

D. Fourth quarter: October – December 2017

- Hālāwai Na Hulu Makua - monthly
- Hālāwai Papa Alaka'i (Governing Board) - monthly
- Hālāwai SLK (Supporting the Language of Kaua'i) - monthly
- Hālāwai Governing Board-Finance Committee - monthly
- Hālāwai Malama Kaua'i on Lunch service planning - monthly
- Hālāwai Native Hawaiian Advisory Council KCC - monthly
- Hālāwai Pouhana - weekly
- Hālāwai Student Support Services - weekly
- Hālāwai Nā Po'o - weekly
- Hālāwai Limahana - Bi monthly
- Hālāwai KS Po'o PLC
- Halawai Makua/Kumu (Parent/Teacher Conference)
- Hālāwai Title I Mtg -Timeline and orientation
- Hālāwai Hawai'i Public Charter School Network Leaders
- Hālāwai 'Aha Kauleo
- Hālāwai KS Ho'olakolike - monthly
- Hālāwai KS Scholars
- Hālāwai Po'o Kula Kaiapuni
- Hālāwai NLN (Nā Lei Na'auao)
- Hālāwai CRA Interim Growth/Kanaeokana
- HAIS Accreditation Update Meeting
- KS Culturally Relevant Assessment Fall Retreat
- Native Hawaiian Education Legislative Summit
- PD - Infinite Campus Training
- PD - Pacific Rim International Disability and Diversity Conference
- PD - Guided Reading Grades K-2
- PD - Leadership & Management Skills for Women
- Huaka'i:
- Papa M-2 - Wilcox, other
- Papa 1 & 2 - Regency Puakea
- Papa 3-4 - Wilcox
- Papa 3-6- Regency Puakea, Ko'olau (3)
- Papa M-6 - walking to KCC
- Papa M-6 - Līhu'e Convention Hall
- Papa 5-6 - Līhu'e Library (2), Waipā



Lights on Rice parade Dec. 2017

- Papa 5-6 - Halele'a (3)
- Papa 7-8 - Hanapepe
- Papa 9-12 - Kōke'e, Miloli'i uka
- Americorps Interviews for VISTA worker
- Coconut Festival Fundraiser by Na Hulu Makua
- Flu Shot Clinic @ Kawaikini
- Ho'ola Lāhui Hawai'i @ Kawaikini
- Papa Ho`ona`auao 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
- '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 2017) were:

1. Executive Director Search – One of Kawaikini's most important activities during the past year was its search for a new Executive Director to begin in the 2017-2018 academic year. The Governing Board successfully filled the position and welcomed new ED Jessell Tanaka on May 3, 2017. To support ED Tanaka in her new position the Governing Board provided a two-month transition and training period, as well as orientation to the position during this period. Setting this goal in advance and being able to work purposefully to achieve it enabled us to implement this important transition in an organized and effective way.
2. New Strategic Plan – As mentioned in "Strategic Plan" section (page 26), Kawaikini successfully updated its Strategic Plan, working with new leadership to align the plan with its WASC accreditation goals and timeframe. The Governing Board has also worked to support the Strategic Plan by setting committee goals that are aligned with Strategic Plan and Accreditation goals.
3. Accreditation – As outlined in the "Accreditation" section (page 18), Kawaikini successfully hosted its one-day mid-term visit in April 2017. While accreditation is an ongoing priority, the key priority this year was in refocusing our efforts and aligning them with strategic planning processes to ensure greater efficiency and effectiveness. The Governing Board reviewed the school's action plan activities and recommendations, and is continuing progress towards each activity. In August 2017, the new Strategic Plan was submitted to WASC through 2020. The next Accreditation self-study will occur in 2020.

Key priorities for 2018

To maintain our WASC accreditation status, there are certain priorities we will focus on during the upcoming year to supplement continual progress with our educational viability, organizational sustainability and the development of the school community.

Priority 1: To ensure student achievement by creating and implementing K-12 curriculum and assessment in alignment with the mission and vision of Kawaikini.

- Objective 1: To maintain a curriculum to guide instruction and address student needs in alignment with the school's Expected School-wide Learner Results (ESLR's).
- Objective 2: To develop a variety of assessments to enhance and guide instruction and increase student achievement.

