

*Hawaii Charter School  
Annual Self-Evaluation*

**Kanu o ka ‘Āina  
New Century Public Charter School**

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**Instructions:**

Please complete the Annual Self-Evaluation Template based on data for the 2010-2011 school year.

You may send this form by October 15<sup>th</sup> either hard copy or electronically to the Executive Assistant of the CSRP at 73-4460 Queen Ka‘ahumanu Hwy. Ste. #128  
Kailua-Kona, HI 96740

[csrp.hi@gmail.com](mailto:csrp.hi@gmail.com)

Please also send a copy to CSAO at 1111 Bishop St. Ste. #516  
Honolulu, HI 96813

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## 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. 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.

### 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 learner of all ages collectively perpetuate Hawaiian language, culture and traditions.

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

No minor revisions were made to the DIP during SY 10-11.

**List all campus sites**

Address of Site	Short Description of Site	# of students at site (end of SY)	Grade levels at site
64-1043 Hi‘iaka St.	Hālau Ho‘olako 6-12 Campus	89	6-12
65-1170 ‘Opelo Rd	Lālāmilo Campus	81	2-5
65-1297 ‘Opelo Rd.	Mālamapōki‘i Campus	50	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	
If you have checked <b>No</b> to any of the above, please briefly explain.		
<p>KANU’s instructional team is made up of teachers dedicated to making learning meaningful and fun. Although not all KANU teachers were labeled “highly qualified” according to NCLB guidelines, KANU’s instructional team is highly competent with lots of expertise and experience. To assist all teachers not meeting HQT requirements, KANU requires a professional development plan listing activities and a timeline to become HQT that must be approved by KANU’s administrators and the Department of Education’s Office of Human Resource. Resources and funding is made available to assist teachers in accomplishing the activities and goals listed on their professional development plan.</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 SY2010-2011 and addressed and resolved at the LSB level:</p> <p><i>August 2010 – Parent concerns regarding 6<sup>th</sup> graders in a 6-12 multi-age project group:</i> Parents were concerned about maturity level differences, developmental differences and the range of ability levels being met. Concerns were addressed by administrators and LSB members with short-term solutions and a proposal to consider for the following school year. By the end of the school year faculty and administration regrouped secondary project groups into separate 6-8 and 9-12 project groups for school year 2011-2012.</p> <p><i>May 2011 –Parent and student concerns regarding new uniform policy for school year 2011-2012:</i> Parents and students concerned regarding KANU’s new uniform policy requiring students to wear a collared KANU shirt instead of a KANU T-shirt daily to school, -only allowing them to change to a T-shirt when learning/working in the field. Concerns included increase in cost and that it wasn’t practical or comfortable to wear a collared shirt.</p>
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Administration and LSB discussed concerns and decided the new uniform policy would stand. This was communicated to students, parents, and staff during morning announcements, at faculty meetings and through our weekly school newsletter.

## 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, bicultural, 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, or 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 Junior kindergarten through grade 12, with most openings occurring at the elementary level, primarily in JK-kindergarten. Our student enrollment on the October 15, 2010 count date was 229. Approximately 80% of our students were of Hawaiian ancestry and 57% qualified for free or reduced lunch. The majority of KANU's 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 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. F our 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 sustainability Hawai'i

Total Number of students for SY 10-11	Total # of students on October count date	Total # of students on the last day of instruction
	229	220

**List the number of students on the waiting list per grade level by the end of school year 2010-11**

Grade	Number
JK-K	8
1	3
2	4
3	3
4	3
5	1
6	1
7	3
8	0
9	0
10	0
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 to about 450 P-12.

On the following page, 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-Reduce Lunch		SPED		ELL		Full Time Virtual		Part Time Virtual		Retained in Grade	
				#	%	#	%	#	%	#	%	#	%	#	%
<b>K (and Junior K)</b>	2008-09	11	9	9	100%	0	0	0	0	0	0	0	0	0	0
	2009-10	19	19	13	68%	1	5%	0	0	0	0	0	0	0	0
	2010-11	30	29	19	66%	0	0	0	0	0	0	0	0	0	0
1	2008-09	19	19	8	42%	0	0	0	0	0	0	0	0	0	0
	2009-10	23	22	6	27%	0	0	0	0	0	0	0	0	0	0
	2010-11	21	21	8	38%	0	0	0	0	0	0	0	0	0	0
2	2008-09	15	15	5	33%	0	0	0	0	0	0	0	0	0	0
	2009-10	21	21	11	52%	0	0	0	0	0	0	0	0	0	0
	2010-11	23	23	11	48%	0	0	0	0	0	0	0	0	0	0
3	2008-09	18	16	6	38%	0	0	0	0	0	0	0	0	0	0
	2009-10	15	15	6	40%	0	0	0	0	0	0	0	0	0	0
	2010-11	24	23	15	65%	1	4%	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	
				#	%	#	%	#	%	#	%	#	%	#	%
4	2008-09	18	18	12	67%	1	5.6%	0	0	0	0	0	0	0	0
	2009-10	17	17	8	47%	2	8.5%	0	0	0	0	0	0	0	0
	2010-11	18	16	8	50%	1	6%	0	0	0	0	0	0	0	0
5	2008-09	13	13	6	46%	1	7.7%	0	0	0	0	0	0	0	0
	2009-10	16	16	11	69%	3	18.8%	0	0	0	0	0	0	0	0
	2010-11	15	15	8	54%	3	20%	0	0	0	0	0	0	0	0
6	2008-09	13	13	6	46%	0	0	0	0	0	0	0	0	0	0
	2009-10	16	14	6	43%	1	6.3%	0	0	0	0	0	0	0	0
	2010-11	17	17	12	71%	2	12%	0	0	0	0	0	0	0	0
7	2008-09	14	13	7	54%	3	21.4%	0	0	0	0	0	0	0	0
	2009-10	20	17	11	65%	0	0	0	0	0	0	0	0	0	0
	2010-11	17	16	9	56%	3	19%	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	2008-09	17	17	10	59%	1	5.9%	0	0	0	0	0	0	0	0
	2009-10	18	17	12	71%	3	16.7%	0	0	0	0	0	0	0	0
	2010-11	14	13	7	54%	0	0	0	0	0	0	0	0	0	0
9	2008-09	15	15	7	47%	1	6.7%	0	0	0	0	0	0	0	0
	2009-10	17	15	10	67%	1	5.9%	0	0	0	0	0	0	0	0
	2010-11	16	15	9	60%	3	20%	0	0	0	0	0	0	0	0
10	2008-09	11	11	5	45%	1	9.0%	0	0	0	0	0	0	0	0
	2009-10	17	17	9	53%	2	11.8%	0	0	0	0	0	0	0	0
	2010-11	12	11	6	55%	2	18%	0	0	0	0	0	0	0	0
11	2008-09	16	16	12	75%	1	6.3%	0	0	0	0	0	0	0	0
	2009-10	10	9	6	67%	1	10%	0	0	0	0	0	0	0	0
	2010-11	13	13	8	62%	2	16%	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	2008-09	10	10	6	60%	1	10%	0	0	0	0	0	0	0	0
	2009-10	9	9	7	78%	0	0	0	0	0	0	0	0	0	0
	2010-11	9	8	4	45%	1	12%	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.**

