

Agenda Item VI.A

Board Action on Student Achievement Committee recommendation concerning evaluation team recommendations concerning application for chartering authority from Lei Ho'olaha

General Business Meeting

February 20, 2020

Board of Education (“Board”) Chairperson Catherine Payne selected an evaluation team to evaluate the application for chartering authority from Lei Ho’olaha. The evaluation team issued its recommendation report on January 10, 2020 and based its recommendation on the approval criteria described in the Board’s *Application for Chartering Authority to Become a New Charter School Authorizer*.¹ The evaluation team’s recommendation report on the application for chartering authority by Lei Ho’olaha is attached as **Exhibit A**.

The Board’s Student Achievement Committee (“Committee”) considered the evaluation team’s recommendation report at its February 6, 2020 meeting in accordance with the application process. The Committee approved the evaluation team’s recommendation to deny the application for chartering authority from Lei Ho’olaha.

The Board will consider the Committee’s recommendation and make the final decision on the application at its February 20, 2020 General Business Meeting.

¹ The *Application for Chartering Authority to Become a New Charter School Authorizer* is available at: [http://boe.hawaii.gov/About/Documents/Charter%20Schools/Application%20for%20Chartering%20Authority%20\(adopted%202019-05-02\).pdf](http://boe.hawaii.gov/About/Documents/Charter%20Schools/Application%20for%20Chartering%20Authority%20(adopted%202019-05-02).pdf)

Exhibit A



Evaluation Team Recommendation Report

On the Application for Chartering Authority by Lei Ho'olaha

Issued January 10, 2020

Evaluation Team
Jim Williams, Team Lead
Alice Kawakami
Stephanie Klupinski
Rand Yamasaki

Introduction

In 2019, the Board of Education (the “Board”) adopted an application and process for applying to become a new charter school authorizer pursuant to Section 302D-4, Hawaii Revised Statutes, and in accordance with Chapter 8-515, Hawaii Administrative Rules. The Board runs its application process for chartering authority on an annual basis as provided by law.

The Board’s application and evaluation process is purposefully rigorous, thorough, transparent, and demanding. The process intends to ensure that authorizers possess the capacity to implement sound practices and strategies that follow nationally recognized principles and standards for quality charter authorizing. An applicant recommended for approval will clearly demonstrate high levels of expertise in all major areas of authorizing responsibilities.

Evaluation Process

The Board Chairperson assembled a team of qualified individuals (the “Evaluation Team”) with the collective expertise necessary to conduct a thorough evaluation of the application using the Board’s established approval criteria and make a thoughtful, objective recommendation to the Board. The highlights of the evaluation process adopted by the Board and utilized by the Evaluation Team are as follows:

Proposal Evaluation. The Evaluation Team conducted individual and group assessments of the completed application.

Request for Clarification. After the initial review, the Evaluation Team identified any areas of the application for chartering authority (the “Proposal”) that required clarification. The applicant had the opportunity to respond to the Evaluation Team’s request for clarification in writing (the “Clarification Response”) to address these issues.

Capacity Interview. After reviewing the Clarification Response, the Evaluation Team conducted an in-person assessment of the applicant’s capacity (the “Interview”). The Interview also served as a final opportunity to clarify areas of the Proposal.

Public Forum. The Evaluation Team held a public forum to collect public comments on the Proposal on behalf of the Board as directed by the Board Chairperson. The Evaluation Team considered public comments only as they relate to the approval criteria.

Independent Research and Due Diligence. The Evaluation Team considered any other available information relevant to the Proposal.

Rating Scale. The Evaluation Team rated the four main parts of the Proposal (Organizational Plan, Financial Plan, Authorizing Plan, and Applicant Capacity) using the rating scale below as guidance and in consideration of all relevant information obtained throughout the evaluation process.

Rating	Characteristics
Satisfactory	The response reflects a thorough understanding of key issues. It addresses the topic with specific and accurate information that shows thorough preparation; presents a clear, realistic picture of how the proposed authorizer expects to operate; and inspires confidence in the applicant’s capacity to carry out the plan effectively.

Rating	Characteristics
Needs Improvement	The response meets the criteria in some respects but has substantial gaps, lacks detail, or requires additional information in one or more areas and does not reflect a thorough understanding of key issues. It does not provide enough accurate, specific information to show thorough preparation; fails to present a clear, realistic picture of how the authorizer expects to operate; or does not inspire confidence in the applicant's capacity to carry out the plan effectively.
Unsatisfactory	The response does not meet the criteria in most respects, is undeveloped, or significantly incomplete; demonstrates lack of preparation; or raises substantial concerns about the viability of the plan or the applicant's capacity to implement it.

Consensus Judgment. The Evaluation Team came to consensus regarding whether to recommend the Proposal for approval or denial.

The duty of the Evaluation Team is to recommend approval or denial of the Proposal based on its merits. The authority and responsibility to decide whether to approve or deny the Proposal rests with the Board.

Report Contents

This Recommendation Report includes the following:

Proposal Overview

Basic information about the proposed authorizer as presented in the Proposal.

Executive Summary and Recommendation

A summary of the overall judgment on whether the Proposal meets the approval criteria.

Evaluation Summary

Summary of key evaluation findings based on three primary areas of plan development (organizational, financial, and authorizing) as well as the capacity of the applicant to execute the plan as presented.

Appendices

The following appendices are attached to this Recommendation Report:

- Appendix A. Evaluation Findings Report. A report detailing the strengths and weakness, which are the bases of this recommendation report, of the Proposal for each standard based on approval criteria.
- Appendix B. Proposal. The applicant's application for chartering authority, which includes a narrative proposal and attachments, evaluated by the Evaluation Team.
- Appendix C. Clarification Response. The applicant's response to the Evaluation Team's request for clarification.
- Appendix D. Public Comments. A summary of oral comments with attached written comments received during the public forum on the Proposal.

Note: The applicant did not submit an optional response to this Recommendation Report; therefore, no response is included with the appendices.

Proposal Overview

Proposed Authorizer Name

Lei Ho'olaha

Type of Organization

Nonprofit Organization

Geographic Chartering Authority

Statewide Chartering Authority

Authorizer Mission, Strategic Vision, and Organizational Goals

Authorizer Mission: "The current mission of Lei Ho'olaha is to improve the educational and economic status of Native Hawaiians and low-income people by providing education, training, and financial products to community-based organizations, public entities, and individuals in the State of Hawai'i. Lei Ho'olaha believes by creating a healthy robust charter school sector and authorizing high-quality public charter schools throughout the State to serve the unique and diverse needs of public school students and their communities, we will positively contribute to Hawaii's public education system."

Strategic Vision: "We envision a diverse and dynamic public education marketplace that can transform academic excellence for children in the State of Hawaii. Our purpose is to empower Native Hawaiians and economically disadvantaged people by creating pathways out of poverty through authorizing high-quality charter schools, providing development services and financial products to nonprofits, charter schools, and small businesses."

