

Kanu o ka 'Āina

New Century Public Charter School

Annual Self-Evaluation

SY 2009-2010

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October 2010

Contents

I. Faithfulness to Charter 3

II. Educational Viability 6

 A. Student Profile..... 6

 B. Instructional Goals, Philosophy, and Program 13

 C. Student Performance 16

 D. Barriers 26

 E. Innovations 28

III. Organizational/Administrative Viability 33

 A. Local School Board (LSB) 33

 B. Staff 34

 C. Administrative and Governance Benchmarks 37

 D. Health and Safety..... 38

 E. Facilities 39

IV. Financial Viability 39

I. FAITHFULNESS TO CHARTER

Describe in one or two paragraphs your school's vision and mission

MISSION

The mission of Kanu o ka 'Āina (KANU) is for all learning 'ohana members to kūlia i ka nu'u – strive to reach the highest level. This means that by selecting KANU as a school of choice, all learning 'ohana members make a commitment to try our hardest and do our best in everything we do. Traditional wisdom and modern research verify that individual desire, effort and willingness to work hard generally result in success in education and in life. Moreover, when a group of people decide to pool their strengths in the spirit of kūkulu kumuhana, such successes becomes collective, positively affecting a wide range of individuals and multiple layers of society.

KANU is an intricate part of the kanu o ka 'āina learning 'ohana, an intergenerational family made up of hundreds of learners of all ages. Collectively, we believe that every learner is capable of academic success and cultural and personal growth. As a result, we encourage and expect all learning 'ohana members to strive to perform at our personal highest level and continuously exhibit our efforts to try our hardest.

As a research-based laboratory school, KANU was designed as a growth model, which assures a constant monitoring and documentation of academic growth and organizational progress. Furthermore, all students and staff members are considered valuable co-researchers who play an important part in our ongoing action research. In fact, all learning 'ohana members are involved in the ongoing evaluation of our innovative 21st century model of education and asked to contribute a variety of data, which chart our longitudinal growth.

A philosophy and culture of excellence, grounded in the traditions of our Hawaiian kūpuna, guides all of our efforts. Like our ancestors, we set high expectations for students, staff, other members of our learning 'ohana, our programs and our organizational viability. This has resulted in KANU being awarded in May 2010, a six-year term of accreditation by the Western Association of Schools and Colleges (WASC), the first Hawai'i public charter school to complete a joint WASC – Hawai'i Association of Independent Schools (HAIS) accreditation process.

VISION

KANU is part of a collective vision, to fully develop Kauhale 'Ōiwi o Pu'ukapu as Hawai'i's first community-based intergenerational native Hawaiian learning destination, which addresses the educational and cultural needs of our entire community from the womb to the tomb. The first building of this kauhale, called Hālau Ho'olako, opened in January 2009 and constitutes Hawai'i's first Platinum LEED certified school building. Hālau Ho'olako is currently being used by KANU's 6-12 students during the school day and by community programs, which benefit learning 'ohana members of all ages, during non-school hours. Hālau Ho'olako also houses Hālau Wānana Indigenous Center for Higher Learning, which offers post-secondary programs and conducts Indigenous research on behalf of KANU and other programs of our non-profit organization the Kanu o ka 'Āina Learning 'Ohana (KALO). Our next facilities to be constructed include Hālau

Pōki'i, a 0-10 early childhood facility, which will house our K-5 students, as well as Mālamapōki'i, our preschool program.

As a Hawaiian learning destination, Kauhale 'Ōiwi o Pu'ukapu is being designed to be as self-sustaining as possible, modeling "green" energy efficiency, recycling all possible materials and employing Polynesian design, local materials and expertise. Kauhale 'Ōiwi o Pu'ukapu also embraces culturally appropriate entrepreneurial components that contribute to long-term sustainability. As a cultural learning destination, Kauhale 'Ōiwi o Pu'ukapu is at once an educational venue, as well as a place where learners of all ages collectively perpetuate Hawaiian language, culture and traditions. As such Kauhale 'Ōiwi o Pu'ukapu is already becoming recognized as a prototype for Hawaiian cooperation and empowerment throughout the archipelago.

Please provide a summary (list) of minor revisions to the DIP.

As a research-based laboratory school, KANU continues to evolve and grow from year to year. At the same time we continue to be faithful to the stipulations of our charter. While no major revisions to our DIP requiring an amendment occurred during SY 2009-2010, we did make several structural adjustments throughout the school year as part of our efforts to prepare for our WASC/HAIS accreditation team visit in Spring 2010. . These adjustments, which included increased teacher prep time, were temporary in nature, made specifically to assist KANU's teaching staff to map their curriculum and prepare their exhibits for accreditation.

List all campus sites.

| Address of Site | Short Description of Site | # of students at site | Grade levels at site |
|------------------------|----------------------------------|------------------------------|-----------------------------|
| 64-1043 Hi'iaka St. | Hālau Ho'olako 6-12 Campus | 98 | 6-12 |
| 65-1170 'Opelo Rd | Lālāmilo Campus | 77 | 2-5 |
| 65-1297 'Opelo Rd. | Mālamapōki'i Campus | 55 | JK-1 |

| Put an "X" after the question. | Yes | No |
|--|-----|----|
| Does your school participate in the Hawaii Student Assessment program? | X | |
| Does your school meet the Federal and state requirements for Highly Qualified Teachers? | | X |
| If not, does your school have a plan to meet the HQT requirements? | X | |
| <p>If you have checked No to any of the above, please briefly explain:</p> <p>Over the past years, KANU's percentage of teachers who meet the requirements for HQT continues to increase, although qualified KANU teachers continue to experience severe delays actually receiving their license from the HTSB. To assist all KANU teachers who do not meet the requirements to become HQT, KANU requires a Professional Development Plan that must be approved by KANU's Vice Principal, as well as the Department of Education's Office of Human Resources. To assist those teachers who lack only completion of their PRAXIS exams to become highly qualified, KANU has partnered with the Hālau Wānana Post-Secondary Division, to provide PRAXIS assistance including PRAXIS registration, PRAXIS study guides and other resources, as well as support to attend PRAXIS study courses, which are announced throughout the school year. In addition, KANU teachers who have passed their PRAXIS exams provide study help, tips and strategy sessions. As a result of these efforts, the majority of non HQT KANU teachers passed one or more PRAXIS Exam during SY 2009-2010. These teachers were invited to submit submit a proposal for reimbursement of registration fees.</p> <p>Three KANU instructional staff that needed to complete a State-Approved Teacher Education Program (SATEP) was enrolled in the Hālau Wānana Teacher Education Program and are expected to gain HQT status during SY 2010-2011. Hālau Wānana courses prepare instructors to address the unique learning styles and cultural propensities of native Hawaiians by helping them develop teaching methods that complement Hawaiian ways of knowing and prepare Hawaiian students to walk successfully in multiple worlds. Participants learn through residential seminars, required readings/research, field experiences, mentorships, and an online community. Participants must also complete a progress portfolio and project demonstrating excellence. KANU continues to provide tuition funding for Hālau Wānana and other college courses as well as professional development opportunities.</p> | | |

Please briefly describe any complaints that have been brought to the LSB and how they were resolved.

| |
|---|
| <p>The following complaints were brought to the LSB during in SY2009-2010 and addressed and resolved at the LSB level:</p> <p><i>Decision to dismiss a student appealed by parent & student:</i> A high school student was dismissed from KANU after a class A offense. Student had other offenses, referrals to administration and consequences that included suspension for previous incidents. Both student and parent appealed to the LSB to revoke the decision made</p> |
|---|

by KANU's Executive Team. After reviewing all information, the LSB denied the appeal and KANU helped the student transfer to the nearest public high school.

Parents concerns after hearing that KANU would not be renewing teaching contracts for a few teachers: Parents concerns were brought forward by KANU's LSB parent representative with a request by parents to know details about why contracts were not being renewed. LSB communicated to parents that the personnel details were confidential and could not be shared. Parents were further reassured that KANU's Executive Team would assure that KANU continued to provide quality education and a safe learning environment.

Health and safety procedures questioned: A parent questioned the decision of a KANU staff who decided not to call 911 for an ambulance after her daughter fainted. Instead parents were called first and when not reachable a family member listed next in order on the student's emergency card had been called. This family member decided to take the student to their family pediatrician. School health and safety procedures were shared with the parent, as well as an explanation of how faculty and staff followed procedures. The LSB and KANU's Executive Team also welcomed input from the parent regarding how we could revise or tighten up KANU's health and safety procedures including the type of training our staff receives.

Parents concerned about the lack of an administrator present on the elementary campus: LSB parent representative shared that parents expressed at their monthly parent meeting concern regarding the lack of an administrator present on the elementary campus. LSB asked the Executive Team for a schedule of administration coverage on our two (2) main campus sites (in all, KANU students are distributed over five (5) sites). Schedule was approved and shared with parent group.

Teacher appealed to LSB after teacher contract was not renewed for SY 2010-2011: After receiving a letter of contract non-renewal, a teacher appealed to the LSB to revoke the decision made by KANU's Executive Team. The LSB spoke to both parties involved and supported the Executive Team's decision that the contract was not renewed because the position had been eliminated along with four other positions, primarily due to budget cuts.

II. EDUCATIONAL VIABILITY

A. Student Profile

Describe in one or two paragraphs the geographic area and community of the students you serve.