Priority 2: To provide necessary infrastructure and resources to support the school in fulfilling its mission, vision, and goals.

- Objective 1: To ensure the Governing Board (GB) and the administration of the school maintain the highest levels of government standards.
- Objective 2: To ensure access to adequate financial and other resources; maintain fiscal stability and accountability.
- Objective 3: To ensure sufficient amount of qualified Faculty and Staff are employed at the school.
- Objective 4: To maintain, upgrade , and add campus facilities to enhance a better facilitate educational and extra-curricular activities.

Priority 3: To strengthen the school by developing and supporting internal and external stakeholder groups.

- Objective 1: To strengthen the school by developing and supporting internal and external stakeholder groups.
- Objective 2: To support the personal and professional development of faculty and staff of the school.
- Objective 3: To develop and support students of the school.

Within each of these priorities, strategic actions, responsibilities and resources will determine the expected outcomes. With the determination of our entire school community, we will fulfill the tasks at hand.



VI. CONCLUSION

In 2018, Kawaikini will be celebrating its tenth year of existence as a school. In this time the school has educated more than a thousand children, served hundreds of families, and celebrated the accomplishments of eight graduating classes. We have been blessed with outstanding faculty and staff, dedicated Governing Board members, and the much-appreciated support of a wide segment of our local and state community. The school has grown from tents to energy-efficient "smart" classrooms, from an abandoned site of overgrown trees and weeds to a functioning campus with its own infrastructure. Each year brings new unexpected challenges on top of the continual struggle to further our school's mission in sometimes difficult and changing legal and educational landscape. We look forward to the future with the same commitment that has gotten us through these first ten years, so that our school can continue to serve our community's children and families.



**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'āheo 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*. 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.	
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. 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.	
Mana'o Kīpaepae (Beliefs)	Nā Pāhuhopu Haumāna (E.S.L.R.)
<p>He mea hanohano ka 'ōlelo Hawai'i a he kūpono kona laha wale ma 'ō a ma 'ane'i ma Hawai'i nei. We believe that the Hawaiian language should be a respected and normal part of daily life throughout Hawai'i.</p>	<p>He mea ho'oikaika no'ono'o ka walewaha ma kekahi mau 'ōlelo. We believe that bilingualism is cognitively advantageous.</p> <p>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></p> <p>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></p>
<p>Na kākou ke kuleana e ho'oulu a e mālama i ka 'ōlelo, ka mo'omeheu, a me nā mea waiwai o Kaua'i nei. We believe that we all have a responsibility to cultivate and nurture the traditional language, culture, and values of Kaua'i.</p>	<p>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></p>
<p>He mea ko'iko'i ke ola pono o ke kino, ka 'uhane a me ka na'au i ke a'o 'ana mai. We believe that good physical, spiritual, and emotional health is vital to learning.</p>	<p>He maika'i ke ola kino o ka haumāna. <i>Kawaikini students lead healthy lives.</i></p>
<p>'A'ole pau ka 'ike i ka hālau ho'okahi. He mea nui ho'i ke a'o i nā mea kahiko me nā mea hou i mākaukau ai ke kanaka o kēia ao. We believe that a diverse and academically rich education is necessary to thrive in a dynamic, ever-changing world.</p>	<p>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></p>
<p>'O ke aloha ka mea nui, 'o ia ke kahua e kākō'o ai i ke keiki no kona holomua. We believe that being part of a caring community provides children with the inner strength to succeed throughout life.</p>	<p>Kūpono ka lawena o nā haumāna. <i>Kawaikini students conduct themselves in a culturally appropriate manner that reflect values instilled at Kawaikini.</i></p>

* 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

Lei'ilima Rapozo (President) - Lei'ilima is a parent and former Director of Pūnana Leo o Kaua'i. She has been affiliated with Kawaikini since its inception both as a parent and founder. She brings expertise in business management and community relations.

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, Kaleo Kau`i, and Ipo Kahaunaele. Ray's term ends December 2017.