Organizational Goals:

1. Authorize high-quality charter schools that reflect Hawaii's diverse communities.
2. Utilize the expertise of the U.S. Department of Treasury Community Development Finance Institution and its resources to provide training and financial expertise to community-based charter schools.
3. Support established charter school community's alignment with mission-driven financial institutions that take a market-based approach to supporting economically disadvantaged charter school communities to acquire appropriate facilities.

"The [Lei Ho'olaha] authorizing program goals and corresponding outcome objectives include:

1. Develop and grow a portfolio of charter schools who service Native Hawaiian and low-income students.
 - Solicit and process charter school authorizing applications in a thorough and timely manner.
 - Negotiate and execute sound charter contracts.
 - Support [Lei Ho'olaha] authorized schools in their individual missions and visions.
 - 80% of [Lei Ho'olaha] authorized schools choose to attend network and collaboration opportunities.
 - Grow portfolio size from 0 to between 10 and 12.
2. Establish and maintain a system of monitoring and oversight to be compliant with state and federal laws.

- Clearly articulate compliance requirements to charter schools.
 - Collaborate with schools on the establishment of an effective communication channel for monitoring and oversight
 - Be timely in all necessary state and federal reporting.
3. Solidify a sustainable infrastructure that includes the financial and human resources needed to effectively elicit and maintain quality authorizing, oversight, growth, and strategic support.
- Remain in the black yearly
 - Maintain a staff to school ratio of at least 1:4
 - Create legislation and advocate for the establishment of fair charter authorizer related funding.
 - 90% of charter school leaders and board chairs rate their satisfaction with the [Lei Ho'olaha] authorizing office as satisfied or highly satisfied.

Anticipated Charter School Portfolio Size

Year 1: 0 charter schools

Year 2: 1 charter school

Year 3: 4 charter schools

Year 4: 8 charter schools

Year 5: 12 charter schools

Executive Summary

Lei Ho’olaha

Recommendation

Deny

Summary Analysis

The Evaluation Team recommends that the Board deny the Proposal from Lei Ho’olaha (the “Applicant”). The strategy to finance authorizer operations combined with an inadequate contingency plan raises critical concerns about the fiscal viability of the Applicant. The lack of clearly defined academic performance standards that schools can continually negotiate on an annual basis, counter to national standards, prevent the Applicant from implementing quality authorizing best practices in almost all of its essential authorizing responsibilities. The inconsistency and incoherence between various components of the authorizing plan further exacerbate this problem. However, before the Applicant can align these components with each other, it must fundamentally reassess its authorizing foundation by clarifying how its mission, vision, and organizational goals align with, support, and advance the intent of law and purpose of charter schools.

Other concerns include uncertainty about the Applicant’s capacity in all the essential areas of charter school authorizing, the adequacy of the budget to support the Applicant’s ambitious plans and meet the authorizing needs of its projected portfolio of charter schools, and a charter contract that could result in attempts to supersede the Board’s authority over academic standards.

The Applicant’s passion, commitment, and willingness to take on the effort of establishing another authorizer on behalf of the charter school community is commendable. The Proposal has several good starting points for processes, practices, and tools, including parts of the professional development plan, plan for self-evaluation, conflict of interest policy, charter contract, intervention policy, and school closure protocol. Perhaps the most promising is the Applicant’s general idea of how a new authorizer could take a unique approach to effective authorizing through a Native Hawaiian perspective.

Summary of Section Ratings

Operating a successful, high-quality authorizer depends on having a complete, coherent plan and identifying highly capable individuals to execute that plan. Strengths in some areas cannot compensate for material weaknesses in others.

Therefore, in order to receive a recommendation for approval, the Proposal must receive a “Satisfactory” rating in all areas.

Organizational Plan

Needs Improvement

Financial Plan

Unsatisfactory

Authorizing Plan

Needs Improvement

Applicant Capacity

Needs Improvement

Organizational Plan

Lei Ho'olaha

Rating

Needs Improvement

Plan Summary

The Applicant's mission, vision, and organizational goals focus on improving the educational and economic status of Native Hawaiians and economically disadvantaged people by authorizing high-quality charter schools and supporting existing charter schools through financial products and development services, all with a Native Hawaiian lens. The Applicant plans to leverage its Community Development Finance Institution status to connect charter schools with financial resources and strengthen its self-evaluation.

The organizational structure includes a board of directors overseeing an authorizing staff that begins with 1.25 full-time equivalent employees in the first year of operation and expands to 3.25 employees by the fifth year as the Applicant's portfolio of schools grows. Staff development relies on job-embedded professional development and participation with the National Association of Charter School Authorizers ("NACSA"). The Applicant will utilize the Board's Hawaii Authorizer Performance Evaluation System ("HAPES") to self-evaluate its performance and progress.

Key Findings

The Organizational Plan received a rating of "Needs Improvement."

Strengths:

- The Applicant espouses a focus on social, academic, and character development reflecting family and community choices, values, places, language, culture, practices, and whole child pedagogies consistent with culture and community needs through public private partnerships.
- The Applicant has a strong vision for how charter schools can help transform the lives of youth in Hawaii.
- The organizational chart shows clear lines of reporting, authority, and decision-making.
- The Proposal states the Applicant's intent to participate actively in NACSA and maintain a positive relationship with the Board. In these relationships, the Applicant will be able to remain current with national and statewide trends in professional development.
- The Applicant provides a detailed conflict of interest policy that addresses many of the approval criteria.

Weaknesses:

- An authorizer should not just support charter schools but evaluate charter applications and school performance, as required by law. The work of authorizing can lead to the vision that the Applicant describes, but the Proposal fails to explain how the Applicant's mission aligns with, supports, and advances the intent of the law.

- The organizational goals of increasing learning opportunities, encouraging the use of innovative teaching methods, measuring learning outcomes, and establishing new forms of accountability are not specific and measurable, nor do they contain indicators, metrics, or timeframes.
- The Proposal does not sufficiently describe how the vision and goals advance the intent of the law and the purpose of charter schools.
- The Proposal does not clearly explain the link between the organizational structure and the Applicant’s strategic vision or goals to support charter schools.
- It is unclear how the Applicant can effectively implement its professional development plan.
- The Applicant defines “nepotism” in its introduction to the conflict of interest policy but does not address it in its procedures.
- The Applicant failed to describe 1) its internal process to distribute state and federal funds to the charter schools within its portfolio in accordance with law and 2) how the Applicant will adequately act as a point of contact between its portfolio of schools and the Department of Education (the “Department”).

Financial Plan

Lei Ho'olaha

Rating

Unsatisfactory

Plan Summary

The Financial Plan includes a projected budget, and the table below briefly outlines the projected income, expenses, and fund balances.

Budget	Year 1	Year 2	Year 3	Year 4	Year 5
Total Income	\$160,000	\$160,000	\$225,000	\$312,000	\$315,000
Total Expenses	\$153,295	\$153,295	\$224,415	\$308,310	\$310,810
Net	\$6,705	\$6,705	\$585	\$3,690	\$4,190
Balance	\$6,705	\$13,410	\$13,995	\$17,685	\$21,875

The projected income relies entirely on anticipated contributions from six external organizations of which five are nonprofit organizations that support specific charter schools. If the contributions from the pledging organizations fail to materialize, the Applicant's contingency plan is to delay authorizing activities until it has funding secured. The Applicant does not currently have any cash reserves dedicated to its authorizing activities, and it plans to build reserves through contributions and grants.