Hawaiian language and cultural knowledge drive instruction at KANU. It is the core and foundation for learning. Native Hawaiian knowledge is also profoundly personal and practical. For KANU, this translates into teaching and learning that is relevant and connected to authentic student interests, as well as school and community needs. KANU's inclusive pedagogy blends cultural values and ideals, academic rigor, experiential, and place-based learning and innovative technology, generating a deep sense of connection, relevance and meaning for students of all ethnic backgrounds.

The K-12 curriculum is designed to allow students to explore, make discoveries, and see relationships between ideas. Students are taught to investigate, evaluate and draw conclusions about nature in order to make sense of the physical world in which they live. Curriculum centers on specific themes and essential questions integrating academic subjects, instructional practice and strategies, as well as multiple forms of assessment, while aligning curriculum to standards, benchmarks and cultural standards.

KANU students are taught to mālama i ka 'āina or take care of the land which in turn allows them to make lasting connections to nature. Students are guided to use critical thinking skills necessary for making responsible decisions about the environment, and are encouraged to transfer their knowledge into positive environmental action. Because these studies occur within their local community, it provides them with a better understanding of the interconnectedness between their own community and the world around them. This real world, problem-based approach addressing real issues makes learning come alive.

Environmental education is by design multi-disciplinary and cross curricular, allowing students of all ability levels, to participate at their specific capability. This demands the use of an interdisciplinary, integrated approach where students explore themes and topics that combine multiple content areas in a more holistic fashion. As a performance based model of education, KANU brings together the best of 21st century education paradigms with the strength of native Hawaiian practices.

At KANU, academics are taught through culture. The school day begins with protocol, a gathering of all members of our learning 'ohana sharing oli, mele, and chants to center and focus students so they are ready to learn. As a Hawaiian-focused school, students are taught in both Hawaiian and English. Instruction is both place- and project-based hands-on learning. Project-based learning is the preferred instructional strategy because it provides an effective, authentic way for teachers to simultaneously address nature, place, curricular integration, relations, relevance, rigor and habits of mind. Instruction is delivered in multi-age groups integrating Hawaiian culture and academics. Multi-age groupings align with traditional Hawaiian learning and teaching styles and allow older students to be alaka'i or leaders and serve as peer teachers and role models.

KANU utilizes a strengths-based approach that embraces the whole child in which children learn in a nurturing environment that promotes positive relationships. As a community-based, family-oriented school, parents, extended family and community members are actively involved in the educational process. The community and surrounding environment become living learning laboratories where students and community work together to create a future that is pono.

KANU expects its graduates to be culturally grounded, highly motivated learners who practice a lifestyle that engages, enlightens and empowers them to strive for a lifetime of excellence, righteousness and happiness. Students are expected to learn first about their world, their reality, the values and traditions of Hawai'i's native culture before they branch out to the rest of the world. KANU believes that given such a Hawaiian-focused foundation, students can enter any world of their choice, secure in their identity, their abilities, and their responsibilities to thrive as modern Hawaiians. We also believe that such a cultural foundation sets students up as life-long learners continuously seeking wisdom, continuously trying to reach their highest level.

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 21<sup>st</sup> 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.

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 thorough 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.

### **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.) \*\*\*\**An analysis of the data, identifying any trends and your plan to address deficiencies should be included.* \*\*\*\*

KANU’s current No Child Left Behind Status (NCLB) is, -School Improvement, Year 2. KANU has failed to meet Adequate Yearly Progress (AYP) for four years now (See appendix 1). Although KANU did not meet the State reading objective of 72%, KANU did see an increase in the percentage of students meeting proficiency in the all, Asian/Pacific Islander, and the disadvantaged group.