Kanu o ka 'Āina New Century Public Charter School (KANU) welcomes students, families and staff of all ethnic groups and cultural backgrounds who make a commitment to actively perpetuate Hawaiian language, culture and traditions, and agree to strive to reach their highest level. As a Hawaiian-focused public charter school,

KANU is specifically designed to meet the unique needs and learning styles of those who seek a balanced, culturally-grounded, bilingual way of life-- as skilled on the computer as in the taro patch or on a double-hulled sailing canoe, and equally at ease in a malo, shorts, a suit or even a tuxedo. Kanu o ka 'āina literally means 'plants of the land.' Figuratively, it refers to 'natives of the land from generations back.' In traditional times, this term was an expression of endearment, respect and aloha.

KANU is a school designed for Hawai'i's natives of the land from generations back, those who want to remain natives of the land, and for all those who identify with Hawaiian ways.

KANU is open to students from Kindergarten through grade 12, with most openings occurring at the elementary level, primarily in kindergarten. While our pedagogy is designed to help expressly students of Hawaiian ancestry achieve educational and ultimately lifelong success, students of all ethnic backgrounds may enroll in KANU, as long as they make a commitment to perpetuate Hawai'i's native language and culture and strive to reach their highest level.

Our student enrollment on the October 15, 2009 count date was 218. Of these 218 students enrolled during SY 2009-2010, 51% were female, 49% were male, 52% qualified for free or reduced lunch and 9.2% were Special Education students. During SY 09-10, at least 77 percent of our students were of Hawaiian ancestry, 18 percent Caucasian, 3 percent Asian/Pacific Islander, and 2 percent listed other.

The majority of KANU students live in the Waimea area and neighboring communities, including nearby Hawaiian Homes house, farm and pastoral lots. Some students commute from as far as Kona, Honomū and Kohala using private and public transportation. KANU students reflect the rich cultural diversity of Hawai'i and demonstrate a wide range of gifts, talents and interests. Through a strong emphasis on values education that spans from kindergarten through high school, students develop strength of character, exhibited through positive, caring behavior, intellectual and cultural curiosity, a high level of motivation, and an eagerness to contribute positively to our learning 'ohana and to society. Four core values assist students to develop their talents and interests to become positive contributors to their 'ohana and the extended community. These values include aloha or love and respect for others, kōkua or generosity of spirit and human kindness, mālama kuleana or responsibility to self, family and community, as well as mahalo, an appreciation for the things/people in our lives. Utilizing innovative opportunities, such as multi-age learning communities, and service learning, students become involved citizens of their communities working with countless community partners towards a sustainable Hawai'i.

| Total Number of students for SY 09-10 | Total # of students on October count date | Total # of students on the last day of instruction |
|---------------------------------------|---|--|
| | 218 | 207 |

List the number of students on the waiting list per grade level by the end of school year 2009-10

| Grade | Number |
|-------|--------|
| K | 0 |
| 1 | 3 |
| 2 | 6 |
| 3 | 5 |
| 4 | 3 |
| 5 | 2 |
| 6 | 0 |
| 7 | 0 |
| 8 | 1 |
| 9 | 1 |
| 10 | 1 |
| 11 | 0 |
| 12 | 0 |

Please explain any significant past or future enrollment changes:

Per our 2008 DIP Amendment, KANU's growth continues to be deliberate with a projected increase of 10-20 percent per year over the next decade to about 450 P-12. During SY 2009-2010, KANU's enrollment increased by 15 percent from SY 2008-2009. This increase is consistent with our long-range enrollment plan and our projected 10-20 percent growth per year, as approved in a 2008 DIP Amendment. Specifically, this growth was made possible thanks to the completion of Hālau Ho'olako, a 9,300 square foot high performance facility in January 2009. For SY 2010-2011 we expect a similar increase in enrollment, with further increases depending on the availability of facilities.

On the following pages, enter student information over the past three years per grade level.

Use Last Day Count to figure percentages.
 (# = number of students, % = percentage of students)

| Grd. | Year | Count Date | Last Day | Free-Reduced Lunch | | SPED | | ELL | | Full Time Virtual | | Part Time Virtual | | Retained in Grade | |
|-------------------|-------|------------|----------|--------------------|-----|------|----|-----|---|-------------------|---|-------------------|---|-------------------|---|
| | | | | # | % | # | % | # | % | # | % | # | % | # | % |
| K (and J K) | 07-08 | 14 | 14 | 7 | 50% | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 08-09 | 11 | 9 | 9 | 100 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 09-10 | 19 | 19 | 13 | 68% | 1 | 5% | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 1 | 07-08 | 14 | 14 | 5 | 36% | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 08-09 | 19 | 19 | 8 | 42% | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 09-10 | 23 | 22 | 6 | 27% | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 2 | 07-08 | 14 | 14 | 7 | 50% | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 08-09 | 15 | 15 | 5 | 33% | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 09-10 | 21 | 21 | 11 | 52% | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 3 | 07-08 | 12 | 12 | 5 | 42% | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 08-09 | 18 | 16 | 6 | 38% | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 09-10 | 15 | 15 | 6 | 40% | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

| Grd. | Year | Count Date | Last Day | Free-Reduced Lunch | | SPED | | ELL | | Full Time Virtual | | Part Time Virtual | | Retained in Grade | |
|------|-------|------------|----------|--------------------|-----|------|------|-----|---|-------------------|---|-------------------|---|-------------------|---|
| | | | | # | % | # | % | # | % | # | % | # | % | # | % |
| 4 | 07-08 | 13 | 13 | 5 | 38% | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 08-09 | 18 | 18 | 12 | 67% | 1 | 5.6% | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 09-10 | 17 | 17 | 8 | 47% | 2 | 8.5% | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 5 | 07-08 | 10 | 9 | 2 | 22% | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 08-09 | 13 | 13 | 6 | 46% | 1 | 7.7% | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 09-10 | 16 | 16 | 11 | 69% | 3 | 18.8 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | |
| 6 | 07-08 | 10 | 11 | 3 | 27% | 2 | 20% | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 08-09 | 13 | 13 | 6 | 46% | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 09-10 | 16 | 14 | 6 | 43% | 1 | 6.3% | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 7 | 07-08 | 14 | 13 | 4 | 31% | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 08-09 | 14 | 13 | 7 | 54% | 3 | 21.4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 09-10 | 20 | 17 | 11 | 65% | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

| Grd. | Year | Count Date | Last Day | Free-Reduce Lunch | | SPED | | ELL | | Full Time Virtual | | Part Time Virtual | | Retained in Grade | |
|------|-------|------------|----------|-------------------|-----|------|------|-----|---|-------------------|---|-------------------|---|-------------------|---|
| | | | | # | % | # | % | # | % | # | % | # | % | # | % |
| 8 | 07-08 | 17 | 17 | 6 | 35% | 1 | 5.9% | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 08-09 | 17 | 17 | 10 | 59% | 1 | 5.9% | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 09-10 | 18 | 17 | 12 | 71% | 3 | 16.7 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 9 | 07-08 | 5 | 5 | 1 | 20% | 1 | 20% | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 08-09 | 15 | 15 | 7 | 47% | 1 | 6.7% | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 09-10 | 17 | 15 | 10 | 67% | 1 | 5.9% | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 10 | 07-08 | 14 | 14 | 8 | 57% | 1 | 7.1% | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 08-09 | 11 | 11 | 5 | 45% | 1 | 9.0% | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 09-10 | 17 | 17 | 9 | 53% | 2 | 11.8 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 11 | 07-08 | 10 | 10 | 4 | 40% | 1 | 10% | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 08-09 | 16 | 16 | 12 | 75% | 1 | 6.3% | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 09-10 | 10 | 9 | 6 | 67% | 1 | 10% | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

| Grd. | Year | Count Date | Last Day | Free-Reduce Lunch | | SPED | | ELL | | Full Time Virtual | | Part Time Virtual | | Retained in Grade | |
|------|-------|------------|----------|-------------------|-----|------|-----|-----|---|-------------------|---|-------------------|---|-------------------|---|
| | | | | # | % | # | % | # | % | # | % | # | % | # | % |
| 12 | 07-08 | 3 | 3 | 1 | 33% | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 08-09 | 10 | 10 | 6 | 60% | 1 | 10% | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 09-10 | 9 | 9 | 7 | 78% | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

B. Instructional Goals, Philosophy, and Program

Describe in one or two paragraphs your school's instructional goals, philosophy and program.

From its theoretical inception over two decades ago, KANU has been informed by Indigenous action research involving dozens of co-researchers and thousands of Hawaiian learners of all ages. This research has prompted the development of a unique way of education we call Pedagogy of Aloha, which integrates Hawaiian values at an extremely high level into the educational process.

KANU's Pedagogy of Aloha promotes the practice of reciprocal love, support and care among all learning 'ohana members and the integration of Hawaiian values into all aspects of the K-12 learning process. Moreover, we believe in education that is relevant, addressing real issues in the community, preparing students of all abilities for responsible citizenship and a life of service and leadership. KANU's Pedagogy of Aloha shapes not just our instruction, but our curriculum and assessment. Using place and project-based techniques, grounded in traditional practices, KANU's teaching staff engages all KANU students in exciting, innovative learning experiences that are making a difference at the community level. Together, our learning 'ohana is creating not only a viable model of education, but a self-sustaining community-based Hawaiian intergenerational learning destination that models Hawaiian ingenuity and aloha 'āina.