The bulk of the Applicant's expenses (about 81.5 to 85.1 percent of all expenses) through each of the first five years of operations is for personnel and fringe benefits costs. The table below illustrates the projected five-year personnel and fringe benefits costs, paid positions, and school portfolio size.

	Year 1	Year 2	Year 3	Year 4	Year 5
Personnel Expenses	\$100,000	\$100,000	\$150,000	\$210,000	\$210,000
Fringe Benefits Expenses	\$25,000	\$25,000	\$37,500	\$52,500	\$52,500
Total Paid Positions	1.25 FTE	1.25 FTE	2.25 FTE	3.25 FTE	3.25 FTE
<i>Executive Director</i>	0.25	0.25	0.25	0.25	0.25
<i>Director of Authorizing</i>	1.00	1.00	1.00	1.00	1.00
<i>Assistant Director of Authorizing</i>	--	--	--	1.00	1.00
<i>Administrative Assistant</i>	--	--	1.00	1.00	1.00
Anticipated Portfolio Size	0 schools	1 school	4 schools	8 schools	12 schools

Key Findings

The Financial Plan received a rating of "Unsatisfactory."

Strengths:

- Diversified sources of funding contributions show a lot of interest in the Applicant, as it has secured multiple pledges of support for five years.

- The Applicant provides budget information on expenses (including personnel, travel, contracted services, rent, equipment, supplies, legal fees, and directors and officers insurance) in addition to the anticipated contributions.

Weaknesses:

- The Applicant is overly and solely dependent on donations from other organizations, and the Applicant's organization is not able to invest its own current assets or income in this project.
- The budget is dependent on authorizing only one school in the first year. When asked what it would do if the Applicant received more than one charter school application that met its evaluation standards, the Applicant explained it would accept the best application, which contradicts a criteria-based approach to its charter school application process.
- It is questionable whether the proposed budget is adequate for such an ambitious proposal.
- The Applicant does not clearly demonstrate how its budget supports its strategic vision and its ability to execute the responsibilities of a quality authorizer in accordance with Chapter 302D, Hawaii Revised Statutes.
- The Applicant's contingency plan to delay the startup of authorizer operations in the event of a budget shortfall is inadequate.

Authorizing Plan

Lei Ho'olaha

Rating

Needs Improvement

Plan Summary

The Authorizing Plan contains a new charter school application process and request for proposals that seeks to authorize charter schools that align with the Applicant's strategic vision and authorizing tenets (perpetuate the kanaka maoli language, stories, traditions, and practices; nurture the next generation of aloha 'āina practitioners; strengthen families and renew communities; and advance the lāhui). The approval criteria for charter applications appear to be both an adapted version of HAPES and an evaluation rubric from an authorizer in Minnesota. The pre-opening charter school process includes pre-opening requirements in a detailed, checklist-like rubric as well as pre-opening assurances.

The Applicant modeled its charter contract after one of the earlier versions from the State Public Charter School Commission (the "Commission"). The Authorizing Plan uses the Commission's existing financial and organizational performance frameworks as the Applicant's financial and organizational performance standards. The Proposal explains that the academic performance standards will "consist of mandated standardized testing benchmarks and targets as directed by the [Board/Department] as well as the Hawaiian Focused Charter School Process Rubrics and The Hawaiian Focused Charter School Ho'ike Capstone Project Continuum created through the Culturally Relevant Assessment work with Kamehameha Schools." Attached to the charter contract in lieu of an academic performance framework is a "Quick Reference to the Growth Focused Assessments" and the "School Assessment Profile Assessment Guide."

The Proposal contains a renewal process report modeled from another authorizer in Minnesota, and the Applicant appears to follow Chapter 8-505, Hawaii Administrative Rules, for its charter contract renewal and nonrenewal processes and procedures. The Applicant has adopted NACSA's closure action plan guide as its school closure protocol.

Key Findings

The Authorizing Plan received a rating of "Needs Improvement."

Strengths:

- The charter school application is comprehensive and includes many of the key components of a quality application.
- A signature aspect of the charter school application is the focus on authorizing charter schools that integrate the Applicant's four tenets to perpetuate the Hawaiian language, practices, and traditions; nurture the next generation of Aloha 'Āina leaders; strengthen families and renew communities; and advance the Lāhui.
- Many parts of the new school evaluation rubric are strong and aligned to quality authorizing practices.
- The Applicant's charter application process includes many of the elements required for a good review, such as a diverse evaluation team and a comprehensive evaluation rubric.

- The composition of the evaluation team will expand the number of individuals who volunteer to assist in the evaluation process, allow for engagement of community and professionals, and ease the demands on the Applicant's staff.
- The Applicant provides a comprehensive pre-opening school rubric addressing the approval criteria.
- The charter contract is thorough and understandable. It clearly defines financial and organizational performance standards. It contains many essential clauses that address important areas, such as teacher licensure, the provision of special education services, and events that require the charter school to immediately notify the authorizer.
- The Proposal contains the beginning stages of a different approach to academic accountability.
- The Proposal clearly describes the intervention protocol and processes for corrective action. The intervention protocol provides reasonable time and opportunity for a school to remediate. The intervention protocol is not overly prescriptive.
- The Applicant has adopted NACSA's closure action plan, which provides a good starting point for a school closure protocol.

Weaknesses:

- There are a number of omissions, errors, and inconsistencies in the Proposal regarding the comprehensive application process and request for proposals.
- The charter school application does not contain fair and transparent procedures, including informing charter applicants of their rights and responsibilities and promptly notifying charter applicants of approval or denial while explaining the factors that determined the decision, as required by the approval criteria.
- The charter school application is for new charter schools, but the Applicant clearly designed its Proposal overall to focus on authorizing existing charter schools.
- The overlapping criteria provided will make it difficult for the Applicant to effectively evaluate charter applications. The real approval criteria seem to be in the new school evaluation rubric in the response to Standard C.3, rather than in the adapted HAPES approval criteria in the response to Standard C.2.
- In the evaluation rubric, the Applicant states, "schools we authorize [will] be held to a high academic standard," but the Applicant did not articulate that standard.
- The process for recruiting and selecting evaluation team members is not clear.
- Training for evaluators is of the utmost importance for applying consistency and equity to charter applicants participating in the process. Instead, a short paragraph prefacing the evaluation rubric briefly describes "Instructions for Application Reviewers" but lacks sufficient information to provide a reliable approach to a high-stakes process by the evaluation team.
- The Applicant explained that it would select the best applicant in a situation in which it received more charter applications that met its approval criteria than the Applicant's operating budget assumes. However, the Applicant does not provide a clear way to understand which charter applicant would be "the best" or which charter applicants should move past the critical checkpoints along the way.
- The evaluation and decision-making process described runs the risk of not providing enough clarity to applicants and the public about the standards needed to advance through the process and obtain approval.
- The Proposal does not explicitly demonstrate how the pre-opening process and criteria ensure that a charter school will not be significantly different upon opening from what it described in its authorizer-approved charter application.