<i>SY 2010-2011</i>	<i>SY 2009-2010</i>	<i>SY 2008-2009</i>	<i>SY 07-08</i>	<i>SY 06-07</i>	<i>SY 05-06</i>
<i>HSA State Reading Objective: 72%</i>	<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>
KANU All: 62% Asian/PI: 62 % Disadvantaged 54%	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

While KANU did not meet the State proficiency objective of 64% in math, KANU did increase the percentage of students meeting proficiency in the all, Asian/Pacific Islander, and the disadvantaged subgroup. Data shows that except for SY08-09, the percentage of KANU students meeting proficiency has been increasing since SY 2005-2006.

<i>SY 2010-2011</i>	<i>SY 2009-2010</i>	<i>SY 2008-2009</i>	<i>SY 07-08</i>	<i>SY 06-07</i>	<i>SY 05-06</i>
<i>HSA State Math Objective: 64 %</i>	<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>
KANU All: 38% Asian/PI: 31% Disadvantaged: 33%	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

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 know that KANU must continue to increase student achievement, improve classroom instruction, increase ‘ohana involvement, and improve accountability for all

stakeholders. KANU also understands that needed supplemental and intervention programs need to be in place to meet diverse learner needs and support students who are well below and approaching grade level proficiency level. .

KANU’s focus on math is a school wide Title I initiative as well as an area of focus in our Accreditation Action Plan. KANU’s focus on math continued to be communicated to all of our stakeholders including parents and our Local School Board. In addition there was a focus to increase student writing skills and abilities to 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 their thought process and how they arrived at an answer to a problem. In reading, students need strategies on how to cite evidence for a conclusion or inference, as well as providing supporting details.

Spring 2011 Hawai‘i State Assessment (HSA) Data  
Comparison of all KANU students to all DOE students and all Charter School Students

HSA Reading Spring 2011	Testing Population	Student Count	Average Scale Score	Percent Proficient		Math Reading Spring 2011	Testing Population	Student count	Average Scale Score	Percent Proficient
Grade 3	DOE	14,347	313	66		Grade 3	DOE	14,325	310	63
	All Charter Schools	662	309	63			All Charter Schools	658	299	52
	KANU	23	309	57			KANU	23	288	26

HSA Reading Spring 2011	Testing Population	Student Count	Average Scale Score	Percent Proficient		Math Reading Spring 2011	Testing Population	Student Count	Average Scale Score	Percent Proficient
Grade 4	DOE	13,523	315	68		Grade 4	DOE	13,515	309	61
	All Charter Schools	581	313	68			All Charter Schools	580	300	53
	KANU	16	328	75			KANU	16	314	75



HSA Reading Spring 2011	Testing Population	Student Count	Average Scale Score	Percent Proficient		Math Reading Spring 2011	Testing Population	Student Count	Average Scale Score	Percent Proficient
Grade 5	DOE	14,429	313	67		Grade 5	DOE	14,412	305	57
	All Charter Schools	755	311	66			All Charter Schools	747	295	46
	KANU	15	317	67			KANU	15	287	27

HSA Reading Spring 2011	Testing Population	Student Count	Average Scale Score	Percent Proficient		Math Reading Spring 2011	Testing Population	Student Count	Average Scale Score	Percent Proficient
Grade 6	DOE	13,460	312	67		Grade 6	DOE	14,412	305	57
	All Charter Schools	865	310	68			All Charter Schools	747	295	46
	KANU	17	302	65			KANU	15	287	27

HSA Reading Spring 2011	Testing Population	Student Count	Average Scale Score	Percent Proficient		Math Reading Spring 2011	Testing Population	Student Count	Average Scale Score	Percent Proficient
Grade 7	DOE	13,125	312	66		Grade 7	DOE	13,139	302	52
	All Charter Schools	746	316	71			All Charter Schools	741	295	46
	KANU	16	304	56			KANU	16	291	31

HSA Reading Spring 2011	Testing Population	Student Count	Average Scale Score	Percent Proficient		Math Reading Spring 2011	Testing Population	Student Count	Average Scale Score	Percent Proficient
Grade 8	DOE	12,696	313	67		Grade 8	DOE	12,703	302	54
	All Charter Schools	694	315	72			All Charter Schools	696	294	44
	KANU	13	312	54			KANU	13	295	54

HSA Reading Spring 2011	Testing Population	Student Count	Average Scale Score	Percent Proficient		Math Reading Spring 2011	Testing Population	Student Count	Average Scale Score	Percent Proficient
Grade 10	DOE	12,907	309	66		Grade 10	DOE	12,926	292	39
	All Charter Schools	382	318	76			All Charter Schools	382	295	39
	KANU	11	310	64			KANU	11	280	18

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. In order to move students in the well below and approaching proficiency category, students have been identified by administration and teachers. Identified students are targeted through additional intervention or supplemental classroom instruction as well as tutorial opportunities outside of the school day. If identified, students and parents are also aware. In reading, students needing extra support receive smaller 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, Water Ford, Star Fall, Corrective Reading, Reading Mastery, Language, and ACHIEVE 3000. In math, teachers utilized Prentice Hall textbooks for grades 6-12 and Everyday Math for grades K-5. Students in grades 3-12 also utilize the ALEKS on-line math program as a supplement to help provide missing foundational skills and to reinforce what's learned in class. ALEKS is a Web-based assessment and learning system for a variety of math courses ranging from level 3 through pre-calculus and trigonometry. Through an adaptive assessment, ALEKS determines exactly what a student knows and doesn't know in an assigned course. ALEKS then instructs the student on the topics he is most ready to learn. As a student works

through the course, ALEKS periodically reassesses the student to ensure that topics learned are also retained. All teachers also make an extra effort to make math and language arts relevant by integrating the subjects and specific skills into daily project activities.