Larie Manutai (Secretary) - Larie joined Kawaikini's Governing Board as a community member in July 2017. Born and raised on the North Shore of O'ahu, she is a graduate of Kahuku High School, Brigham Young University-Hawai'i, and the William S. Richardson School of Law at UH-Manoa. As a licensed attorney, Larie has provided pro bono services as a Volunteer Attorney with Volunteer Legal Services Hawaii, and since moving to Kauai is currently getting certified to provide pro bono services at the Legal Aid Society of Hawaii's self-help desk at the Circuit Court. Larie brings experience in the legal field and labor law as well as a fresh perspective to Kawaikini's governing board. Her term ends June 2020.

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 2019.

Kumu Nāmomi McCorrison 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.

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

Caroline Victorino – Caroline is a Kawaikini parent and lifelong resident of Kaua'i. She holds a degree in social sciences as well as substance abuse and has been active in many areas of education for over ten years. She is committed to education (in the many forms that it comes) and to strengthening our future generations. Her term ends June 2020.

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



Governing Board meeting (December 2017)



K A W A I K I N I

APPENDIX C: FACULTY AND STAFF BIOS

Nā Limahana o Kawaikini

Po'o Kula / Kahu (Executive Director)



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

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 Kawena Bagano was the Kumu Alaka'i for Kawaikini's papa Malaa'o beginning January 2017- October 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. (Kawena left Kawaikini in October to pursue her personal goals. Her services are deeply appreciated).



Kumu 'Ilima Hose is currently the Kumu Alaka'i for papa mālaa'o/'ekahi. She was born and raised in Wailua, Kaua'i and graduated from Kapa'a High School. She holds a Bachelor of Arts Degree in Hawaiian Studies with an emphasis in Hawaiian Language from the University of Hawai'i at Hilo. She also has a Teaching Certification and a Master of Arts Degree in Indigenous Language and Culture Education, both received under the Kahuawaiola Hawaiian Medium Teacher Education Program at UHH. She is licensed in Hawai'i to teach K-6 (all subjects) and K-12 (Hawaiian Language and Hawaiian Studies). She has 14 years of teaching experience in public, public charter,

and private schools throughout Hawai'i in both elementary and high school including: Ka 'Umeke Kā'eo Public Charter School, Ke Kula Kaiapuni o Kaua'i, Kamehameha Schools, Kaua'i High School, and Kawaikini New Century Public Charter School. 'Ilima enjoys spending time with her 'ohana, including her two keiki, one of whom currently attends Pūnana Leo o Kaua'i. Kumu 'Ilima is proud to be a kumu in her 'āina hānau while teaching our keiki and perpetuating the language and culture of our kūpuna.



Kumu Nāmomi McCorrison was born and raised on Kaua'i and currently works as a Kumu Alaka'i for Kawaikini's Papa 1-2. She has previously taught at Pūnana Leo o Kaua'i, Ke Kula Kaiapuni o Kapa'a, and Kamehameha Summer School Program. Kumu Nāmomi holds a BA degree in Hawaiian Studies with focus on Hawaiian Language 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 Governing 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. 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 Uluwehi Torio is the Kumu Alaka'i for Papa 5. 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 Lilinoe "Tita" Kuhaulua is currently serving as the Kumu Papa 'Eono 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 5 keiki, with 3 of them attending Kawaikini. Kumu Tita is here to 'auamo kuleana, that she feels honored to do so.

Nā Kumu Alakaʻi (Kula Kīʻekiʻe)



Kumu Kanani Durrant is the current Secondary Program Social Studies Kumu, pae 7-12. She has previously worked at Hoʻopuka Learning Center learning and is fluent in ʻŌlelo Hawaiʻi. She is a graduate of Kauaʻi High School and holds a BA degree in Hawaiian Studies and Hawaiian Language from the University of Hawaiʻi at Mānoa. Kumu Kanani is currently working on her Masters degree in Political Science and her Secondary Teaching Certification from the University of Hawaiʻi Mānoa. She is a mother of 3 children.



Kumu Wahineuʻi Waiamau is the current 6th-grade and Secondary Program (7-12) Mathematics Kumu. She is a graduate of Kamehameha Schools - Kapālama and holds a Bachelors of Arts in Secondary Education with an endorsement in Advanced Mathematics from Concordia University - Portland. This is Kumu Waiamau's third year at Kawaikini and she serves as the Secondary Pouhana and an advisor for ʻAha Hauamāna.