- The charter contract contains insufficient details for the academic performance standards, which are one of the most important parts of the charter contract.
- The contract poses issues regarding conflicts between Board academic standards and Hawaiian language and culture. The Applicant indicated that external standards might supersede academic standards adopted by the Board, which is not allowable under state laws and policies.
- The Applicant indicated that it had not determined fundamental, non-negotiable, baseline academic performance standards for all schools within its portfolio.
- The Proposal states that “[a]ll academic benchmarks will be negotiated with each school except the [Board/Department] standardized testing benchmarks” and that the Applicant will utilize “Guiding Principles for Equitable Performance Assessments.” The Applicant further explained a continual negotiation system where schools would choose their own academic performance standards, in conjunction with the Applicant, and they could renegotiate the standards every year. This does not demonstrate that the performance framework clearly defines measurable and attainable academic performance standards and targets.
- In the Interview, the Applicant stated that it had not yet determined the exact protocols for aggregation of State-mandated data and Hawaiian-focused assessments. While the Applicant proposes to address the specific needs of Native Hawaiian and low-income students, the missing protocols for collecting and analyzing data that present the Native Hawaiian perspective further highlights the lack of clear, measurable, and attainable academic performance standards and targets.
- The Proposal does not describe a comprehensive oversight and monitoring system that provides the Applicant with the information necessary to make rigorous and standards-based intervention, revocation, and renewal decisions.
- The lack of clearly defined academic performance standards threatens charter autonomy.
- A description of adequate practices, processes, and procedures for respecting, preserving, and supporting the essential charter school autonomies, as stated in the approval criteria, was not apparent in the Proposal.
- The intervention protocol does not include clear conditions that may trigger intervention other than a general statement about a school’s failure to “meet legal or contractual compliance obligations.
- The Applicant was unable to articulate renewal criteria consistent with the charter contract and performance standards.
- The Proposal does not explain how the Applicant will evaluate schools for renewal.
- The Applicant’s academic performance standards are ill defined, which makes it difficult for the Applicant to grant charter contract renewals only to schools that have met the Applicant’s performance standards.

Applicant Capacity

Lei Ho'olaha

Rating

Needs Improvement

Plan Summary

The Applicant has a board of directors as well as proposed authorizing staff. The members of the board of directors and a brief synopsis of their relevant experience and expertise is below:

- Stephen Kaaa, Chair (Applicant did not provide background information)
- Taffi Wise, Vice Chair, is currently the Executive Director of Kanu o ka 'Āina Learning 'Ohana and the Chief Business Officer of Kanu o ka 'Āina New Century Public Charter School and has extensive experience in charter school and nonprofit leadership.
- Katie Benioni, Secretary, is currently the Chief Financial Officer of Kanu o ka 'Āina Learning 'Ohana and has extensive experience in accounting and financial management.
- Charlene Hoe (see below with other proposed authorizing staff backgrounds)
- LeeAnn Silva is the currently the Vice President of the Lili'uokalani Trust and has extensive experience in financial auditing and management.
- Lauren Nahme (Applicant did not provide background information)
- Gregory Chun (Applicant did not provide background information)
- William Hancock formerly served as Senior Advisor to Lei Ho'olaha and Kanu o ka 'Āina Learning 'Ohana and has extensive experience in independent school financial management.

The authorizing staff will eventually consist of four full- or part-time positions of which the Applicant identified individuals to fill all but the Administrative Assistant position. The proposed authorizing staff and a brief synopsis of their relevant experience and expertise is below:

- Peter Hanohano, current Executive Director, is a former board member of the Commission and has extensive experience and expertise in law, education, Native Hawaiian affairs, and community development.
- Charlene Hoe, proposed Director of Authorizing, previously served as administrative and instructional staff at Hakipu'u Learning Center Public Charter School and has extensive experience in community development and education.
- Ipo Torio, proposed Assistant Director of Authorizing, is the current Chief Executive Officer of Kanu I Ka Pono Inc. and former Head of School of Kanuikapono Public Charter School and has extensive experience with charter school leadership.

Key Findings

Applicant Capacity received a rating of "Needs Improvement."

Strengths:

- The Applicant's individual and collective experience, expertise, and skills are impressive.
- The Interview demonstrated passion and dedication of Applicant's team members. They have deep experience with instruction, curriculum, and assessment.

- Based on the interview, the Applicant has an idea of how a new authorizer could take a unique approach to effective authorizing even if the Proposal did not adequately describe that approach.

Weaknesses:

- Except for the Executive Director, the Applicant did not demonstrate individual experience, expertise, and skills in charter school authorizing.
- While individuals of the Applicant's team have demonstrated capacity in some essential authorizing areas, it is not clear if the Applicant has the needed capacity to evaluate the financial health of the portfolio.

Evaluator Profiles

Jim Williams, Team Lead

Mr. Williams is a retired educator and public administrator as well as a former Hawaii Board of Education member. He has served in leadership positions in a number of government and education organizations, including previously serving as the Chief Executive Officer of the Hawaii Employer-Union Benefits Trust Fund, the President and Chief Executive Officer of the Royal State Learning Foundation, and the President and (later) Interim Executive Director of the Hawaii State Teachers Association. His involvement in Hawaii's charter school movement began with the establishment of Voyager Public Charter School, which he helped co-found and served as the Chair of the governing board. He also served as a member of the Charter School Review Panel, the predecessor to the Hawaii State Public Charter School Commission. He first taught in Des Moines, Iowa and then continued his career in education as a teacher at Kauanakakai Elementary School and Molokai High School.

Alice Kawakami

Dr. Kawakami is a retired professor of education and former Director of the Hawaii Institute for Educational Partnerships at the University of Hawaii at Manoa. She has published her research—primarily on the role of culture in education, particularly through the lens of Hawaiian culture-focused education—in more than a dozen journals and books. She is also one of three founding members of the Institute for Native Pacific Education and Culture (INPEACE) and the recipient of the 2005 Kamehameha Schools Native Hawaiian Educator of the Year award. Her experience with charter schools began with Hawaii's first start-up charter schools, serving as a charter application reviewer for the Board of Education in 2000, and she currently provides curriculum and professional development services to several charter schools. She holds a Bachelor of Arts in Psychology degree from the University of Hawaii at Hilo and Master of Education and Doctor of Philosophy in Educational Psychology degrees from the University of Hawaii at Manoa.