Further analysis of our HSA data along with classroom assessments, student work samples, and teacher observations give insight to a need to focus in on writing instruction (see chart below). 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 through writing. Besides targeting basic writing skills, students show a need for explicit instruction in explaining their thought process when solving mathematical problems as well as meeting literary response standards.

<b>Student Conduct: Attendances and Absences</b>	2008-09	2009-10	2010-11
Average Daily Attendance: % (higher is better)	94	93	93

<b>Graduation Rates</b>	2008	2009	2010
Total number of high school seniors	10	9	8
Percent graduated from high school	100	100	100

**Optional – Please describe any other outstanding student achievement.**

- Successful Huli Ka Lima i Lalo summer break and spring intersession program taught students grades K-8 to mālama ‘āina (to show aloha to all that they came in contact with and to take care of the land), be maka‘ala (be in tune with their surroundings and elements) and ho‘ulu ‘āina (plant and propagate plants) through culture based education to teach sustainability through interdependence.
- All campuses (Mālamapōki‘i, Lālāmilo, Kauhale, Pu‘upūlehu, and Waipi‘o) were successful in creating herb and vegetable gardens throughout the school year. Students had fun planting, tending their gardens, harvesting, and even preparing dishes incorporating what they harvested. Students grew rosemary, basil, green onions, lettuces, tomato, kale, beets, carrots, sweet potato, and much, much more.
- Eighty-nine (89) science fair projects were entered in KANU’s 6-12 Science Fair. A total of ten volunteer judges representing various organizations such as Keck Observatory and Kohala Center awarded ribbons to the 8 highest scoring projects in Middle School and the 8 highest scoring projects in High School. These 16 students went on to represent KANU at the District Science Fair in Hilo, winning many awards. 8 students were invited and provided with transportation awards to go on to Hawai‘i State Science Fair on Oahu!
- Students PK-12 celebrated Makahiki season with a Ho‘okūkū Kahului (athletic championship) featuring traditional Makahiki Games such as kōnane, kūkini, hukihuki, hakamoā, uma, and ‘ō‘ōihe. KANU champions went on to compete in the 5<sup>th</sup> Annual Kā Waimea Makahiki (hosted by KANU & KALO) against both public and private schools from the Kohala District as well as two schools who traveled from Kea‘au and Puna.
- KANU’s senior class planned and implemented a cross-curricular huaka‘i to Waipi‘o Valley for all 6-12 students and kumu as part of their E Ola Pono Campaign to promote pono and peace, and encourage students to become activists who create projects that help to improve the level of respect and harmony at their school. In the end our seniors won the \$1000 prize for their E Ola Pono Campaign project!
- Forty-Nine PK-5 students participated in a year-long Children’s Savings Project sponsored by Hawai‘i First Federal Credit Union, Dr. Michael Cheany of UH Mānoa, Hawai‘i Alliance for Community Based Economic Development, and the Hawai‘i County Department of Research and Development. Students earned free money for meeting savings goals and

learned about the value and importance of a savings account. Talk about relevance and an important life-long skill!

- KANU students took advantage of the opportunity to take the Hawai‘i State Assessment three times during the school year. Teachers, students, and even parents were highly motivated by the instant feedback provided through the online testing system. Everyone worked hard to do what they could to improve scores by the next round of testing. Although KANU did not make AYP, most students improved their scores with each testing opportunity, increasing the percentage of students who met or exceeded the State proficiency objective.
- KANU collaborated with North Hawai‘i Education and Research Center (NHERC) to host a Fall Scholarship Festival in October. Proceeds from the event provided scholarships for KANU junior and seniors attending college courses in the evenings.
- Five of eight KANU seniors earned a Board of Education Diploma. Six of eight seniors earned UH Hilo credit through courses offered on site in the evening through NHERC. Five of eight seniors are enrolled in a four year University and three are enrolled in community college.
- KANU’s ‘Aha Haumāna or Student Council spearheaded many successful fun opportunities and projects throughout the school year. This included a food drive for baskets they put together for families in need, a Valentine’s Dance, Earth day activities, Activities to celebrate National Charter School Week, and Last day of school activities.

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

Student progress and achievement data (student work and various assessments) along with other data such as student, parent, and faculty feedback (discussions, reflections, reapplication essays and surveys) are used to guide KANU’s school-wide decision making process. Student progress and achievement data are used by teachers to guide instruction, guide projects, plan huaka‘i and plan for the following year’s project-based curriculum. It allows administrators and teachers to plan for and implement changes to target individual student needs. Student progress and achievement data are used by both administrators and teachers to decide what supplemental/intervention programs are working well, what needs improvement and whether or not it’s a worthy investment for the following semester or year. Data and feedback assist administrators in knowing what type of professional development is needed, guides financial decisions, and helps KALO and KANU’s grant committee to know what type of grants are needed and provides data when pursuing those funding opportunities.

Feedback from students, parents, and staff have guided KANU’s administrators to make changes to the way we structure our projects, project teams and even how we utilize our various campuses and outdoor learning laboratories. It’s also guided decisions and changes that have affected KANU’s school-wide calendar, workshop schedule, uniform policy, beginning of the year parent/student orientation and much, much more.