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 Hawaiʻi-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 Tuʻu Goo is currently the Hawaiian Language teacher in the Secondary Program, pae 7-12. Kumu Tuʻu has obtained two Bachelor's of Arts degrees in the area of Hawaiian studies and History (Asian/Pacific) from the University of Hawaiʻi at Hilo. She has worked for numerous cultural outreach summer programs for 10+ years during Hawaiian cultural based enrichment institutes "Nā Pua Noʻeau-Hilo" and has currently worked at another new century public charter Hawaiian cultural based school on Hawaiʻi 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 "Hīpuʻu", and from there eventually taught Hawaiian language in the classroom on campus. She moved back to Kauaʻi in June 2016. She is a native of Kauaʻi and is happy to be back home to reestablish and reconnect to her one hānau.



Kumu Rebecca Pickett currently works as a Kumu Alaka'i papa 7-12 'Ōlelo Pelekania at Kawaikini. She has taught for the last 23 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 and coordinated a Teen Parenting or GRADS program and Language Arts 9-11. In the school year intersessions she teaches in the Kaua'i Kamehameha Enrichment programs island-wide. Kumu Rebecca is a dedicated student advocate giving her students tools to navigate 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 Keani Mayer graduated from Kapa'a High School in 2006, she then attended Kaua'i Community College and there she earned her a certificate of completion in Hawaiian Studies in 2008. She then moved to the island of Hawai'i where she attended UH-Hilo. She worked at various Hawaiian Cultural work environments, such as: 'Imiloa Astronomy Center (2009-10), Pūnana Leo o Hilo Hi'ipēpē & Kūlia ia ka pono Hilo/Puna (2010-13). She received a Bachelor of Arts degree in Hawaiian Studies with focus on Hawaiian Language in 2013. She returned to Kaua'i where she became a Kumu Kako'o and a Kumu Alaka'i for Papa Mala A'o (2013-14). She then went to explore more options of employment at Alaska Airlines and Kaua'i High School as a TA/Sub (2015-16). Keani has returned to Kawaikini and currently serves as the Kumu Kako'o for Papa M-2.



Kumu Waiulu Fernandez is currently the Kumu Kako'o for the Elementary Program. She graduated from Kapa'a High School in 2006, she then moved to the island of Hawai'i where she attended Hawai'i Community College.



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 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 'Ölelo Hawai'i on campus and is currently learning the language alongside her keiki.



Kumu Kahanu Keawe currently serves as Kawaikini's Counselor. She studied at the University of Hawai'i at Manoa graduating with her Master of Social Work degree. Kahanu is passionate about helping those around her to successfully navigate their lives. She has a desire to speak Hawaiian language fluently as she lives her culture. She is currently studying voyaging/canoe navigation with Makali'i the Hawai'i island voyaging canoe. Kahanu resides in Anahola with her husband and 4 children.

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 'Ölelo 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 'Ölelo 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. She is currently studying to receive her Bachelors of Arts in Humanities - Creative Media.



'Anakē Terri Russell serves as the School Operations Supervisor for Kawaikini NCPCS. Terri holds a BA degree in Finance from Trevecca Nazarene College in Nashville, TN, and has over 25 years of experience in non-profit leadership and grants administration. Originally from South Carolina, Terri moved to Kaua'i in 1997 and immediately fell in love with the Hawaiian people, their language and their culture. Terri previously worked with Ho'ola Lāhui Hawai'i for 14 years as their Chief Financial Officer and was a key player in the establishment of the Kaua'i Community Health Centers in Waimea and Kapa'a. Terri volunteers with many community organizations, including teaching Sunday School at Kapa'a First Hawaiian Church. She resides with her one son and her Hawaiian 'ohana, and is currently studying 'Ölelo 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.



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.