Stephanie Klupinski

Ms. Klupinski is currently the Vice President of Legal Affairs of the Education Division in the Buckeye Community Hope Foundation in Columbus, Ohio, and serves as an advisory board member for the Alliance of Public Charter School Attorneys. She has an extensive and varied background in charter schools and authorizing, including previously working for the Cleveland Metropolitan School District as the Executive Director of Charter Schools, the Hawaii State Public Charter School Commission as the Organizational Performance Manager, and the Ohio Alliance for Public Charter Schools as the Vice President of Legal and Legislative Affairs. She is also an accomplished author with numerous education policy publications and has been a speaker at several conferences on charter schools and charter school law. She is a Teach for America alumnus and holds a Juris Doctorate degree from the Moritz College of Law at Ohio State University and a Master of Public Policy degree from the University of Michigan.

Rand Yamasaki

Mr. Yamasaki is a retired financial industry executive who currently enjoys engaging in various community service activities. In his over 32 years of experience working for several credit unions serving Hawaii, he held leadership positions responsible for accounting and finance services, enterprise risk management, asset-liability management, strategic planning, and regulatory compliance. He also earned his Certified Public Accountant designation and taught evening accounting classes for 13 years at the Hawaii Credit Union League in the early part of his career. He holds a Bachelor of Business Administration degree from the University of Hawaii at Manoa.

Evaluation Findings Report

PART A: ORGANIZATIONAL PLAN

Standard A.1: Authorizer Mission

The Applicant has a clear and compelling mission for charter school authorizing that aligns with, supports, and advances the intent of law and purpose of charter schools.

Strengths:

On page 4 of its application for chartering authority (the "Proposal"), Lei Ho'olaha (the "Applicant") explains its intent to fulfill its mission to authorize charter schools and provide support specifically to impact the educational and economic status of Native Hawaiian and low-income people. The Applicant espouses a focus on social, academic, and character development reflecting family and community choices, values, places, language, culture, practices, and whole child pedagogies consistent with culture and community needs through public private partnerships. During the capacity interview with the Applicant (the "Interview"), it clarified that part of its support function is to connect charter schools that it authorizes with financial resources within the purview of its Community Development Finance Institution ("CDFI") status.

Weaknesses:

In describing its mission, the Applicant does not address an important distinction between supporting charter schools and authorizing them. The Proposal describes serving "the unique and diverse needs of public school students and their communities" and cites a Board of Education "strategic anchor" (which is actually a strategic anchor from the State Public Charter School Commission's strategic plan) regarding the values that Hawaii charter schools reflect (Proposal, page 4). However, state law (Section 302D-5, Hawaii Revised Statutes) lists a number of important statutory duties for authorizers, and it is not clear how or whether the Applicant's mission of improving the lives of low-income and Native Hawaiian people will advance the intent of the law. An authorizer should not just support charter schools but evaluate charter applications and school performance, as required by law. Authorizers often need to make tough decisions. The work of authorizing can lead to the vision that the Applicant describes, but the Proposal fails to explain how the Applicant's mission aligns with, supports, and advances the intent of the law. When pressed on this in the Interview, the Applicant spoke to an "authorizing with aloha" approach and listed some needs of charter schools that have not been met, but the answer does not provide clarity as to how the Applicant will execute its statutory authorizing responsibilities to accomplish its mission.

Standard A.2: Strategic Vision and Organizational Goals

The Applicant has a comprehensive long-term strategic vision for charter school authorizing with clear organizational goals and timeframes for achievement that are aligned with, support, and advance the intent of law and the purpose of charter schools.

Strengths:

The Applicant has a strong vision for how charter schools can help transform the lives of youth in Hawaii. The Applicant's comprehensive long-term strategic vision for charter school authorizing is to provide support for education as a means of raising Native Hawaiians and other disadvantaged people

out of poverty by authorizing charter schools, assisting with development, and providing financial products to maintain fiscal viability (Proposal, page 7). The Proposal clearly explains that the Applicant plans to authorize between one to 12 charter schools within the first five years of authorizer operations (Proposal, page 8). The Applicant's CDFI status would provide confidence in the organizational stability of Lei Ho'olaha because of the annual reviews by U.S. Department of the Treasury (Proposal, page 7).

Weaknesses:

While the statement of mission and vision is clear, the measurement of high-quality outcomes for charter schools that reflect diverse communities is not. The organizational goals of increasing learning opportunities, encouraging the use of innovative teaching methods, measuring learning outcomes, and establishing new forms of accountability are not specific and measurable, nor do they contain indicators, metrics, or timeframes (Proposal, page 7). The authorizing program goals and corresponding outcome objectives use phrases such as "thorough and timely manner," "sound charter contracts," "clearly articulate," and "be timely," which are difficult to measure (Proposal, pages 6-7). Of particular concern is the authorizing program goal to "establish and maintain a system of monitoring and oversight to be compliant with state and federal laws," as the Applicant has not determined the essential elements of accountability that it will apply to all charter school applicants.

The Proposal does not sufficiently describe how the vision and goals advance the intent of the law and the purpose of charter schools. The Applicant intends to have resources for supporting the development of charter schools with an emphasis on learning opportunities for different and innovative teaching methods, different and innovative forms of measuring outcomes, and new forms of accountability (Proposal, pages 6-7), but the Proposal gives no specific examples or evidence of such types of educational innovations. Authorizers can view regulation and accountability in different ways that align with, support, and advance the intent of Chapter 302D, Hawaii Revised Statutes ("HRS"), but the Proposal does not clearly articulate them, nor does it articulate how the Applicant would use its expertise and perspective to develop a new approach to the legal requirements of monitoring and oversight.

While the utilization of CDFI requirements is planned (Proposal, page 7), the Interview established that the Applicant's CDFI status would not immediately or directly benefit charter schools authorized by the Applicant.

Standard A.3: Structure of Operations

The Applicant has a clear structure of duties and responsibilities, including appropriate lines of authority and delegation of duties between decision-makers and staff, to effectively oversee its portfolio of charter schools.

Strengths:

The organizational chart on page 5 of the Applicant's response to the evaluation team's request for clarification (the "Clarification Response") shows clear lines of reporting, authority, and decision-making and illustrates projected organizational changes related to proposed expansion over the first five years of authorizer operations. The Applicant also identified the positions (e.g., board members, employees, contractors, volunteers) allocated to authorizing duties, the full-time equivalencies of those positions, as well as the paid and voluntary or "in-kind" status of each position (Proposal, page 8; Clarification Response, pages 5-7, 15).

Weaknesses:

The Proposal does not clearly explain the link between the organizational structure and the Applicant's strategic vision or goals to support charter schools. It simply states that the structure of operations "aligns with [the Applicant's] strategic mission to authorize high-quality charter schools through a structure that ensures accountability and selection of key personnel that is tailored to meet the needs of projected portfolio schools" (Proposal, page 8) without any further explanation.

The Applicant assigns fiscal functions to a volunteer during the first two years of operation (Clarification Response, page 5), exacerbating concerns regarding proper internal controls. The Proposal does not document segregation of duties in check signing, opening the mail and processing check remittances, and bookkeeping (although the Applicant did describe "triangulation" during the Interview as a means of segregating duties), and the Proposal does not address specific processes to manage fiscal pass-through functions of federal and state funding.