#### **D. Barriers**

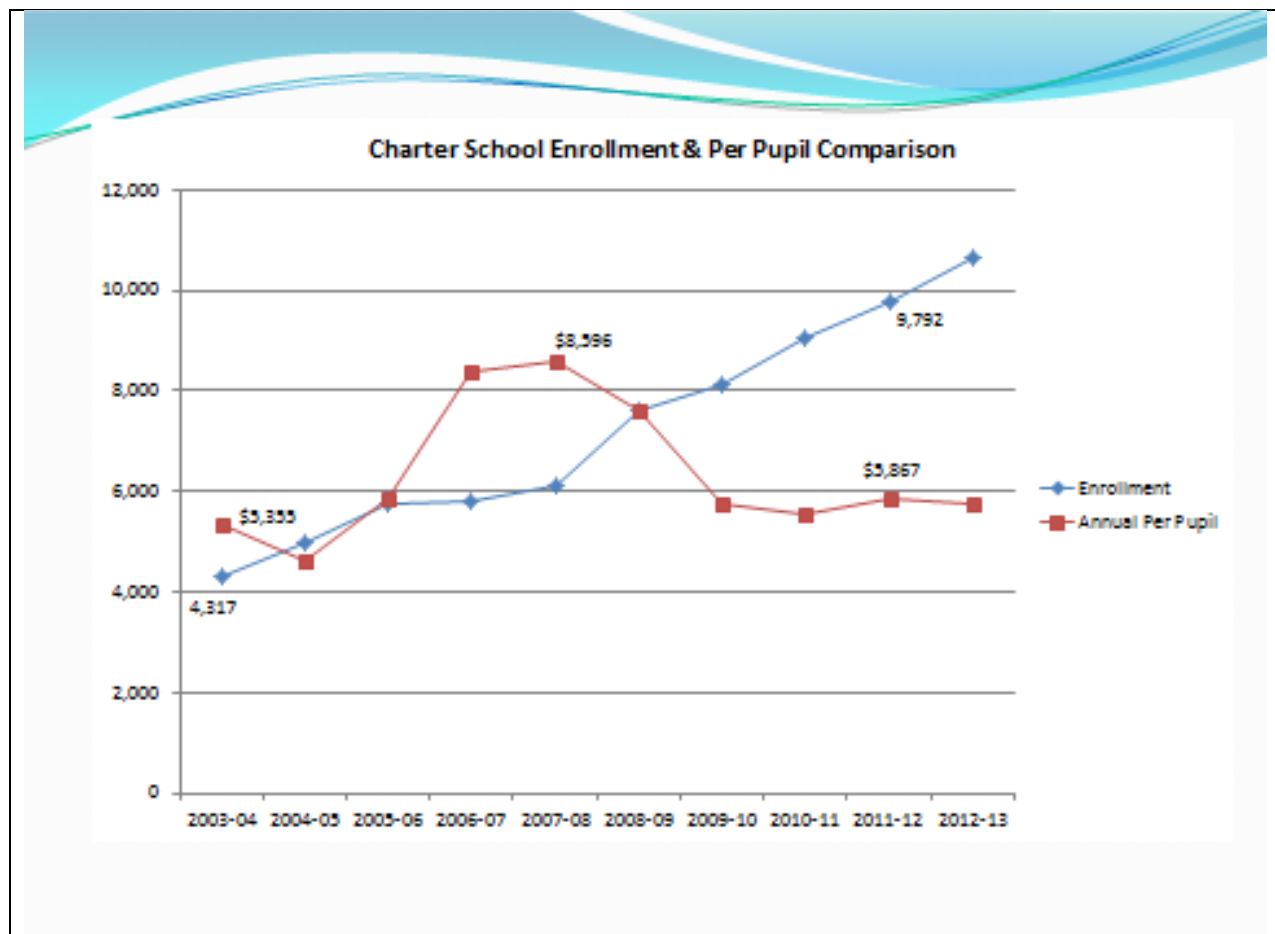
**Briefly describe administrative and legal barriers your school experienced in striving to meet your adopted benchmarks. Please suggest ways they might be addressed.**

Although it initially appeared to be an insurmountable barrier, the school experienced a set-back with the departure of our founder and visionary leader in October, 2011 to pursue her passion as a scholar and researcher. Having led KANU from a fledgling program to a fully-accredited Hawaiian-focused charter school she felt it was time to allow her “baby” to carry on without her. Fortunately, in her infinite wisdom, her strong focus on succession planning during her tenure allowed the two remaining members of her administrative team to attempt to fill her shoes and forge ahead with initiatives that she had set for the school with as little disruption as possible. This was no easy task as so many on staff had been with our director since the school began and, like new members of the KANU, were lost without her. Time, trust building and lots of kūkakūkā sessions helped heal the learning ‘ohana and ultimately the transition was successful. To our founder’s credit, it was the foundation she built based on beliefs and values we all embraced that made it so much easier for us to grow and thrive as we continue to do her good work. Collectively, the entire learning ‘ohana stepped out of their comfort zone to do what was best for our children who are our greatest pride and investment in our future. We could not and would not let them down.

**Briefly describe any long standing, ongoing administrative or legal barriers that you would like to see addressed.**

#### **INADEQUACY OF FUNDING**

As we enter our second decade as a Hawaiian-focused charter school, KANU is proud to have the distinction of being Hawai‘i’s first fully accredited WASC/HAIS Hawaiian-focused public charter school. Yet, the lack of sufficient funds and facilities continues to be a major administrative barrier experienced by KANU – and other Hawai‘i charters. An 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 extremely difficult to meet our benchmarks. Primarily the disparity rests with the inequitable distribution of federal and IDEA/SPED funding both discretionary and formula based in addition to facilities. Eliminating this ongoing lack of adequate funding and systemic support should be a top CSRP, legislative and BOE priority.