As we explore and find our balance among the boundaries between traditional indigenous and western knowledge and practices, we have to deal with various areas of tension. At the same time we also encounter extremely productive, fruitful exchanges of knowledge that lead to a broader understanding of humanity and a recognition that it is absolutely essential for humans to work together. By modeling tolerance for diversity and multi-pronged approaches to life, KANU is helping hundreds and potentially thousands of young native Hawaiians to find their own sense of self-identity and self-esteem in the world today, based on a firm foundation of thousands of years of cultural knowledge.

KANU prepares students to walk successfully in multiple worlds, skilled to perpetuate the unique culture and language of our Hawaiian ancestors, while contributing as engaged 21st century global citizens towards local and global sustainability. At KANU we teach our students to make an impact, since we regard the aim of education not merely as imparting knowledge but initiating action that leads to a better tomorrow for Hawai'i's native people and culture. KANU's instructional program is organized into multi-age groupings where students usually remain with their teacher teams for at least two consecutive years. KANU's multi-age groupings are made up of four (4) elementary hui (grades JK-1, grades 2-3, grades 3-4, grades 4-5) and four (4) grade 6-12 projects. These multi-age groupings are aligned with authentic Hawaiian learning and teaching styles that position older students as alaka'i or leaders to serve as peer teachers and role models. Kanu's multi-age groupings also allow for looping, as teachers stay with students for at least two year to build on successes of previous years, provide continuity of curriculum and program, and foster lasting relationships.

Project-based learning is a preferred instructional strategy at KANU, because it provides an effective, authentic way for

teachers to simultaneously address nature, place, curricular integration, relations relevance, rigor, and Habits of Mind. Using a variety of resources, teaching teams or hui develop curriculum around specific themes and essential questions integrating academic subjects, instructional practices and strategies as well as multiple forms of assessment while aligning curriculum to Hawaii State standards and benchmarks and cultural standards such as those in Nā Honua Maui Ola.

KANU also utilizes ability groupings. To increase specific content area skills, specifically in math, language arts and Hawaiian language, students are grouped by ability into content area workshops taught by teachers with expertise in these fields. These workshops or core blocks of time allow students to focus on meeting targeted benchmarks for this essential base of core content knowledge. KANU's core workshops focus on teaching, building, and reinforcing basic and foundational skills. While teachers make an effort to make connections to the chosen thematic theme or project through mini research inquiries, reflective writing, written and oral story studies, and applied mathematics, there is common understanding that this core block of time is to build the knowledge and skills necessary for students to be successful as they continue on to the next grade level or hui. Scaffolding these skills through each multi-age hui also allow students to build a strong foundation before continuing to add new skills or increased expectations.

List your schools instructional benchmarks

KANU has ten school-wide instructional benchmarks to evaluate the implementation and effectiveness of the instructional program. These benchmarks are as follows:

BENCHMARK 1: Students pursue school-wide General Learners Outcomes

- Ability to be responsible for one's own learning
- Ability to recognize and produce quality performances and quality products
- Ability to communicate effectively in English and Hawaiian
- Ability to be involved in complex thinking and problem solving
- Understand that it is essential for human beings to work together
- Ability to use a variety of technologies effectively and ethically

BENCHMARK 2: School-wide behavioral expectations based on Hawaiian values guide interactions and conduct for both students and staff.

- Aloha kekahi i kekahi – Love one another
- Mālama I kou kuleana –Take care of your responsibilities

- Kōkua aku, kōkua mai –Give help, receive help
- Mahalo i ka mea loa'a –Be thankful for what you have

BENCHMARK 3: Instruction and assessment are tailored to native Hawaiian learning processes and practices that stimulate multiple intelligences.

BENCHMARK 4: Methodologies of project/placed-based learning are used in the context of authentic inquiry.

BENCHMARK 5: Hawaiian language and culture are integrated across subject areas into all aspects of the curriculum.

BENCHMARK 6: State-of-the-art computer and digital technologies are integrated as a fundamental part of culturally-driven projects.

BENCHMARK 7: Students are engaged in goal setting and self-evaluation at regular intervals.

BENCHMARK 8: Communication among the Kanu o ka 'Āina learning 'ohana, comprised of students, parents, staff and members of the broader community, is ongoing, and all stakeholders are actively involved in school activities, projects and authentic demonstrations of knowledge.

BENCHMARK: Projects engage an entrepreneurial component, assisting school and community self-sustainability efforts and teaching leadership, community involvement, life-skills and career competencies.

BENCHMARK 10: KANU staff members are consistently engaged in ongoing efforts toward professional and cultural development.

KANU also developed Internal Accountability Goals.

These indicators were designed to measure progress towards the attainment of KANU's long-term goal of academic, cultural and social excellence, based on each person's current level and talent. In SY09-10 KANU continued to work toward evidencing progress in towards these indicators; with both students and the organization making significant growth.

Academic Performance Indicators

- Increase in reading and writing ability

- Increase in math, science, technology, problem solving, and critical thinking ability

Cultural Performance Indicators

- Increase in cultural knowledge
- Increase in Hawaiian language
- Increase in learning and practicing Hawaiian cultural values

Social Performance Indicators

- Ongoing growth in self-esteem and belief in personal ability
- Ongoing improvement of student behavior
- Ongoing participation in community projects and events

Organizational Performance Indicators

- Increase financial solvency and stability
- Increase adequacy of resources
- Increase organizational viability

C. Student Performance

Please provide 3 indicators of student achievement including at least one qualitative and one quantitative sample in the form of graphs and/or narrative. Some examples may include HSA, HAPA, Terra Nova and NWEA. Narrative should include information on both strengths of student achievement and areas for improvement concerning student growth. (When documenting HSA scores, proficiency includes both 'meets' and 'exceeds' combined.)

While KANU did not make AYP for school year 2009-2010, we've been able to exceed the State proficiency reading objective in the ALL subgroup for two years in a row now. There's also been a steady increase in the percentage of students in the ALL subgroup meeting the proficiency objective in reading since SY 2004-2005. Although KANU was able to exceed the reading proficiency objective in the ALL subgroup category, we missed meeting the objective in the Asian/Pacific Islander category by 1% and did not meet it in the disadvantaged subgroup. This is the first year that KANU has a disadvantaged subgroup. In previous years, this subgroup was not applicable. Knowing that the reading objective set by the State will increase for SY 2010-2011, we must continue to work towards reading improvements involving all students.

| SY 09-10 | SY 08-09 | SY 07-08 | SY 06-07 | SY 05-06 | SY 04-05 |
|---|---|---|---|---|--|
| <i>HSA State Reading Objective: 58%</i> | <i>HSA State Reading Objective: 58 %</i> | <i>HSA State Reading Objective: 58%</i> | <i>HSA State Reading Objective: 44%</i> | <i>HSA State Reading Objective: 44 %</i> | <i>HSA State Reading Objective: 44 %</i> |
| KANU All: 60% Asian/PI: 57 % Disadvantaged 48% | KANU All: 60% Asian/PI: 59 % Disadvantaged n/a | KANU All: 50% Asian/PI: 47 % Disadvantaged n/a | KANU All: 43% Asian/PI: 41 % Disadvantaged n/a | KANU All: 25% Asian/PI: 25 % Disadvantaged n/a | KANU All: 20% Asian/PI: n/a Disadvantaged n/a |

While KANU did not meet the State proficiency objective in Math for the ALL, Asian/Pacific Islander, or the disadvantaged subgroup, we did increase the percentage of students meeting the State proficiency objective from SY08-09 to SY09-10 in the ALL subgroup. Data shows that except for SY08-09, the percentage of KANU students meeting proficiency has been increasing overall since SY 2005-2006.

| SY 09-2010 | SY 08-2009 | SY 07-08 | SY 06-07 | SY 05-06 | SY 04-05 |
|---|---|---|---|---|--|
| <i>HSA State Math Objective: 46 %</i> | <i>HSA State Math Objective: 46 %</i> | <i>HSA State Math Objective: 46%</i> | <i>HSA State Math Objective: 28%</i> | <i>HSA State Math Objective: 28 %</i> | <i>HSA State Math Objective: 28 %</i> |
| KANU All: 33% Asian/PI: 27% Disadvantaged: 23% | KANU All: 27% Asian/PI: 27 % Disadvantaged n/a | KANU All: 30% Asian/PI: 28 % Disadvantaged n/a | KANU All: 20% Asian/PI: 21 % Disadvantaged n/a | KANU All: 14% Asian/PI: 15 % Disadvantaged n/a | KANU All: n/a Asian/PI: n/a Disadvantaged n/a |

While we are happy that there's been an overall increase in the percentage of students meeting the State proficiency objective in both reading and math since KANU began taking the Hawaii State Assessment in SY 02-03, we acknowledge that KANU students need to work harder, instruction needs to improve, and supplemental and intervention programs need to be expanded and improved if we are to meet the State's growing proficiency objective in both reading and math.

For SY 2009-2010, KANU chose to focus on Math as our school wide Title I initiative as well as an area of targeted growth in regards to our Accreditation Self-Study Report and Action Plan. KANU's focus on math continues to be communicated to all of our stakeholders including parents and our Local School Board through our weekly Hunehune Kalo newsletter. In addition there is a focus to increase student writing skills and abilities which will help students to strategically answer the response questions on the HSA. Both classroom data and HSA data show that students need tools and strategies for explaining how they got their answers as well as their thought process.

When looking at KANU's grade specific Spring 2010 HSA data, it is apparent that a major goal continues to be decreasing the percentage of students well below proficiency, while moving students in the approaching proficiency category to the meet's proficiency category for both reading and math.