Alexandra “Anakē Lexa” Mink-Flacco is the Technology Specialist, and joined us in August 2017. She also runs the school’s robotics programs and computer lab. A graduate of the University of Hawai‘i at Mānoa’s Computer Science program, she has returned to Kauai to rejoin and give back to her community. Lexa is affiliated with Kauai Robotics Alliance, a nonprofit dedicated to expanding STEM opportunities on our island, and works with them to introduce our keiki to engineering and robotics events throughout the year. She is picking up ‘Ōlelo Hawai‘i and looks forward to using it fluently at work and home.

Nā Limahana Ho‘opākela (After-school Program)



Noe Haumea is the Alaka‘i for Ho‘opākela, our After-School Program. She is a Kamehameha School graduate and was a stay-at-home mom until a couple of years ago when she decided to go back to school. ‘Anakē Noe has earned her Hawaiian Studies certificate. 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 ‘ekolu. Noe served as Treasurer for Nā Hulu Makua for 5 years. She has been with Ho‘opākela for the past four years.

Tutors



Kalelei Rogers



Kawai Ka‘ahanui



Momi Ka‘ahanui



Haunani Moody

Community Partners Assisting at Kawaikini



Akasha Anderson-Nelms

"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." (Akasha left Kawaikini in November to return home to the mainland. Her services are deeply appreciated).



Angelina Mangiardi , Kawaikini Farm-to-School VISTA

"Aloha I'm Angelina, the new Farm-to-School Coordinator at Kawaikini! I am excited to be a part of creating a culturally relevant farm-to-school program, including the development of reimbursable meal programs, and increasing capacity for student education in nutrition, food, and agriculture. I am originally from Massachusetts and I have a BS in Environmental Science, Policy, and Social Change from UMass Amherst. My recent experiences include Farmhand at Secum Brook Farm, Historical Interpreter at Hancock Shaker Village, Student Culture Researcher in Tanzania, and most recently an Environmental Education Program Assistant in Alaska."

APPENDIX D: SCHOOL PERFORMANCE REPORT

D1 - 2016 – 2017 Strive HI



Kawaikini PCS

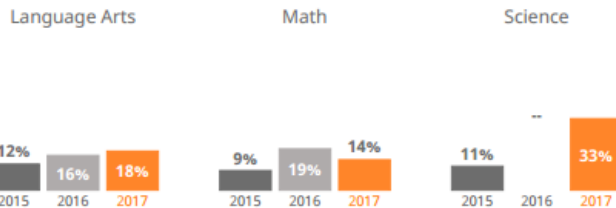
3-1821 J Kaunualii Hwy, Lihue, Hawaii | Kauai | Charter Schools

THE STRIVE HI SCHOOL PERFORMANCE REPORT is an annual snapshot of a school's performance on key indicators of student success. This report shows schools' progress on the Department and Board of Education's Strategic Plan and federally-required indicators under the Every Student Succeeds Act. These results help inform action for teachers, principals, community members, and other stakeholders.



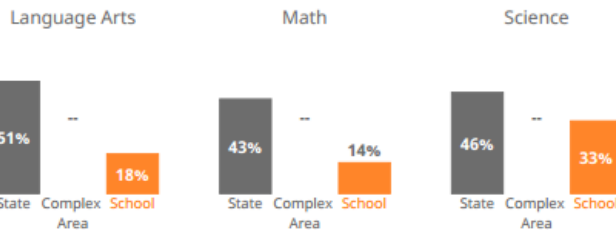
How are students performing in each subject?

Measures the percent of students meeting the standard/who are proficient on state assessments.



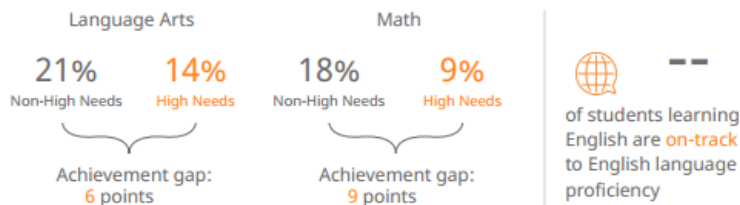
How are students performing compared to others?

Compares the percent of students meeting the standard/who are proficient on state assessments.



How are student subgroups performing?

High Needs: English learners, economically disadvantaged, and students receiving Special Education services. Non-High Needs: All other students.