(Graph data gathered through Takamine/DOE/KALO Equity Study)

This data was recently validated by a SMS Research Evaluation Report, March 21, 2011, submitted to the Office of Hawaiian Affairs Report. One of the purposes of the research was to validate the inequitable funding claim. The Report validated the findings ...”*To put this supplemental funding amount in context, for the 2008-2009 school year the charter school per student allocation was approximately \$7,800. By the following school year this amount had decreased 30 percent, to approximately \$5,355 per student. At the same time mainstream DOE public schools’ per student allocation was approximately \$11,060.*”

### **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 in 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. Appropriate facilities resources to included; funding allocations for repair and maintenance, capital improvements projects appropriations and debt service we feel is a constitutional civil right.

*This article was renumbered from Article IX to be Article X by Const Con 1978 and election Nov 7, 1978. The former Article X now appears as Article XI.*

*Section 1. The State shall provide for the establishment, support and control of a statewide system of public schools free from sectarian control, a state university, public libraries and such other educational institutions as may be deemed desirable, including physical facilities therefor. There shall be no discrimination in public educational institutions because of race, religion, sex or ancestry; ....*

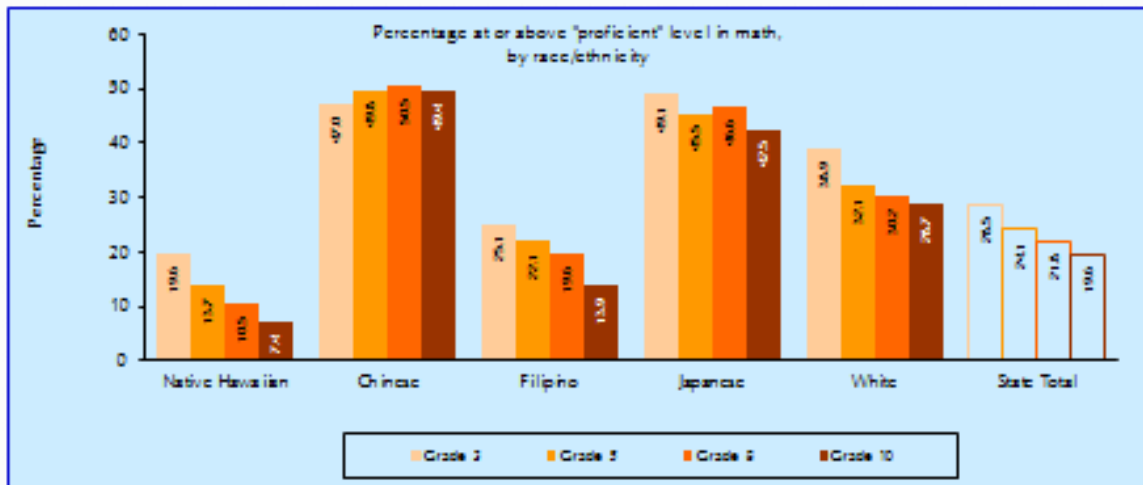
**Racial disparity**

KANU is proud of its history 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 addition 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. 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.



## Kamehameha Schools Educational Well-being: K-12



- Although students in Hawaiian-focused charter schools show gains in academic outcomes, Native Hawaiian students in all public schools remain less likely to meet HSA proficiency standards, and schools with “majority Hawaiian” student populations are 25 percent more likely to fail to meet AYP. [2005-06 DOE Snapshots]
- Native Hawaiian students represent 26 percent of the DOE student population, yet they constitute 38 percent of students with “excessive absences,” a strong indicator of student engagement. [2006-07 DOE data tabulations]

As we enter our second decade as a Hawaiian-focused charter school, KANU is proud to have the distinction of being Hawai‘i’s first fully accredited WASC/HAIS Hawaiian-focused public charter school. Yet, the lack of sufficient funds and facilities continues to be a major administrative barrier experienced by KANU – and other Hawai‘i charters. An 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 extremely difficult to meet our benchmarks. Primarily the disparity rests with the inequitable distribution of federal and IDEA/SPED funding both discretionary and formula based in addition to facilities. Eliminating this ongoing lack of adequate funding and systemic support should be a top CSRP, legislative and BOE priority.

## 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**

*Include how you have disseminated this information to other schools.*

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 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 21<sup>st</sup> 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 21<sup>st</sup> 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 part of a larger community-based intergenerational approach to education that 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 community-based effort clearly distinguishes us from other models and includes not just the creation of a seamless 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*. KANU's 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 Native Hawaiian charter 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 gaining 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. 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.

One of the ways we do this is by directly sharing educational theories and practices with other indigenous scholars in addition to maintaining relations and collaborating with other researchers through presentations at national and international indigenous conferences. On a local level, the annual Ku'i ka Lono conference widely supported by Nā Lei Na'auao Native Hawaiian Charter School Alliance, provides opportunities for all native designed and controlled public charter schools like KANU to share their educational practices and accomplishments among themselves and with other Indigenous educators, parents and other interested stakeholders. By sharing strategies for success, such as "EA-Education with Aloha", this conference helps all native communities create quality culturally-driven schools and programs that empower native students to walk successfully in two worlds and assure that No Child Is Left Behind.

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.

KANU integrates many educational reform 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 traditional approaches and values and integrates multiple perspectives on teaching and learning.

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.