Spring 2010 HSA Reading Data (Proficiency Objective = 58%)

| Grade Level | # of students tested | Exceeds Proficiency | Meets Proficiency | Approaches Proficiency | Well Below Proficiency |
|-------------|----------------------|---------------------|-------------------|------------------------|------------------------|
| 3 | 15 | 13% | 47% | 20% | 20% |
| 4 | 17 | 0% | 53% | 29% | 18% |
| 5 | 16 | 0% | 44% | 13% | 44% |
| 6 | 14 | 7% | 43% | 21% | 29% |
| 7 | 17 | 35% | 47% | 12% | 6% |
| 8 | 17 | 24% | 29% | 35% | 12% |
| 10 | 16 | 13% | 44% | 31% | 13% |

Spring 2010 Mathematics Data (Proficiency Objective = 46%)

| Grade Level | # of students tested | Exceeds Proficiency | Meets Proficiency | Approaches Proficiency | Well Below Proficiency |
|-------------|----------------------|---------------------|-------------------|------------------------|------------------------|
| 3 | 15 | 7% | 33% | 53% | 7% |
| 4 | 17 | 18% | 12% | 29% | 41% |
| 5 | 16 | 6% | 25% | 13% | 56% |
| 6 | 14 | 14% | 14% | 43% | 29% |
| 7 | 17 | 0% | 35% | 29% | 35% |
| 8 | 17 | 0% | 24% | 29% | 47% |
| 10 | 16 | 6% | 19% | 19% | 56% |

In order to advance students currently in the well below and approaching proficiency category, a variety of initiatives continue to be utilized. Once students have been identified, administration, teachers and the parents of the identified students work together on a plan for targeted intervention, which generally includes supplemental classroom instruction, as well as tutorial opportunities outside of the school day. In reading, students needing extra support also received small group instruction utilizing one or two of the following intervention or supplemental programs depending on age, needed skills/concepts and ability level: Ortho-Gillingham's multisensory approach to reading, the Barton System, Water Ford, StarFall and the Language Program. In math, teachers supplemented their curriculum with ALEKS, a computerized math program, to reinforce foundational skills that were missing, as well as skills learned in class. All teachers also make an extra effort to make math and language arts relevant by integrating the subjects and specific skills in daily project activities.

Analysis of our HSA data along with classroom assessments, student work samples, and teacher observations also revealed a need to focus in on writing instruction. While KANU students excel at orally presenting and explaining their understanding of a concept or idea, students continue to need a lot of guidance in explaining their thoughts and critical thinking in writing. Besides targeting basic writing skills, students also continue to show a need for explicit instruction in explaining their thought process when solving mathematical problems as well as meeting literary response standards.

2008 Hawaii State Assessment (HSA) Writing Results

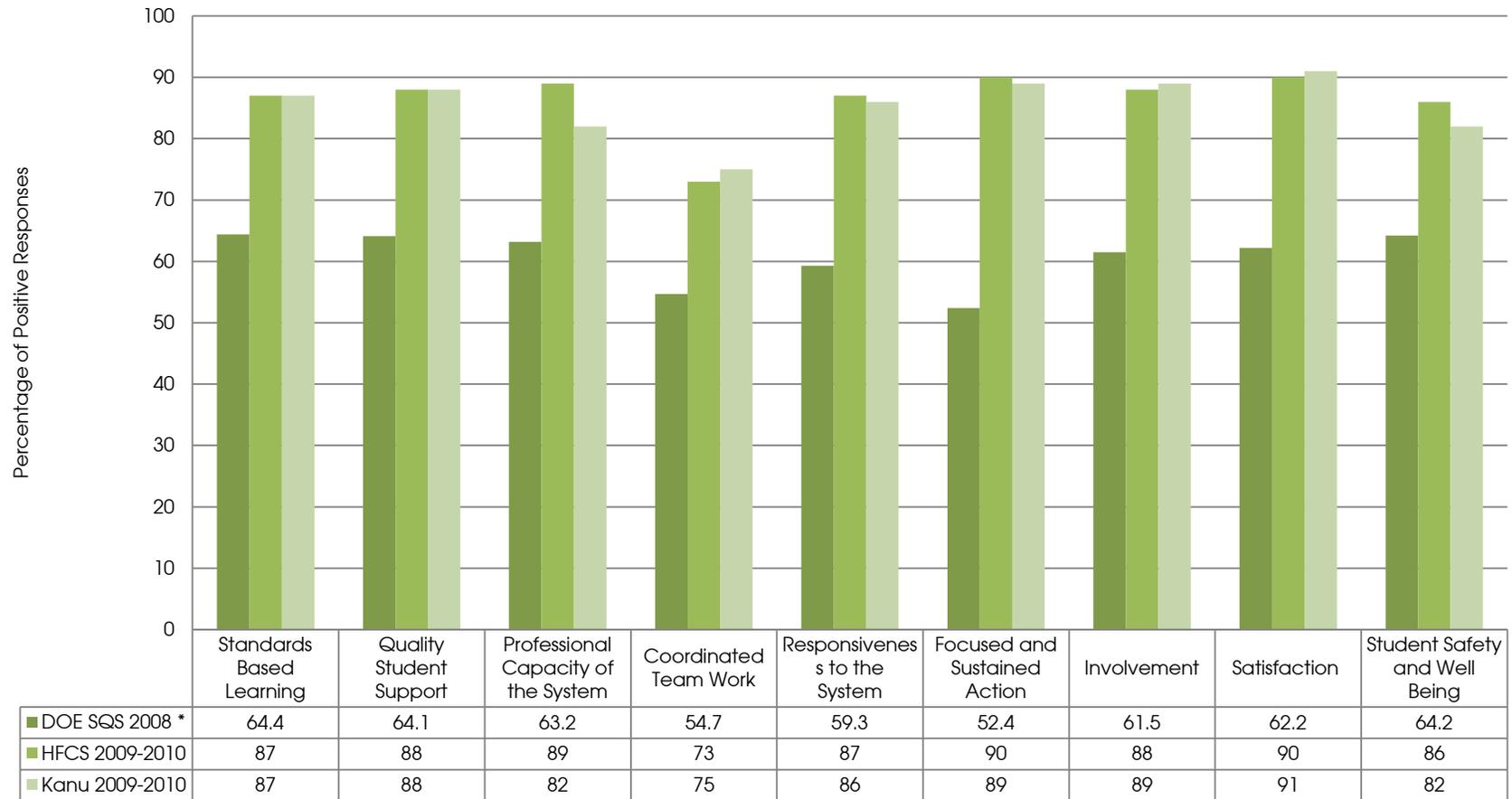
| Grade 4 | Grade 6 | Grade 9 | Grade 11 |
|---|---|---|---|
| Average score: 1.7 | Average score: 2.3 | Average score: 2.3 | Average score: 1.6 |
| Percent of students receiving 1-4 points: |
| 0 = 0% | 0 = 0% | 0 = 0% | 0 = 0% |
| 1 = 37% | 1 = 0% | 1 = 13% | 1 = 53% |
| 2 = 53% | 2 = 73% | 2 = 47% | 2 = 33% |
| 3 = 11% | 3 = 27% | 3 = 40% | 3 = 13% |
| 4 = 0% | 4 = 0% | 4 = 0% | 4 = 0% |

Evidence that KANU continues to make progress in a variety of areas including standards based learning, quality student support, involvement of parents, and overall school satisfaction is also evident in the findings of our SY2009-2010 ‘Ohana Survey disseminated by Kamehameha Schools’ Ho’olako Like Department. According to this survey, KANU scored considerably higher than DOE schools who participated in the 2008 DOE School Quality Survey (DOE schools did not take the survey in 2009).

Highlight of KANU’s ‘Ohana 09-10 Survey Findings:

- 92% strongly agree and agree that “Our school has high performance expectations for all students.”
- 96% strongly agree and agree that “My child’s school provides an education that is rooted in Hawaiian culture.”
- 91% strongly agree and agree that “My child sees him/herself as a contributing member to building healthy communities.”
- 93% strongly agree and agree that “My child feels safe in school (physical environment).”
- 91% strongly agree and agree that “The families and the school can talk with one another openly and with respect.”
- 96% strongly agree and agree that “The entire school ‘ohana supports me and my child’s education.”
- 96% strongly agree and agree that “My child’s school creates a learning environment where my child enjoys going to school.”
- 96% strongly agree and agree that “The school provides a variety of ways for parents to become involved.”
- 95% strongly agree and agree that “Overall, I am satisfied with the quality of this school.”

State DOE, Hawaiian Focused Charter Schools (HFCS) and Kanu o Ka 'Āina Comparison of School Quality Survey Elements



* Disseminated by Kamehameha Schools -Public Education Support Division - Ho'olako Like Department

Over the years, KANU's data continue to show that the overwhelming majority of KANU parents, students, and teachers are satisfied with our school's overall performance. While there is room for improvement, collectively, this group feels that KANU as a whole is making good progress towards its goals. Quotes below from KANU students and parents gleaned from our end of the year School Effectiveness Surveys as well as student reapplications validate this satisfaction.