How do students' progress compare to their peers'?

The Median Growth Percentile (MGP) shows the relative progress of the average student on state assessments. For example, an MGP of 60 means the average student performance was better than 60% of students that scored similarly on previous state assessments.

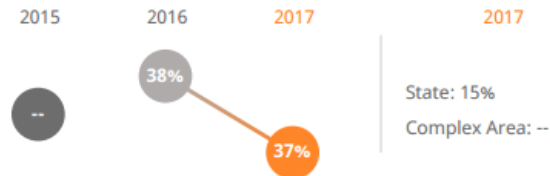


How many students are prepared for transition?

- of **3rd graders** read near, at, or above grade level
- of students completed a **Career & Technical Education** program by 12th grade
- of **8th graders** read near, at, or above grade level
- of students **graduated** on-time
- of 9th graders are **promoted** to 10th grade on-time
- of students enrolled in **postsecondary institutions** the fall after graduation



How many students missed 15 or more days of school this year?



Do students feel safe at this school?

Measures student responses on the Safety dimension of the School Quality Survey.

How students feel about their safety --

Kawaikini New Century Public Charter School

School Year 2016-2017

Board Chair: **Jewel Rapozo**

Director: **Kaleimakamae Kaauwal**

Year authorized: **2008**

Grades served:

PK **K 1 2 3 4 5 6 7 8 9 10 11 12**

K-12 enrollment: 150 students

High needs populations:

Free/reduced lunch	School	34%
	State	49%
Special education	School	4%
	State	10%
English learners	School	N/A
	State	7%



State Public Charter School Commission

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

808-632-2032
kawaikini.com

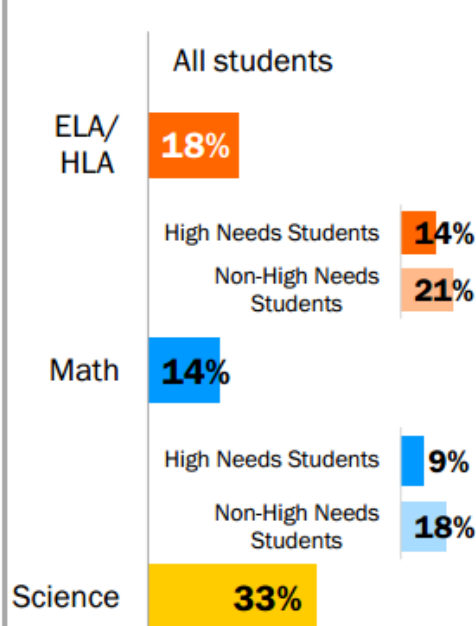
Title I funding? **No, but eligible**
Hawaiian culture-focused? **No**
Kaiapuni (Hawaiian immersion)? **Yes**



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.

Student academic performance


Proficiency on statewide assessments



Median student growth percentile

Average student performance was better than...

ELA **33%**
Math **54%**



of peers scoring similarly in the past.

College and career readiness

Chronic absenteeism

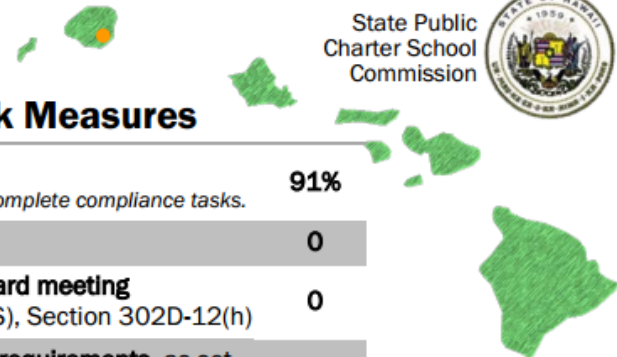
37% of students missed **15+** days of school

4-year graduation **Suppressed**
College enrollment **Suppressed**

Source: Hawaii Department of Education

Kawaikini New Century Public Charter School

School Year 2016-2017



State Public Charter School Commission

Our mission is to authorize high-quality public charter schools throughout the state.

Each charter school has a contract with the Commission that includes a performance framework. This framework is used to evaluate schools' performance in three areas: academic, organizational, and financial.