### 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	Email	Phone/FAX
Pat Bergin	Member	Administration	2 Years	P.O. Box 398	<a href="mailto:pat@kalo.org">pat@kalo.org</a>	808-890-8144
Taffi Wise	Member	Administration	2 Years	P.O. Box 398	<a href="mailto:taffi@kalo.org">taffi@kalo.org</a>	808-890-8144
Keomailani Case	Member	Teacher	2 Years	P.O. Box 398	<a href="mailto:keomailani@kalo.org">keomailani@kalo.org</a>	808-890-8144
Kaylea Baker	Member	Teacher	2 Years	P.O. Box 398	<a href="mailto:kaylea@kalo.org">kaylea@kalo.org</a>	808-890-8144
Pomai Bertelmann	Member	Staff	2 Years	P.O. Box 398	<a href="mailto:iliahi343@yahoo.com">iliahi343@yahoo.com</a>	808-890-8144
Margo Kawamoto	Member	Staff	2 Years	P.O. Box 398	<a href="mailto:margo@kalo.org">margo@kalo.org</a>	808-890-8144
Steve Coffee	Member	Parent	2 Years	P.O. Box 398	<a href="mailto:stevecoffee09@gmail.com">stevecoffee09@gmail.com</a>	808-890-8144
Mason Maikui	Member	Parent	2 Years	P.O. Box 398	<a href="mailto:me_maikui@hawaiiantel.net">me_maikui@hawaiiantel.net</a>	808-890-8144
Larry Levenson	President	Community	2 Years	P.O. Box 398	<a href="mailto:lal@hallstromgroup.com">lal@hallstromgroup.com</a>	808-890-8144
WD Case	V. President	Community	2 Years	P.O. Box 398	<a href="mailto:keomailanicase@hawaiiantel.net">keomailanicase@hawaiiantel.net</a>	808-890-8144

**List the LSB training that your LSB members have attended during the 2010-2011 school year.**

Training	Members who attended
November 20, 2011	Taffi, Keomailani, WD, Pomai, Mason, Margo
March 19, 2011 ( <i>CSAO Admin. Conference</i> )	Pat, Taffi, WD, Larry,

	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 10-11 and the number of LSB members in attendance.**

LSB Meeting Date	LSB Attendance
8-11-10	8
9-22-10	7
10-13-10	7
11-10-10	9
12-15-10	10
01-12-11	8
02-09-11	9
03-09-11	8
04-13-11	7
05-11-11	7
06-08-11	7

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

The LSB met once a month at our 6-12 campus. These meetings, which usually lasted from 4 to 6 pm were 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 were approved by the board, minutes were available for public review in our Hālaui Ho‘olako office or upon request.

## B. Staff

<b>Teaching Staff</b> (at October 15, 2010 student count date)	On-Site	Virtual
Number of Total Full-Time Equivalent Teachers	19	0
Number of Total Full-Time Equivalent Teachers that are HQT	8	0
Number of Part-Time Teachers (Not FTE)	1	0
Number of Part-Time Teachers that are HQT	1	0
Number of Total Full-time Educational Assistants (including instructional resource staff)	5	0
Number of Total Part-Time Educational Assistants (Not FTE)	0	0
Number of Teachers, educational assistants, & instructional resource staff with 5 or more years at this school	8	0

<b>Professional Teacher Credentials</b>	On-Site		Virtual	
	%	#	%	#
Highly Qualified Teachers	45%	9	0	0
Nationally Board Certified Teachers	0%	0	0	0
Provisional credential	40%	8	0	0
Emergency credential	n/a	n/a	0	0
Teachers with advanced degrees (MA or above)	25%	5	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.)

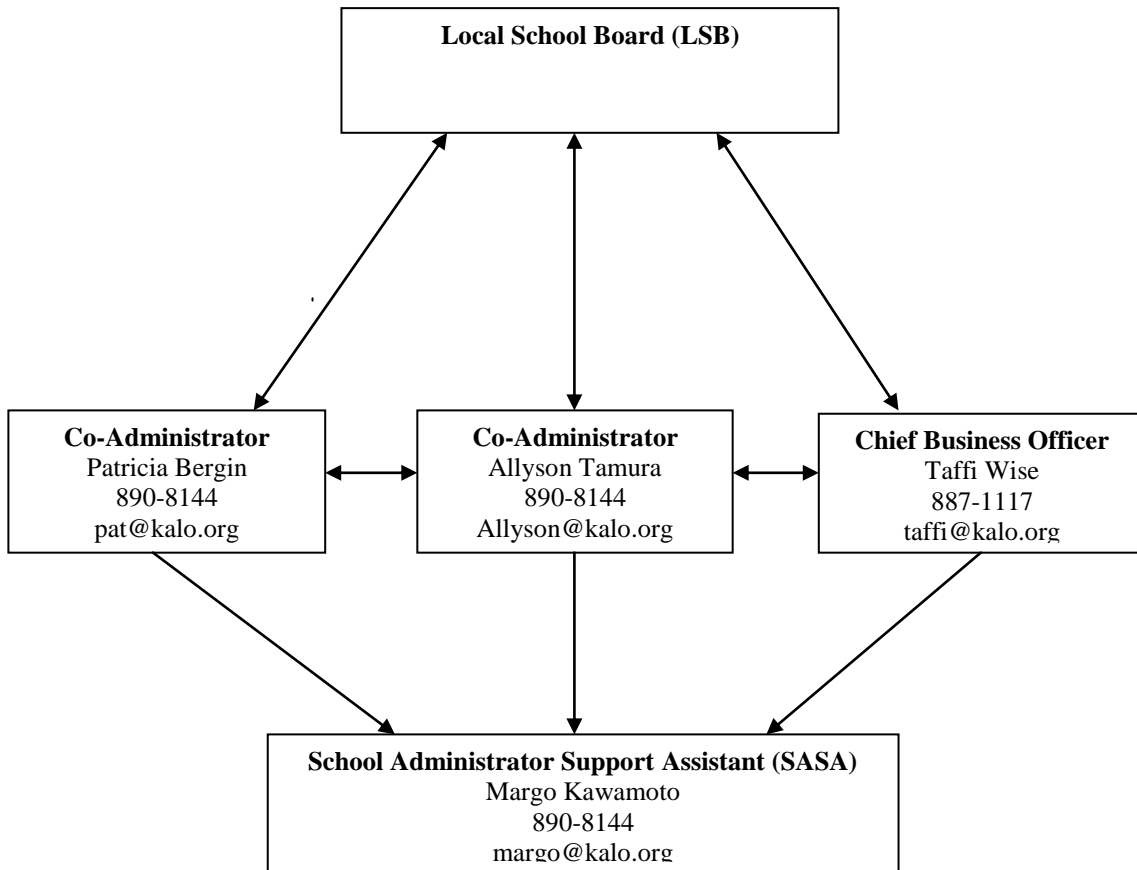
<b>Administrative Title</b>	<b>Number</b>
Co-Administrators (Principal/Director)	2
Number of Principals/Directors at your school in the last five years.	3
SASA	1
Student & 'Ohana Activities Coordinator	1
'Ohana Support Team (includes SSC, Counselor, SBBH)	4
Administrative Assistants	2
Special Education Teacher	1
Educational Assistants (includes instructional resource staff like kupuna positions)	5