Student Reflections when asked to comment on their overall experiences with KANU for SY 2009-2010:

"It was a hard year but it helped to show me that I can do anything that comes along if I put my mind to it." (11th grader)

"This year I enjoyed learning about math and science. I like to do experiments!" (2nd grader)

"I had fun this year and I am getting better in math" (7th grader)

"This year KANU has helped me progress in social studies, science and language arts" (10th grader)

"This year I've raised my grades because of all the individual attention I get from all of my teachers and from the explanations I get when asking questions. I have made the most growth in language arts and math because of all the help that I get from my teachers." (10th grader)

Parent Reflections when asked to comment on their overall experiences with KANU for SY 2009-2010:

"Our overall experience has only been positive. My son has grown personally, academically and culturally." (Parent of a 10th grader)

"Good, Great, and getting better all the time!" (Parent of a 9th & 10th grader)

"The hula drama production was the ultimate experience of their lessons and what brought them to that point of the hula drama. The learning and understanding and executing or their various performances spoke volumes of what they had learned. Thank you very much KANU." (Parent of a 5th, 6th, & 8th grader)

"My children have grown academically and socially this year. They both have grown in class participation and have way more confidence in themselves." (Parent of a 3rd & 5th grader)

"Throughout the school year we have noticed such dedicated and nurturing educators in KANU's high school. They've been team players for our daughter's steadfast growth of academic progress. She has gained self-esteem which enables her to continue to strive to reach her highest goals." (Parent of a 10th grader)

“We’ve seen our daughter grow into a young adult here at KANU. She has been exposed to more culture and has been pushed to challenge herself by her kumu more than any other teacher at any other school she has attended. The way that she has come out of her shell and will get up in front of her peers and help her Kumu lead a lesson/class makes us proud.” (Parent of a 7th grader)

| Student Conduct: Attendances and Absences | 2007-08 | 2008-09 | 2009-10 |
|--|---------|---------|---------|
| Average Daily Attendance: % (higher is better) | 94 | 94 | 93 |

| Graduation Rates | 2007 | 2008 | 2009 |
|-------------------------------------|------|------|------|
| Total number of high school seniors | 3 | 10 | 9 |
| Percent graduated from high school | 100 | 100 | 100 |

Optional – Please describe any other outstanding student achievement.

June 2010: Two of KANU's nine seniors, or nearly one fourth of KANU seniors, are awarded BOE diplomas.

Spring 2010: Five (5) KANU's seniors and 2 juniors successfully completed a UH Hilo course during Spring semester while continuing to keep up with all kuleana at KANU

June 2010: Two of KANU's nine seniors, or nearly one fourth of KANU seniors, are awarded BOE diplomas.

April 2010: Four secondary students were selected among the top 50 District Science Fair entries to represent Hawai'i Island to compete at the State Science and Engineering Fair competition on O'ahu, winning several prizes.

April 2010: KANU Secondary students and staff presented at the first National Conference for Native American Charter and Self-Determined Schools in New Mexico. These presentations included various cultural presentations of hula and chants to sister native charter schools, Pueblo communities and conference attendees, an academic presentation where students shared their various projects, as well as a day of service learning at a native Pueblo charter school

February 2010: 12 KANU students entered the Hawai'i District Science and Engineering Fair winning many awards such as the U.S. Public Health Service Award, the Hawai'i Society of Professional Engineers Award, and Best in Category Awards in Animal Science, Earth & Planetary Science, Engineering, and Environmental Management and more.

January 2010: 18 KANU students and 5 staff represented KANU at the 29th Kā Moloka'i Makahiki. These cultural scholar athletes who were 1st and 2nd place winners at KANU's December Makahiki games included three decathlete winners, including a second time adult women's decathlon winner, the high school girls decathlete winner

and the middle school girls decathlete winner.

January 2010: Although only in its second year, KANU's paddling program excelled with the Varsity Mix Crew making it to finals, the Girls Varsity Crew placing 2nd overall and the JV Mix Crew placing 3rd overall. All went on to compete in the BIIF Championship Regatta where the Girls Varsity crew placed 2nd and went on to represent KANU and Hawai'i Island at the State Championship Regatta on O'ahu.

December 2009: Ninety-one (91) science fair projects were entered in KANU's Science Fair this year. The five highest scoring projects for Middle School and the seven highest scoring projects for High School went on to compete in the Hawai'i District Science and Engineering Fair in February.

November-December 2009: KANU's student-body government ('Aha Haumāna) successfully holds food drive and collects food items and receipts to create food baskets for needy families in the community.

September 2009: KANU 5th grader won first place at the Bayfront Invitational in Hilo running the ½ mile race in 3minutes and 15 seconds, beating 20 other students from 12 Hawai'i Island schools.

Briefly describe how your school uses data to improve the program.

As a research-based charter school and primary laboratory school of Hālau Wānana Indigenous Research Institute, KANU has always been committed to research and data-driven decision making. In fact KANU has been part of a longitudinal Indigenous Heuristic Action Research Project measuring the impact of Hawaiian-focused education on native student performance, even before its official start-up in 2000. As a result, qualitative and quantitative data is continuously collected and analyzed, to provide information on student and program growth and achievement of standards, benchmarks, and outcomes. These data include standardized test scores, attendance data, graduation rates, report card data including behavior and effort assessments, yearly student, parent, staff surveys, re-applications, and a variety of anecdotal data. Triangulated these data allow us to assess our academic, cultural, social and organizational progress over time. KANU also uses these data to implement measures that are designed to continuously improve our program. For example, upon receipt of our 2009 HSA scores, the KANU Executive Team created a math and a language arts cadre, which continue to meet regularly, utilizing data to inform and guide the development of curriculum, the delivery of instruction and the utilization of authentic assessments. These assessments are designed to provide opportunities for students with a wide range of intelligences to demonstrate their competencies.

Include any further information needed to clarify or explain any of the above areas.

D. Barriers

Briefly describe administrative and legal barriers your school experienced in striving to meet your adopted benchmarks. Please suggest ways the Panel might address them.

INADEQUACY OF FUNDING

As we conclude our first decade as a Hawaiian-focused charter school, KANU is proud to have the distinction of being Hawai'i's first fully accredited Hawaiian-focused public charter school. Yet, like the past decade, the past school year has been a year of a insufficient funding and facilities, which seriously impact our ability to run a quality educational program. This lack of sufficient funds and facilities continues to be a major administrative barrier experienced by KANU – and other Hawai'i charters. Indeed, a ongoing lack of resources has forced us to use all of our reserves, is burning out even the most dedicated KANU staff– and makes it virtually impossible to meet our adopted benchmarks . Frankly, there is just no way anyone in Hawai'i can run a school with \$ 5000 per pupil. Eliminating this ongoing lack of adequate funding and systemic support should be a top CSRП priority.

One of the specific barriers that impaired KANU's operations during SY 2009-2010 had to do with the Title IIa and ARRA funding for professional development opportunities for teachers and administrators. Information provided was often confusing, not timely and sometimes contradictory. Once funding was approved, monies were not received in a timely manner. For example after the CSAO approved reimbursement funding for several professional development proposals and gave KANU written approval, these proposals were later denied at the governor's office. The CSRП can help to address this problem by continuing to work with the CSAO and the DOE to assure that processes and procedures are clarified and communicated to all schools in a timely fashion. When problems arise at the state level, charter schools should not be the ones solely responsible to deal with the consequences (i.e. getting our funding after the school year is over – and than being accused of not spending our monies within the time allocated) instead the CSRП and CSAO should work with the parties involved to grant needed extensions or find other solutions.

Briefly describe any long standing, ongoing administrative or legal barriers that you would like to see the Panel address.

Inadequate Funding

During SY 2000-2001, KANU received \$5034 per student. For SY 2009-2010, ten (10) years later, our per pupil allocation was at \$ 5753 – a 12.5 percent increase of \$719 per pupil over a decade, or a 1.25 percent increase per year. During that very same decade, the allocation of tax payer funds to the State of Hawai'i of Education budget increased significantly. Clearly there appears to be a gross inequity somewhere. The fact that public charter schools receive less than Department of Education schools was also confirmed by a 2010 review by a working group headed by Senator Dwight Takamine.

Inadequate Facilities

This inequity includes access to appropriate facilities. Since our start-up in 2000, KANU has cited inadequate facilities as one of our primary challenges. While we procured the use of a state-of-the-art facility during SY 2008-2009 for our 6-12 students, over half of our elementary students are still housed in tents and a dusty warehouse, as well as using shipping containers as places of learning. Providing assistance to KANU to build adequate facilities for our elementary students should be a State of Hawai'i capital improvement priority, especially since KANU has successfully implemented an innovative alternative framework that may provide a solution for tens of thousands of native Hawaiian public school students.

Racial disparity

KANU is proud of its history of ten years of ongoing growth, implementing an innovative way of education that is successfully addressing the needs hundreds of native Hawaiian students, who have constituted the most under and uneducated ethnic population within the Department of Education school for decades. Yet although we are clearly addressing a problem the DOE has been unable to tackle, we are not provided with any additional funds to address the real challenges faced by all educational programs with populations of more than 50 percent native Hawaiians. Collectively, all public schools in this category continue to struggle with an ongoing inequity in education that has impaired Hawai'i's native students for decades.

In our opinion, Hawaiian-focused charter schools and the native, low income populations we service have not been provided with adequate support. Moreover, native Hawaiians students have been discriminated against as a “class” of students, based on socio-economics, race and ancestry. Indeed, with a majority of public charter schools successfully addressing the “Hawaiian” issue, ignored for decades by the BOE/DOE, the DOE should not only provide additional support, but utilize our breakthroughs to assist their schools with high concentrations of native Hawaiians.