This accountability system is designed to safeguard the public interest while recognizing the autonomy and flexibility of charter schools. Above all, it is intended to provide families with the information that they need to choose the public school that best meets the needs of their keiki.

Organizational Performance Framework Measures

1. On-time completion rate for Epicenter tasks <i>Epicenter is an online management tool that charter schools use to complete compliance tasks.</i>	91%
2. Number of Notices of Deficiency	0
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
4. Number of incidents of non-compliance with school policy requirements, as set forth in the Charter Contract, Section 11.4.1	0

Financial Performance Framework Measures

1. Current Ratio <i>= current assets divided by current financial obligations (liabilities). A ratio of greater than 1.0 is desirable, as it indicates that a school's current assets exceed its current liabilities.</i>	3.9
2. Unrestricted Days Cash on Hand <i>= unrestricted cash balance divided by the total expenses for the year, less depreciation, and then divided by 365 days to determine the number of days of cash available.</i>	83 days
3. Enrollment Variance <i>= actual student enrollment divided by projected student enrollment. The closer variance is to 100%, the closer actual enrollment is to the projection, and the closer a school's per-pupil funding will be to the anticipated amount.</i>	99.3%
4. Total Margin <i>= net income divided by total revenue. A positive margin reflects a surplus at the end of the year.</i>	-0.4%
5. Debt to Assets Ratio <i>= comparison of financial obligations and owned assets. A lower ratio indicates stronger financial health.</i>	7.0%
6. Cash Flow <i>= comparison of the cash balance at the beginning and end of a period. This measure is similar to "unrestricted days cash on hand," but focuses more on long-term stability and financial sustainability over a period of time.</i>	\$172,570
7. Unrestricted Fund Balance Percentage <i>= fund balance divided by total expenses. This captures the equity a school has accumulated.</i>	89.9%
8. Change In Total Fund Balance <i>= comparison of the fund balance at the beginning and end of a multi-year period. This measure looks at trends in the overall financial record of a school over time to assess its financial viability.</i>	-\$6,063

APPENDIX E: INDEX OF COMMUNITY SUPPORT

Institutional partners

- Supporting the Language of Kaua'i, Inc.
 - University of Hawai'i
- Kaua'i Community College
 - Kamehameha Schools
 - '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'eau Center for Gifted and Talented Native Hawaiian Children
 - Malama Kaua'i
 - Malama 'Aina Foundation
 - Office of Hawaiian Education
 - Native Hawaiian Education Council

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
- Ono Pops (Greg Askew & Candace Boxer)
 - Meadow Gold
 - Kaua'i Farm Bureau
 - Na Kilo 'Aina
 - Captain Andy's

Special Recognition

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

Kahu Kaleimakamae Ka'auwai
Mr. Ray Blouin
'Anakē Lorna Poe
'Anakala Fred Aki
'Anakē Mulen Ka'ahanui

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

Hoku Ka'auwai, President
Lea Kaiaokamalie, Vice President
Roxanne Carvalho, Treasurer
Leilani Spencer, Secretary
Kimo Perry, Board Member
Ezra Kanoho, Board Member

APPENDIX F: 2016-2017 AUDIT REPORT

[Included here is the most recent Financial Audit Report for the 2016-2017 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, 2017 and 2016
and Independent Auditor's Reports

KAWAIKINI NEW CENTURY PUBLIC CHARTER SCHOOL

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For the Years Ended June 30, 2017 and 2016

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KAWAIKINI NEW CENTURY PUBLIC CHARTER SCHOOL
INDEPENDENT AUDITOR'S REPORT
For the Years Ended June 30, 2017 and 2016

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, 2017 and 2016, 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, 2017 and 2016, 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, 2017 and 2016, 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, 2017 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 2, 2017

KAWAIKINI NEW CENTURY PUBLIC CHARTER SCHOOL
MANAGEMENT DISCUSSION AND ANALYSIS
For the Years Ended June 30, 2017 and 2016

KAWAIKINI NEW CENTURY PUBLIC CHARTER SCHOOL

MANAGEMENT DISCUSSION AND ANALYSIS

For the Years Ended June 30, 2017 and 2016

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, 2017 and 2016. 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, 2017, the School operated grade levels kindergarten through grade twelve in Lihue, on the Island of Kauai, Hawaii. Enrollment consisted of a total of 149 students for the 2017-2016 school year and 141 for the 2015-2016 school year. Following are additional information.