<b>Student to Full Time Teaching/Instructional Staff Ratio</b> If the ratio varies depending on the grade level, please give an average by level. Ex: K-3, 4-6, 7-9, 10-12	On-Site Ratio	Virtual Ratio
PK-K	12:1	n/a
K-1	12:1	n/a
2-3	12:1	n/a
3-4	10:1	n/a
4-5	12:1	n/a
6-12	10:1	n/a

<b>Put an "X" after each question. Please be sure to include both on-site and virtual staff. ****For any items marked 'no', please explain.</b>	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**

<b>Put an “X” after each question. ***For any item marked ‘no’, please explain.</b>	<b>Yes</b>	<b>No</b>
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.

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. ***For any item marked ‘no’, please explain.	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
<i>*Please see attached school wide accreditation action plan goal #4</i>		

<b>Goal 4 Area for Improvement</b>	<i>Create a high performance learning destination to effectively implement the school program and meet learning expectations.</i>			
<b>Rationale/Justification Statement</b>	High performance facilities incorporating design principles aligned with Hawaiian values will enhance learning and allow all of our programs to be in one place supporting our multi-age, interdisciplinary teaching philosophy through a healthy learning environment			
<b>Impact on Student Growth</b>	High performance facilities will provide optimal learning conditions appropriate for project based, place based learning empowering staff, students, families and community.			
<b>Task</b>	<b>Actions</b>	<b>Personnel Responsible</b>	<b>Timeline</b>	<b>Evidence of Progress</b>
Build Hālau Pōki'i portion of Kauhale intergenerational learning destination	LSB corroborates on an advancement strategy to better ensure community support for both capital and operational needs for future viability of the school	LSB, KALO Development Officer, KANU Executive Team, KANU Stakeholder Groups	Ongoing	Development plan completed and implemented
	Finalize Hālau Pōki'i. construction documents	KALO Development Officer, KANU Executive Team, Project Manager, Architect	Begin Spring 2010, ongoing	Completed construction documents
	Receive County permitting & plan approval.	KALO Development Officer, Project Manager	Begin Spring 2010, ongoing	Approved permit received
	Close USDA loan on Phase I	KALO E.D., Legal & CFO	Begin Spring 2010, ongoing	Escrow closed
	Solidify Phase II financing	KALO E.D., and Finance Committee	Begin Spring 2010, ongoing	Financing documents executed
	Create and implement Phase II Capital Campaign	KANU LSB in concert with KALO Board and Identified Stakeholders	Begin Spring 2010, ongoing	Plan solidified
	Begin construction of Phase II	KALO Development Officer, KANU Executive Team; Project Manager; Architect	Begin Fall 2010, target Summer 2011	Building construction completed

## IV. Financial Viability

<b>Put an “X” after each question. ***For any item marked ‘no’, please explain.</b>	<b>Yes</b>	<b>No</b>
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 schools completed financial template signed by the school’s director and the LSB chair.**

\*Note – a blank financial template is attached

**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 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.

The second phase of Kauhale ‘Ōiwi o Pu‘ukapu will commence during SY 2011-2012 which 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. Our goal is to create a high performance learning destination to effectively implement the school program and meet learning expectations. The high performance facilities incorporating design principles aligned with Hawaiian values will enhance learning and allow all of our programs to be in one place supporting our multi-age, interdisciplinary teaching philosophy through a healthy learning environment. These facilities will provide optimal learning conditions appropriate for project based, place based learning empowering staff, students, families and community.

The following were the benchmarks set for this project:

- Finalize Hālau Poki‘i. construction documents
- Received County permitting & plan approval.
- Close USDA loan on Phase I
- Solidify Phase II financing
- Update Phase II revisions in Capital Campaign
- Begin construction of Phase II

The construction of Phase II began in July 2011. Completion is expected July 2012 with K-5 students joining us at one site for SY 2012-2013.