Systemic Support

Although Act 62 demanded that “the department, together with key representatives of

the major divisions in the department, representatives from the unions, as well as individuals from the new century charter schools to collaborate together on a system of technical assistance that will provide a baseline for success of each new century charter school,” this system still does not exist to date. The negative impact on charters, which directly results from a lack of guidelines and procedures, was clearly evident this past school year as it related to the BOE/DOE distribution of federal funds, as Hawai‘i’s SEA. Not only did the BOE/DOE fail to distribute all allowable federal funds to charters, but Also seriously blundered in the timing of these federal distributions.

E. Innovations

Briefly describe any innovations that may assist other public schools such as:

- Novel instructional or other practices;
- Outcome of research conducted in your school;
- Outstanding features of your instructional program;
- Any other innovations

Many aspects of KANU are not only unique, but also extremely innovative. Indeed, KANU’s history, our composition and our approach are undeniably pioneering. These innovations are a result of a variety of factors. For one, KANU is designed specifically to serve a predominantly native Hawaiian student population. This requires that we address the propensities, learning styles and preferences of native Hawaiian learners and adjust not just our instruction, but also our curriculum and assessment practices to align with Hawaiian paradigms and practices. This has resulted in the development of a unique way of education we call Pedagogy of Aloha. While most of KANU’s culturally-based approaches are not necessary new, they are innovative in their alignment with 21st century educational paradigms.

Another aspect that distinguishes KANU from other K-12 public and private school models, is the fact that KANU is the creation of a dynamic Hawaiian learning ‘ohana. This ‘ohana uses the Hawaiian tradition of kūkulu kumuhana –the pooling of many strengths: physical, intellectual, organizational, and spiritual strength for a common purpose. Our collective goal is for our children in our community to experience a quality culturally-driven education that prepares them to thrive as kanaka pono in the 21st century. While the practice of kūkulu kumuhana is thousands of years old, it is innovative and novel in terms of a Hawaiian community designing and controlling our own K-12 education.

KANU is also avant-garde in that it is part of a larger community-based P-20+ effort, we call womb-to-tomb. This intergenerational approach to education aims to cultivate compassionate, highly skilled learners of all ages, able to function in multiple settings and situations who work towards a sustainable Hawai‘i. This P-20+ community-based effort clearly distinguishes us from other models and includes not just the creation of a seamless womb-to-tomb framework of education, but also the construction of a self-

sustaining, intergenerational kauhale or Hawaiian learning destination designed to enable the entire learning 'ohana to flourish.

Another factor that distinguishes KANU is our emphasis on research and our position from the very beginning as an Indigenous action research project. This means that from our start-up we have postulated theories about Hawaiian ways of learning and knowing based on the knowledge of our kūpuna and put these theories into practice. These practices then continue to be evaluated and adjusted based on what works and what does not. As a result, all improvements are continuously tested and refined which in turn assures that KANU remains innovative.

KANU's unique research methodology is Indigenous in that its research protocol is consistent with native Hawaiian values, traditions and practices. It is heuristic in that it follows the heuristic method, a multi phase process described by Clark Moustakas in *Heuristic Research: Design, Methodology, and Applications*. Finally Indigenous Heuristic Action Research directly involves a multi-faceted longitudinal action research project, involving hundreds of co-researchers, with several interconnected projects conceptualizing and testing viable Hawaiian-focused educational strategies and assessing their individual and collective impact on native Hawaiian students.

Rather than focusing our research on the ongoing failure of Hawai'i's current public education system to meet the needs of Hawai'i's native student population, KANU's research team from the very beginning chose to implement a strength-based approach to provide data that will assist Hawaiians in our efforts to attain the right and the resources to control our own educational process. In other words, by measuring the impact of Hawaiian-focused education on native Hawaiian students attending KANU and other NLN schools, we aim to prove that we have the capacity to control our own educational process which we hope someday soon will lead to Hawaiians getting official control over our own education. Furthermore, by studying how Hawaiians learn best, we are able to develop and refine curriculum, and instructional and assessment approaches that allow Hawaiians to meet or exceed national, as well as cultural standards.

All of KANU's various research projects align with Indigenous research methods in terms of the selection of topics, methods of data collection, forms of analysis, and the way in which information is presented and disseminated. KANU's Indigenous Heuristic Action Research also supports research paradigms developed by an Indigenous Canadian scholar in Australia who views research as ceremony. This research frameworks Indigenous researchers as knowledge seekers who work to advance Indigenous ways of being, knowing, and doing in a constantly evolving context, as they develop relationships with ideas in order to achieve enlightenment in the ceremony of maintaining accountability to all relations. As Indigenous peoples, we believe that relationships shape Indigenous reality. They are also vital to reality itself. Our research then aims to cultivate and strengthen the relationships between all of the members of our learning 'ohana, as we practice Indigenous ways of knowing.

As an Indigenous school, KANU also aligns with the basic tenets of Indigenous teaching and learning, which make it inherently culturally-driven, place-and values based, political, deeply personal and inclusive of the spiritual world. KANU asserts that:

- Hawaiian knowledge structure differs significantly from Hawaii's current system of education.
- When Hawaiian culture, language and values are integrated into the pedagogical process at all levels, education has its deepest relevance and meaning for native children. As result, students are able to learn, grow and excel both in the academic setting and in life.
- A quality Hawaiian curriculum integrates the natural environment at all levels.
- As an indigenous people, Hawaiians have the right to design and control our own education.
- Successful educational reform must emanate from community needs, be driven by community members and controlled at the community level.
- Hawaiians can succeed in the 21st century without having to give up our cultural values and traditions.
- Collectively, Hawaiians and all who support Hawaiian focused education can create a thriving, high-quality, community based, culturally-driven, family-oriented system of Hawaiian learning that meets the needs of Hawaii's largest ethnic public school population.

KANU's innovative Pedagogy of Aloha is grounded in both theory and practice, including ongoing in depth studies in Indigenous and Oriental-based epistemology, educational theories and practices, as well as relations and collaborations with Indigenous scholars, researchers and educators like Oskar Kwagaley (Yupik), Gregory Cajete (Taos Pueblo), Linda and Graham Smith (Maori), and others who advocate for native control over native education. KANU also continues to be inspired by Paulo Freire's process of conscientization and his emphasis on dialogue and mutual respect or aloha among all involved in the learning process. In addition, we love Freire's emphases on developing transformative theories and practices that include not just technical, scientific, and professional development, but also the development of dreams and utopian visions for the future. These theories continue to drive our vision, even in the face of nearly insurmountable obstacles in the form of ongoing lack of funding and systemic support as a "public" school not allowed to charge tuition. In Pedagogy of Hope, Paulo Freire writes, "There is no change without the dream, as there is no dream without hope." One of the most powerful results of KANU's Pedagogy of Aloha is our Hawaiian kūpuna, after having viewed one of KANU's annual hula drama, or other authentic performance-based assessments, with tears in their eyes exclaiming: "Now I know there's hope!"

KANU's emphasis on aloha or positive, familial relations among all involved in the learning process is widely recognized by Indigenous educators, researchers and students, including hundreds of KANU students, as the most important change agent in education. KANU believes that living Hawaiian values, especially aloha, must come from within. People cannot, and will not, behave with aloha, if they carry personal or historic baggage. To assist KANU staff and students in "unpacking their baggage", we have institutionalized daily practices like beginning and ending the day with Hawaiian

protocol, and establishing a caring atmosphere of aloha which permeates all KANU sites and has been identified by the students themselves as the defining factor for their sudden significant successes in education.

Student connectedness is inherent in all of our programs as well as our efforts to come together as an interconnected learning 'ohana. Helping students recognize who they are, where their talents lay and how they are connected to Hawai'i's people and places is KANU's purpose. KANU believes that all children are gifted and that they should be given the opportunity from kindergarten on to find out what their individual gifts and talents are. In addition, once the students are aware of their gifts, they should be allowed to develop these talents to their highest level. In order to allow students to explore and develop their unique gifts and interests as well as attain essential career and life skills, KANU provides an inclusive Gifted and Talented (GT) program on Friday mornings for grades K-12.

Course offerings include a variety of elective technical, environmental and cultural arts courses. Students in grades 6-12 are also provided with ongoing career exploration opportunities during this Friday block.

21st CENTURY PARADIGMS

Creating and maintaining positive relations also constitutes an important component of affective education, defined as that part of the educational process which concerns itself with the attitudes, feelings, beliefs and emotions of students. Central to affective education is the acknowledgement that students' feelings about themselves as individuals, and as learners, as well as their attitudes about their teachers and areas of study can be at least as influential as their actual ability. At KANU, we try hard to make learning fun and to support each student's diverse needs. We also aim to establish personal familial relations between students and teachers, where students know that our staff truly cares for them and is there to support them at all levels. While at times these relations can become very complex, complicated and onerous, KANU's focus on aloha kekahi i kekahi, to love one another, as our primary behavioral expectation for all students, staff and learning 'ohana members, is working. Remarkably, KANU's Pedagogy of Aloha is empowering especially those students labeled uneducable by Hawai'i's public school system.

As a 21st century research-based model of education, KANU is designed to address a rapidly changing world filled with extraordinary new problems, as well as exciting new possibilities for Hawai'i's native people, for island residents and for the global community.

Addressing these complex challenges requires a new modern way of teaching and learning. This way must be bold, flexible and creative; it must not be afraid to break the mold. Many tenets of current 21st century educational reform efforts have their roots in the theories of 20th century educational reformers like Dewey, Steiner, Pestalozzi, Costa, Davies, Kallick and Australian Graham Ellis-Smith, author of *Ancient Land-Current Connections*, who accentuates the importance of the environment and the innate spirituality of nature not just in education, but in life.