Standard A.4: Capacity and Skill Development of Leadership and Staff

The Applicant ensures a commitment to quality authorizing and has an adequate plan to enable continual agency improvement through regular professional development of its authorizing leadership and staff. The Applicant's plan for professional development aligns with its mission, vision, and organizational goals.

Strengths:

The Proposal states the Applicant's intent to participate actively in the National Association of Charter School Authorizers ("NACSA") and maintain a positive relationship with the Board of Education ("Board") (Proposal, pages 9-11). In these relationships, the Applicant will be able to remain current with national and statewide trends in professional development. The Applicant describes a general approach to professional development for its staff that includes attendance at conferences and job-embedded professional development based on professional development goals determined within an annual performance review. Because its authorizing work will determine its professional development needs, the Applicant describes an evolving approach to staff professional development.

Weaknesses:

The Applicant states that annual professional development goals for the Executive Director and Director of Authorizing will be on their job descriptions (Clarification Response, page 8) with no mention of the frequency and nature of their skills training nor an explanation of how the professional development will help accomplish the Applicant's mission, vision, and goals. Further, the professional development plan significantly depends on job-embedded professional development (Proposal, page 9). However, with only 1.45 full-time equivalent ("FTE") positions during the first year of operations and only one person (the 0.25 FTE Executive Director) with authorizing experience (as a member of the board of the State Public Charter School Commission), it is unclear how the Applicant can effectively implement its professional development plan.

Standard A.5: Self-Evaluation of Capacity, Infrastructure, and Practices

The Applicant has an adequate plan to self-evaluate its internal ability (capacity, infrastructure, and practices) to oversee its portfolio of charter schools and develop continuous improvement plans to address findings of self-evaluation.

Strengths:

The Applicant states that it will utilize the Hawaii Authorizer Performance Evaluation System (“HAPES”) as a resource to self-evaluate its performance against NACSA’s principles and standards and compliance with state laws, Board policies, its authorizing contract, and its charter contracts. The Applicant will also use the CDFI certification process and external audits, and it will include the results of its self-evaluation in its annual reports to the Board and charter school stakeholders. (Proposal, page 11)

Weaknesses:

While the Applicant relies on the CDFI certification process, the Proposal does not include a sample schedule of self-evaluations or the Applicant’s process to develop and implement continuous improvement plans as stated in the approval criteria.

Standard A.6: Operational Conflicts of Interest

The Applicant has a clear policy to address conflicts of interest in all decision-making processes concerning the portfolio of charter schools.

Strengths:

The Applicant provides a detailed conflict of interest policy that addresses many of the approval criteria. For example, the Applicant provides definitions of terms, policies, and procedures to proactively address conflicts of interest (Proposal, pages 95-98).

Weaknesses:

The Applicant defines “nepotism” in its introduction to the conflict of interest policy (Proposal, page 95) but does not address it in its procedures. In the Interview, the Applicant discussed the definition of “nepotism” and acknowledged the need for further discussion and determination of procedures to address this area of conflict of interest.

Standard A.7: Compliance to Statutory Responsibilities

The Applicant has an adequate plan to comply with its statutory responsibilities, including authorizer reporting and the appropriate distribution of funds to its charter schools.

Strengths:

The Applicant describes its internal process to submit annual reports timely and completely (Proposal, page 12). The Applicant provides a general plan to comply with its statutory responsibilities, including tying reporting and communication of deadlines and upcoming requirements to a common electronic calendar and holding weekly staff meetings with standing agenda items to facilitate staff, board of directors, and charter schools’ communication to ensure effective accountability and reporting.

Weaknesses:

The Applicant failed to describe 1) its internal process to distribute state and federal funds to the charter schools within its portfolio in accordance with law and 2) how the Applicant will adequately act as a point of contact between its portfolio of schools and the Department of Education (“Department”).

PART B: FINANCIAL PLAN

Standard B.1: Authorizing Operational Budget

The Applicant has a budget with sufficient resources to effectively oversee its portfolio of charter schools. The Applicant has an adequate plan to obtain and allocate the resources stated in its budget.

Strengths:

Diversified sources of funding contributions show a lot of interest in the Applicant, as it has secured multiple pledges of support for five years (Proposal, pages 100-105). The Applicant provides budget information on expenses (including personnel, travel, contracted services, rent, equipment, supplies, legal fees, and directors and officers insurance) in addition to the anticipated contributions (Proposal, pages 14, 99; Clarification Response, pages 10-12).

Weaknesses:

Based on the Applicant’s responses in the Interview, the long-term financial sustainability of the authorizer function of the Applicant’s organization is not certain because of the fiscal constraints created by current policies and laws. This could be an insurmountable barrier for providing a long-term system for monitoring and supporting the schools that the Applicant seeks to authorize.

Specifically, the Applicant is overly and solely dependent on donations from other organizations, and the Applicant’s organization is not able to invest its own current assets or income in this project. The budget is also dependent on authorizing only one school in the first year (Proposal, pages 14, 99) and authorizing primarily existing charter schools seeking to transfer to another authorizer (Proposal, page 13). When asked in the Interview what it would do if the Applicant received more than one charter school application that met its evaluation standards, the Applicant explained it would accept the best application, which contradicts a criteria-based approach to its charter school application process.

It is questionable whether the proposed budget is adequate for such an ambitious proposal. The Applicant does not clearly demonstrate how its budget supports its strategic vision and its ability to execute the responsibilities of a quality authorizer in accordance with Chapter 302D, HRS, nor does the Applicant clearly explain how it specifically tailored its budget to meet the authorizing needs of its projected portfolio of charter schools. In addition, the Applicant’s contingency plan to delay the startup of authorizer operations in the event of a budget shortfall is inadequate (Clarification Response, page 11).

PART C: AUTHORIZING PLAN

Standard C.1: Application Process, Timeline, and Request for Proposals

The Applicant has a comprehensive application process for new charter schools that includes realistic timelines, fair and transparent procedures, and guidance that clearly describes each stage of the process. The Applicant has a request for proposals for new charter schools that is clear, comprehensive, and aligned to its mission, vision, and organizational goals.

Strengths:

The charter school application is comprehensive and includes many of the key components of a quality application. For example, it includes a detailed timeline with sufficient time for reviewers to provide a thorough review and that would give an approved school enough time to plan its opening (Proposal, pages 15-16, 106-107). A signature aspect of the charter school application is the focus on authorizing charter schools that integrate the Applicant's four tenets to perpetuate the Hawaiian language, practices, and traditions; nurture the next generation of Aloha 'Āina leaders; strengthen families and renew communities; and advance the Lāhui (Proposal, pages 23-24, 114; Clarification Response, pages 13-14). The Proposal includes the Applicant's instructions for applying for new charter schools (Proposal, pages 14- 51, 106-138).

Weaknesses:

There are a number of omissions, errors, and inconsistencies in the Proposal regarding the comprehensive application process and request for proposals. For example, the list of required attachments on page 19 of the Proposal is inconsistent with the list on page 32.