- Kawaikini is in the third year of the 6-year Accreditation process with the Western Association of Schools and Colleges. This process involves the collaboration of all teachers, staff, parents, students and community members. Kawaikini is currently implementing and reviewing its action plan in order to maximize benefit to the students and 'ohana. The mid-term visit, completed in April 2017, resulted in an exemplary review of the School's program. The recommendations assessed by the visiting team included implementing and evaluating a resource development program, allowing teachers collaboration time for writing curriculum across grades, defining leadership structural changes and researching enrollment design.
- Kawaikini's students are steeped in the Hawaiian culture. Maintaining a focus on the third pillar of Manokalanipo. Students become involved in the community by creating and maintaining partnerships across the island, and visiting places such as, 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, Miloli'i, 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 gives students an opportunity to share what they have learned before an audience, which includes their parents. Both elementary and secondary students participate in this conference.
- The senior students' capstone project involved a year-long research and defense initiative for native plants in Miloli'i. This project was presented to and evaluated by a panel of judges of language, education, community and cultural based education.
- Kawaikini initiated and supported the development of an alumni group this year. The group began by identifying members and meeting monthly. The group's goals include supporting upcoming graduates in their senior presentations and graduation ceremonies.

MANAGEMENT DISCUSSION AND ANALYSIS (continued)

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, 2017:

- The School reported net position of \$1,432,463 comprising cash of \$340,253, other assets of \$75,330, and property and equipment of \$1,124,502 less liabilities of \$107,622.
- The School reported an operating loss of \$6,063 from total revenues of \$1,587,932 less total expenses of \$1,593,995.
- Per-pupil funding was approximately \$1,073,211, which represented 68% of total revenues.
- Salaries and wages of \$1,122,567 represented approximately 70% of total expenses.

Net Position

The following provides a summary of the School's net position as of June 30, 2017 and 2016.

	<u>2017</u>	<u>2016</u>	Increase (Decrease)
Assets	\$1,540,085	\$1,560,003	\$(19,918)
Liabilities	\$ 107,622	\$ 121,477	\$(13,855)
Total net position	\$1,432,463	\$1,438,526	\$ (6,063)

The decrease in assets and liabilities in fiscal year 2017 resulted in the School's decrease in net position. 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, 2017 and 2016.

	<u>2017</u>	<u>2016</u>	Increase (Decrease)
<u>Revenues</u>			
Per pupil allocation	\$1,073,211	\$ 963,689	\$109,522
Grants passed through from			
Supporting the Language of Kauai Inc.	254,781	230,825	23,956
Federal and other grants	116,422	138,910	(22,488)
Other income	<u>143,518</u>	<u>151,092</u>	<u>(7,574)</u>
Total revenues	<u>1,587,932</u>	<u>1,484,516</u>	<u>103,416</u>
<u>Expenses</u>			
Salaries and wages	1,122,567	994,513	128,054
Other expenses	<u>471,428</u>	<u>438,000</u>	<u>33,428</u>
Total expenses	<u>1,593,995</u>	<u>1,432,513</u>	<u>161,482</u>
Increase (decrease) in net position	\$ <u>(6,063)</u>	\$ <u>52,003</u>	\$ <u>(58,066)</u>

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, 2017 and 2016.

	<u>2017</u>	<u>2016</u>	Increase (Decrease)
Buildings and improvements	\$1,376,241	\$1,363,627	\$12,614
Vehicles	118,072	118,072	-
Furniture and fixtures	67,514	67,514	-
Office and computer equipment	116,660	116,660	-
Accumulated depreciation	<u>(553,985)</u>	<u>(458,228)</u>	<u>(95,757)</u>
Capital assets – net	<u>\$1,124,502</u>	<u>\$1,207,645</u>	<u>\$(83,143)</u>

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

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 if additional financial information is needed, please contact the School.