KANU integrates many of these theories and practices as we aim to nurture and develop the actual interests of each student in communication, exploration, artistic expression and cultural perpetuation. This focus on making learning relevant to each student's personal potential is manifested in KANU's inclusive K-12 Gifted and Talented Program, as well as our project-based approach. KANU also advocates that students learn hands-on through activities and that they be involved in authentic research where they have to draw their own conclusions. Moreover, KANU has established a reciprocal relation between the school and the wider society, which has resulted in a curriculum that is relevant to a student's world, i.e. what goes on outside the school is the subject of education, and what goes on inside the school is applicable within the society beyond its walls. Other modern paradigms integrated at KANU include focusing on habits of mind and general learner outcomes and using authentic assessments like performance-based assessment to an authentic audience to measure growth and achievement.

As a 21st century Indigenous model of education, KANU aims to balance Indigenous and Western approaches and values and integrates multiple perspectives on teaching and learning such as linear and non-linear thinking, community-based and individual focused connection, holistic approaches and dualism, and differing orientation in space and time. Interestingly, as aforementioned, most educational theories and practices that provide KANU's pedagogical foundations are at once ancient and modern, a concept recognized by many Indigenous scholars. The realization that ancient is modern is also at the center of Hawai'i's Indigenous education movement, which asserts that Hawai'i's traditional ways of learning must shape quality modern models of Hawaiian education, and that ancient Hawaiian ways of knowing must define 21st century Hawaiian pedagogy.

Moreover, modern Hawaiian models of education must reflect, respect and embrace Hawaiian cultural values, philosophies and ideologies. KANU's research also supports the assertion that by looking to the past, native communities can create quality Hawaiian models of education that are at once practical, skill-oriented, environmentally aware and conserver-cognizant. We also assert that cultural and linguistic diversity provides strength and richness to individuals, nations and even to the environment. Moreover, Indigenous ways of knowing contain knowledge that can provide greater sustainability and stewardship of the earth, leading to a harmonious, balanced or pono future. As a Hawaiian-focused research-based institution, KANU is a leader in the preservation and contemporary application of traditional Hawaiian knowledge. From our start-up we have initiated and maintained collaborative research, involving traditional knowledge holders and organized, articulated, and developed strategic and realistic application of our research to our K-12 education, in order to provide cultural enrichment and empowerment to current and succeeding generations. With the opening of Hālau Ho'olako, as the first building of Kauhale 'Ōiwi o Pu'ukapu, Hawai'i's first community-based learning destination, KANU continues to progress in our efforts to make our vision a reality.

III. ORGANIZATIONAL/ADMINISTRATIVE VIABILITY

A. Local School Board (LSB)

List your LSB members with their offices held, stakeholders they represent and terms of office. For chairs and co-chairs include postal address, email address, and phone and FAX number.

| Member Name | Office held | Stakeholders represented | Term of Office | Address (Kamuela, HI 96743) | Email | Phone/FAX |
|------------------|-------------|--------------------------|----------------|-----------------------------|--|--------------|
| Larry Levenson | President | Parent | 2 Years | P.O. Box 398 | lal@hallstromgroup.com | 808-890-8144 |
| WD Case | V.President | Community | 2 Years | P.O. Box 398 | keomailanicase@hawaiiantel.net | 808-890-8144 |
| Ku Kahakalau | Member | Administration | 2 Years | P.O. Box 398 | kukahakalau@kalo.org | 808-890-8144 |
| Taffi Wise | Member | Administration | 2 Years | P.O. Box 398 | taffi@kalo.org | 808-890-8144 |
| Keomailani Case | Member | Teacher | 2 Years | P.O. Box 398 | keomailani@kalo.org | 808-890-8144 |
| Kaylea Baker | Member | Teacher | 2 Years | P.O. Box 398 | kaylea@kalo.org | 808-890-8144 |
| Pomai Bertelmann | Member | Staff | 2 Years | P.O. Box 398 | iliah343@yahoo.com | 808-890-8144 |
| Margo Kawamoto | Member | Staff | 2 Years | P.O. Box 398 | margo@kalo.org | 808-890-8144 |
| Steve Coffee | Member | Parent | 2 Years | P.O. Box 398 | stevecoffee09@gmail.com | 808-890-8144 |

List the LSB training that your LSB members have attended during the 2009-2010 school year.

| Training | Members who attended |
|----------|----------------------|
| | |
| | |
| | |

| | YES | NO |
|--|-----|----|
| The LSB has adopted a Self-Disclosure/Conflict of Interest document. If no, please explain | X | |
| All LSB members have signed the Self-Disclosure/Conflict of Interest document. If no, please explain | X | |

*Note – a Self-Disclosure/Conflict of Interest form is attached if needed

List the dates of your LSB meetings for the SY 09-10 and the number of LSB members in attendance.

| LSB Meeting Date | LSB Attendance |
|-------------------------|-----------------------|
| 08-12-09 | 5 |
| 09-09-09 | 5 |
| 10-14-09 | No Meeting |
| 11-18-09 | 8 |
| 12-16-09 | 7 |
| 01-13-10 | 8 |
| 02-10-10 | 7 |
| 03-10-10 | 8 |
| 04-14-10 | 8 |
| 05-12-10 | 8 |
| 06-09-10 | 9 |

Briefly describe how the minutes of your LSB meetings have been made publicly available and how one can access them.

The LSB meets once a month at our 6-12 campus. These meetings, which usually last from 4 to 6 pm are open to all learning 'ohana members, as well as the general public. Meeting dates and times are announced ahead of time in KANU's weekly Hunehune Kalo or newsletter. Once minutes have been approved by the board, minutes are available for public review in our Hālau Ho'olako office or upon request.

B. Staff

| Teaching Staff | On-Site | Virtual |
|--|----------------|----------------|
| Number of Total Full-Time Equivalent Teachers | 26 | 0 |
| Number of Total Full-Time Equivalent Teachers that are HQT | 10 | 0 |
| Number of Part-Time Teachers (Not FTE) | 2 | 0 |
| Number of Part-Time Teachers that are HQT | 1 | 0 |
| Number of Total Full-time Educational Assistants | 1 | 0 |
| Number of Total Part-Time Educational Assistants (Not FTE) | 0 | 0 |
| Number of Teachers with 5 or more years at this school | 9 | 0 |

| Professional Teacher Credentials | On-Site | | Virtual | |
|--|----------------|----------|----------------|----------|
| | % | # | % | # |
| Highly Qualified Teachers | 39% | 11 | 0 | 0 |
| Nationally Board Certified Teachers | 0% | 0 | 0 | 0 |
| Provisional credential | 38% | 10 | 0 | 0 |
| Emergency credential | n/a | n/a | 0 | 0 |
| Teachers with advanced degrees (MA or above) | 23% | 6 | 0 | 0 |
| Teachers average years of experience | years | | years | |

Administrative and Student Services Staff

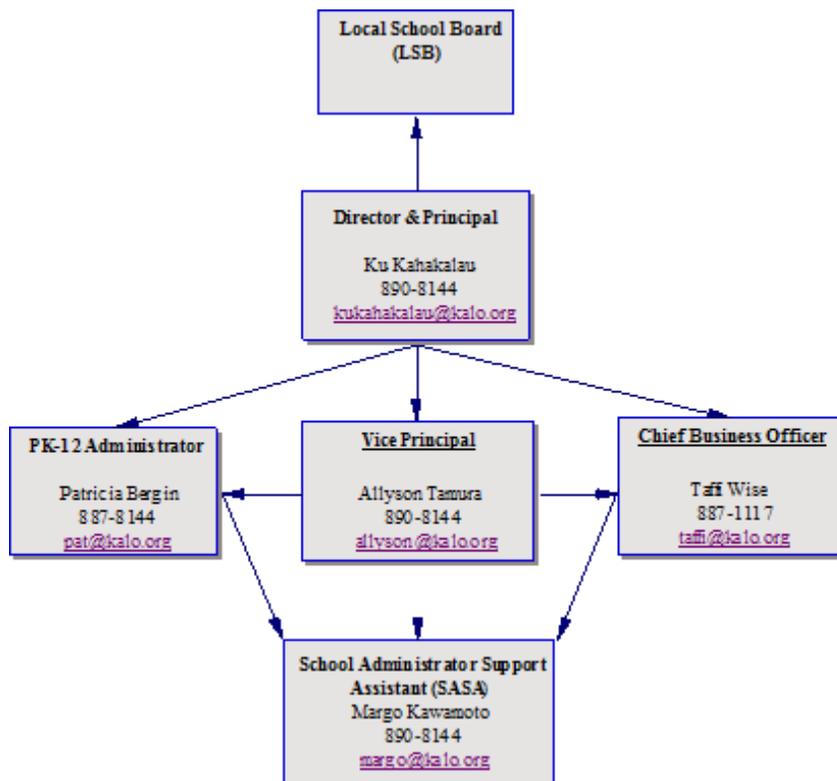
(Administration may include Principals/Directors, Vice-Principals/Vice-Directors, Student Activity Coordinators, Student Services Coordinators, and Registrars. Student Services Staff may include Special Education teachers, Educational Assistants, Tutors, Counselors.)

| Administrative Title | Number |
|---|--------|
| Director/Principal | 1 |
| Vice Principal | 1 |
| PK-12 Administrator | 1 |
| Number of Principals/Directors at your school in the last five years. | 1 |
| Other Support Staff | 0 |
| SASA | 1 |
| Student Activities Coordinator | 1 |
| Ohana Support Team | 5 |
| Administrative Assistants | 2 |

| Student to Full Time Teaching Staff Ratio | On-Site Ratio | Virtual Ratio |
|--|----------------------|----------------------|
| If the ratio varies depending on the grade level, please give an average by level. Ex: K-3, 4-6, 7-9, 10-12 | | |
| PK-K: | 10:1 | NA |
| K-1: | 10:1 | NA |
| 2-3: | 14:1 | NA |
| 3-4: | 14:1 | NA |
| 4-5: | 14:1 | NA |
| 6-12: | 13:1 | NA |

| Put an "X" after each question. Please be sure to include both on-site and virtual staff. | Yes | No |
|--|------------|-----------|
| Has your school conducted background checks (fingerprinting) of all employees, and maintained these records? | X | |
| Has your school verified that all staff and faculty have been TB tested prior to employment? | X | |
| Has your school provided staff orientation for staff regarding compliance with employee rights and benefits? | X | |
| Has your school made efforts to meet with applicable unions fulfilling requirements of Chapter 89? | X | |
| Has your school provided staff orientation for staff regarding compliance with CSSS (IDEA) | X | |
| Does your school maintain accurate and comprehensive records of students and employees? | X | |

Attach an organizational chart for your school that includes names and contact information of administrators/directors and other key staff members.