Further, the charter school application does not contain fair and transparent procedures, including informing charter applicants of their rights and responsibilities and promptly notifying charter applicants of approval or denial while explaining the factors that determined the decision, as required by the approval criteria. While the charter school application includes stages of the application process in a timeline (Proposal, pages 15-16, 106-107), it does not clearly explain how each stage of the application process is conducted and evaluated.

The charter school application is for new charter schools, but the Applicant clearly designed its Proposal overall to focus on authorizing existing charter schools.

Standard C.2: Approval Criteria for Charter School Applications

The Applicant has clear and comprehensive approval criteria that align to law and allow it to rigorously evaluate new charter school proposals.

Strengths:

Many parts of the new school evaluation rubric are strong and aligned to quality authorizing practices (Proposal, pages 64-80, 150-167). For example, the rubric requires all charter applicants to provide clear, focused, and compelling mission and vision statements (Proposal, pages 68, 154).

Weaknesses:

The overlapping criteria provided will make it difficult for the Applicant to effectively evaluate charter applications. The real approval criteria seem to be in the new school evaluation rubric in the response to Standard C.3 (Proposal, pages 63-80) rather than in the adapted HAPES approval criteria in the response to Standard C.2 (Proposal, pages 51-62). The adapted HAPES approval criteria provide good

information for which the Applicant should base its approval criteria, but it should not be the criteria itself.

Additionally, in the evaluation rubric, the Applicant states, “schools we authorize [will] be held to a high academic standard” (Proposal, page 71), but the Applicant did not articulate that standard. Further, the approval criteria do not provide distinct criteria for existing schools or charter applicants planning to open virtual schools.

Standard C.3: Evaluation and Decision-Making Process

The Applicant has clear and comprehensive evaluation process standards to ensure qualified internal and external evaluators rigorously evaluate new charter school proposals. The Applicant has an adequate plan to ensure its decisions and resulting actions align to its stated approval criteria and evaluation process standards.

Strengths:

The Applicant’s charter application process includes many of the elements required for a good review, such as a diverse evaluation team and a comprehensive evaluation rubric. The Proposal outlines a process and sequence for charter applicants to follow, including the receipt of the letter of Intent, the receipt and review of the application, a preliminary recommendation and interviews, and final staff recommendation and decision process as well as feedback to the applicant (Proposal, pages 63-64, 149-150).

The evaluation team may be comprised of the Applicant’s staff, independent external evaluators, and Lei Ho’olaha community members deemed appropriate based on their unique skill sets to enable to evaluators to provide informed feedback and assessment of charter applications (Proposal, pages 63, 149). This will expand the number of individuals who volunteer to assist in the evaluation process, allow for engagement of community and professionals, and ease the demands on the Applicant’s staff.

Weaknesses:

The process for recruiting and selecting evaluation team members is not clear. Missing is information on a process and criteria for identifying external evaluators and community members that will be free of conflicts of interest and require full disclosure of any potential or perceived conflicts of interest between evaluators or decision makers and applicants. Additionally, criteria for selection of evaluators with experiences that align with the Applicant’s tenets—such as knowledge of the history and culture of the geographic area of the charter applicant’s proposed school, indigenous epistemology, or culturally relevant education (*i.e.*, curriculum, instruction, and assessment)—would strengthen the review of a charter applicant seeking authorization from the Applicant.

Because the evaluation team plays a critical role in reviewing charter applications, training for evaluators is of the utmost importance for applying consistency and equity to charter applicants participating in the process. Instead, a short paragraph prefacing the evaluation rubric briefly describes “Instructions for Application Reviewers” (Proposal, pages 64, 150) but lacks sufficient information to provide a reliable approach to a high-stakes process by the evaluation team.

Moreover, as noted in the weaknesses of Standard B.1 of this report, the Applicant explained that it would select the best applicant in a situation in which it received more charter applications that met its approval criteria than the Applicant’s operating budget assumes. However, the Applicant does not provide a clear way to understand which charter applicant would be “the best” or which charter applicants should move past the critical checkpoints along the way—only certain charter applicants

receive an interview, and then only certain charter applicants receive approval. The evaluation rubric states, “[Lei Ho’olaha] does not have a threshold score that applicants are required to attain in order to move forward in the process. Rather, individual and average scores along with comments and questions are used as resources to inform the decision-making process. [Lei Ho’olaha] reserves the right to deny an application for any reason it deems appropriate” (Proposal, pages 64, 150). It is acceptable not to have an absolute cutoff score to decide whether to approve or not approve an application, but the evaluation and decision-making process described runs the risk of not providing enough clarity to applicants and the public about the standards needed to advance through the process and obtain approval. This is more of a concern given that the Applicant reserves the right to “deny an application for any reason it deems appropriate.” Charter applicants and the public have a right to know what those reasons could be.

Standard C.4: Pre-Opening Charter School Process

The Applicant has clear and comprehensive pre-opening processes and criteria to determine the readiness of a pre-opening charter school to commence operations on a reasonable timeline.

Strengths:

The Applicant provides a comprehensive pre-opening school rubric addressing the approval criteria (Proposal, pages 168-174).

Weaknesses:

The pre-opening criteria template is not entirely clear. Alignment of the pre-opening school rubric elements (Proposal, pages 168-174) to the pre-opening assurances categories (Proposal, pages 175-179) would improve it.

While the Applicant might assume that the charter contract would do this, the Proposal does not explicitly demonstrate how the pre-opening process and criteria ensure that a charter school will not be significantly different upon opening from what it described in its authorizer-approved charter application.

Standard C.5: Charter Contract Terms, Negotiation, and Execution

The Applicant has an adequate plan to execute charter contracts that clearly define material terms and rights and responsibilities of the school and the authorizer.

Strengths:

The charter contract is thorough and understandable. It clearly defines financial and organizational performance standards (Proposal, pages 199-201, 209-215). It contains many essential clauses that address important areas, such as teacher licensure, the provision of special education services, and events that require the charter school to immediately notify the authorizer. Several areas of the charter contract are consistent with the Applicant’s stated philosophy. For example, section 3.3.2 of the Applicant’s charter contract ensures a charter school can select a curricular and instructional approach consistent with the Native Hawaiian perspective (Proposal, page 182).

Weaknesses:

The charter contract contains insufficient details for the academic performance standards, which are one of the most important parts of the charter contract. Further, section 3.3.1 of the contract poses

issues regarding conflicts between Board academic standards and Hawaiian language and culture. In its Clarification Response, the Applicant indicated that the external standards might supersede academic standards adopted by the Board, which is not allowable under state laws and policies (Proposal, page 182; Clarification Response, page 18).

Standard C.6: Charter School Performance Standards

The Applicant has an adequate plan to execute charter contracts with clear, measurable, and attainable performance standards.

Strengths:

While the Applicant does not adequately define its academic performance standards, the Proposal contains the beginning stages of a different approach to academic accountability. The Proposal states that the Applicant will use “[Board/Department] mandated standardized testing benchmarks and targets . . . as well as the Hawaiian Focused Charter School Process Rubrics and The Hawaiian Focused Charter School Ho’ike Capstone Project Continuum” to monitor schools’ progress (Proposal, page 82). It is appropriate to have assessments that align with the Applicant’s tenets that represent a Native Hawaiian perspective. The Proposal also clearly defines the financial performance data needed (Proposal, pages 209-215).