C. Administrative and Governance Benchmarks

Briefly describe the benchmarks your school has adopted to measure and evaluate the administration and governance of school programs and services, and the progress toward reaching them.

KANU's organizational performance indicators are to:

- Increase financial solvency and stability
- Increase adequacy of resources
- Increase organizational viability

Kanu continues to be financial solvent and stable as defined in terms of our ability to facilitate and enhance economic processes, manage risks and absorb shocks. Our financial stability is considered a continuum: changeable over time and consistent with multiple combinations of the constituent elements of finance. Without doubt, our biggest accomplishment to date has been the creation of our own technical and financial support system, in response to inconsistent and uncertain financial, and virtually no technical, support from the State, even though mandated by law. While inordinate efforts initially had to be expended to set up KALO as quality non-profit organization, in retrospect it has also been a huge blessing for our school, our community and Hawaiian communities state-wide.

Assuring adequacy of resources has always been a challenge even though KANU's enrollments and demand have been consistent, which has contributed to a relative continuity in our budgets. However, inequalities in funding continue to result in a lack of adequate resources with only 42% of KANU's SY2009-2010 expenditures being funded through public education funds. The remaining 58% of KANU funds were raised through partnerships with Hawaiian organizations and trusts; federal, state and private foundation grant making as well as individual donations.

At the same time, KANU's long-term ongoing growth and organizational viability continues. In 2010, KANU was awarded a six-year WASC accreditation term, attesting to our financial and organizational viability, despite ongoing lack of funding. This accreditation process also has resulted in the articulation of the following set of Accreditation Action Plan Goals for Improvement:

- K-12 Students literate in mathematics, writing and reading.
- Document the K-12 scope and sequence for mathematics, writing, reading, Hawaiian language and technology.
- Develop a school wide professional development plan.
- Create a high performance learning destination to effectively implement the school program and meet learning expectation

D. Health and Safety

| Put an "X" after each question. | Yes | No |
|---|-----|----|
| Does your school comply with state and federal health and safety laws and administrative rules? | X | |
| Does your school provide for student immunizations? | X | |
| Does your school have a safety plan for student health care? | X | |
| Does your school have a safety plan per site for: Emergency response | X | |
| Does your school have a safety plan per site for: Fire drills and regular fire inspections | X | |
| Does your school have a safety plan per site for: Ocean and water activities | X | |
| Does your school have a safety plan per site including: First aid kits | X | |
| Does your school have a safety plan that includes regularly scheduled safety committee meetings of which minutes are kept on file available for inspection? | X | |
| Does your safety plan comply with all applicable federal and state laws and collective bargaining agreements? | X | |
| Have all costs related to health and safety requirements been included in the school's annual budget? | X | |

Attach your school's health and safety plan. The plan must include the staff person responsible for students who are hurt or sick, and a statement of provision for student health care even if no health aide is present.

Health and Safety:

While our current facilities may not be optimal, all KANU sites and facilities are adequate, safe, and meet Fire and Department of Health regulations. In addition, all current KANU facilities have been approved by the CSRP, as part of our DIP amendment in 2008. Fire Department inspection reports validate our compliance with fire drill procedures, room occupancy regulation, as well as other code compliance issues. Each of our food service locations is permitted through the State of Hawai'i Department of Health and inspected twice annually. Providing a safe, clean, and healthy environment is a priority for our site personnel, and expected by KANU's leadership.

At KANU, the safety and health of our students and staff are a priority. KANU conducts background checks of all employees. All KANU staff and faculty are TB tested prior to

employment. At the beginning of every school year and throughout the school year, KANU staff participate in a variety of safety training workshops, ranging from OSHA standards regarding blood-borne pathogens, safe food handling, and safe van driving to name a few. In addition, we provide lifeguard, first and CPR training to interested individuals. Each hui/project has at least one individual trained in first aid and CPR and we have a total of six staff that are certified lifeguards. Staff feel supported and adequately prepared to deal with safety emergencies.

Although requested since our start-up, KANU students do not receive the services of a Health Aide provided to all DOE students. To assure that KANU students are taken care of in case of sickness or injury, KANU has designated staff members at our campuses who are responsible for assisting sick or injured students. These staff members, as well as at least one teacher per hui/project, are trained in first aid and safety procedures.

Student Emergency Cards, Individual Emergency Action Plans for students with listed allergies or in need of medication, a copy of KANU's Emergency Procedures, the DOE Emergency Response procedure "quick reference guide", KANU's employee Emergency phone tree, and first aid kits are provided for all hui/projects as well as in other designated campus areas.

E. Facilities

| Put an "X" after each question. | Yes | No |
|--|------------|-----------|
| Do your school's facilities have all applicable certificates and permits? | X | |
| Does your school meet federal, state and county laws related to facilities. I.e.: fire codes, ADA requirements, Department of Health rules and fire codes? | X | |

IV. Financial Viability

| Put an "X" after each question. | Yes | No |
|---|------------|-----------|
| Does your school have and follow a plan for fiscal control and accounting procedures consistent with the goals of public accounting and public procurement practices and Generally Accepted Accounting Principles (GAAP)? | X | |
| Does your school utilize the services of a State-licensed CPA? | X | |
| Does your school maintain accurate and accessible records of revenue and expenditures? | X | |
| Does your school have in place internal policies and procedures for the procurement of goods and services? | X | |
| Does your school have accounts for funds expended for the procurement of goods and services? | X | |
| Is your school fiscally responsible in its use of public funds (current assets, expenditures, and liabilities)? | X | |

| | | |
|---|---|--|
| Does your school have a plan reflecting future fiscal viability? | X | |
| Have internal audits taken place? | X | |
| Have internal audits found your school's fiscal records accurate and appropriate? | X | |
| Have external audits taken place? | X | |
| Have external audits found your school's fiscal records accurate and appropriate? | X | |
| Does your school maintain records to provide evidence of all claims in this self-evaluation report? | X | |

Attach your school's completed financial template signed by the school's director and the LSB chair.

Briefly describe any anticipated future facilities construction projects.

Kauhale 'Ōiwi o Pu'ukapu is Hawai'i's first community-designed and controlled intergenerational learning destination located on 30 acres of Department of Hawaiian Home Lands at Pu'ukapu, Waimea. The goal of this and future kauhale, situated in cultural kīpuka throughout Hawai'i, is to initiate native community sustainability and economic development and bring about community governance and self-determination. Kauhale 'Ōiwi o Pu'ukapu combines green, high performance technology and the use of alternative building methods and energy sources which are aligned with Hawaiian values of mālama and aloha 'āina.

The first building of Kauhale 'Ōiwi o Pu'ukapu, called Hālau Ho'olako, was dedicated in January 2009. Modeling an environmentally conscious green-building approach, Hālau Ho'olako provides optimal learning conditions, as well as access to state-of-the-art technology to 150 6-12 grade students attending Kanu o ka 'Āina New Century Public Charter School. During non-school hours, the 9,300 square foot, \$ 4.8 million dollar learning resource center offers a wide range of programs to learners of all ages.

Hālau Ho'olako is built to nationally stringent LEED (Leadership in Energy and Environmental Design) standards, as well as high performance standards developed by the Collaborative of High Performance Schools (CHPS) which advocate environments that are energy and resource efficient, healthy, comfortable and contain the amenities needed for a quality education. Learning and gathering spaces feature optimal lighting, acoustical comfort and other learning conditions designed to encourage collaboration and integrated learning.

The landscape is designed, propagated and maintained by Kanu o ka 'Āina's K-12 students and features plants native to the Waimea area essential for maintaining and perpetuating the rich cultural heritage and vibrant traditions of Hawai'i's Indigenous people.

The second phase of Kauhale 'Ōiwi o Pu'ukapu expected to commence during SY 2010-2011 involves the design and construction of Hālau Pōki'i, Hawai'i's first early childhood complex providing seamless, culturally-driven education to 200 young children ranging from infants to grade 5.

Approved and verified for accuracy by:

Signature: _____ Date: _____
Lawrence Levenson:
Local School Board Chair

Signature: _____ Date: _____
Kū Kahakalau:
School Director/Principal