Weaknesses:

In both the Proposal and the Interview, the Applicant indicated that it had not determined fundamental, non-negotiable, baseline academic performance standards for all schools within its portfolio. The Proposal states that “[a]ll academic benchmarks will be negotiated with each school except the [Board/Department] standardized testing benchmarks” and that the Applicant will utilize “Guiding Principles for Equitable Performance Assessments” (Proposal, pages 82-83). In the Interview, the Applicant further explained a continual negotiation system where schools would choose their own academic performance standards, in conjunction with the Applicant, and they could renegotiate the standards every year. This does not demonstrate that the performance framework clearly defines measurable and attainable academic performance standards and targets.

In the Interview, the Applicant also stated that it had not yet determined the exact protocols for aggregation of State-mandated data and Hawaiian-focused assessments. Given the Applicant’s tenets, the omission of specific processes to ensure that culturally relevant, non-mainstream assessments are equally prominent as standardized, State-mandated data is unexpected. While the Applicant proposes to address the specific needs of Native Hawaiian and low-income students, the missing protocols for collecting and analyzing data that present the Native Hawaiian perspective further highlights the lack of clear, measurable, and attainable academic performance standards and targets.

The list of assurances in the organizational performance framework is thorough (Proposal, pages 199-201), but the process the Applicant will use to validate data is not clear.

Standard C.7: Process for Ongoing Oversight of Charter Schools

The Applicant has an adequate plan to implement a comprehensive oversight and monitoring system as defined by its charter contract.

Strengths:

No strengths noted.

Weaknesses:

The Proposal does not describe a comprehensive oversight and monitoring system that provides the Applicant with the information necessary to make rigorous and standards-based intervention, revocation, and renewal decisions. The Proposal states that the Applicant can intervene for a variety of reasons, including a failure to “[m]eet performance expectations as set forth in any of the [p]erformance [f]rameworks” (Proposal, page 85). However, as described in the weaknesses of Standard C.6 of this report, the academic performance expectations are unclear, and the Proposal does not provide any further description as to how or when the Applicant would gather and monitor academic performance data, use the data to determine academic performance, and intervene based on unsatisfactory academic performance.

Standard C.8: Protecting School Autonomy

The Applicant has an adequate plan to respect, preserve, and support the essential autonomies of the portfolio of charter schools.

Strengths:

The Proposal makes statements that provide assurances of school autonomy. For example, the Proposal describes the responsibilities of the governing board of the charter schools, including the academic program, financial health, and effectiveness of the organizational structure of the school (Proposal, pages 85-86).

Weaknesses:

The lack of clearly defined academic performance standards threatens charter autonomy. The Proposal explains that the Applicant will collect information from a school “in a manner that minimizes administrative burdens on the school, while ensuring that performance and compliance information is collected with sufficient detail and timeliness to protect student and public interests” (Proposal, page 85). However, without knowing what information the Applicant will collect, it is hard to determine whether the Applicant will collect that information in a way that minimizes the burden on schools. Finally, a description of adequate practices, processes, and procedures for respecting, preserving, and supporting the essential charter school autonomies, as stated in the approval criteria, was not apparent in the Proposal.

Standard C.9: Standards and Processes for Intervention and Corrective Action

The Applicant has clear and comprehensive standards and processes to address intervention and corrective action.

Strengths:

The intervention protocol provides reasonable time and opportunity for a school to remediate. The intervention protocol is not overly prescriptive. The Proposal clearly describes the intervention protocol and processes for corrective action (Proposal, pages 86-88, 204-205).

Weaknesses:

The intervention protocol does not include clear conditions that may trigger intervention other than a general statement about a school's failure to "meet legal or contractual compliance obligations (including any goals, objectives, or outcomes set in the performance frameworks)" (Proposal, pages 87, 204). In addition, the intervention protocol does not define the process and criteria for generating a notice of concern.

Standard C.10: Charter Contract Renewal Process and Performance Reports

The Applicant has a clear, comprehensive, fair, and transparent process for charter contract renewal.

Strengths:

No strengths noted.

Weaknesses:

The Proposal merely presents a "Renewal Process Report" template (Proposal, pages 216-238) rather than the Applicant's renewal process and application guidance as required by the approval criteria. Moreover, the main weakness is that the Applicant was unable to articulate renewal criteria that is consistent with the charter contract and performance standards. In the Interview, the Applicant explained that it would negotiate academic performance standards independently with each school with the potential of changing each year. This approach significantly conflicts with established national best practices for quality charter school authorizing. A school should know what its baseline academic performance standards are from the time it signs a charter contract with its authorizer. Although changes in state and federal law may require the authorizer to make modifications to parts of the charter contract, the Applicant suggested that the school rather than the authorizer could initiate changes to its academic performance standards on at least an annual basis. Given this approach, the Applicant cannot have criteria for charter revocation, renewal, and nonrenewal decisions that are consistent with performance standards because the Applicant does not have clear criteria for academic performance. Additionally, the Proposal does not explain how the Applicant will evaluate schools for renewal. For example, the Proposal does not address whether the renewal process will use only quantitative data, whether the process will include a renewal site visit, how the review team will use information from various performance frameworks to make a decision, or whether performance in one of those areas carries more weight. Charter contract renewal is one of the most important duties of an authorizer, but the Applicant does not describe the renewal process or standards with enough specificity.

Standard C.11: Charter Contract Renewal or Revocation Decisions

The Applicant has an adequate plan to ensure its renewal and revocation decisions align to its stated performance standards.

Strengths:

No strengths noted.

Weaknesses:

As noted as a weakness in previous standards, the Applicant's academic performance standards are ill defined, which makes it difficult for the Applicant to grant charter contract renewals only to schools that have met the Applicant's performance standards. The lack of performance standards also makes the Applicant's renewal decisions more susceptible to political or community pressure.

Standard C.12: School Closure Protocol

The Applicant has a school closure protocol that is clear and comprehensive.

Strengths:

The Applicant has adopted NACSA's closure action plan (Proposal, pages 91-93, 239-255), which provides a good starting point for a school closure protocol. The Applicant's plan for school closure provides detailed procedures and a checklist that addresses the approval criteria.

Weaknesses:

No weaknesses noted.

PART D: APPLICANT CAPACITY

Standard D.1: Authorizer Leadership and Staff Expertise

The Applicant has appropriate experience, expertise, and skills to sufficiently oversee the portfolio of charter schools.

Strengths:

The Applicant's individual and collective experience, expertise, and skills are impressive. The alignment of job responsibilities and staff experiences, expertise, and skills is satisfactory based on the provided position descriptions and resumes (Proposal, pages 256-271; Clarification Response attachments). The personnel identified are highly capable individuals who have experience with charter schools in Hawaii (Proposal, pages 93-94). The Interview demonstrated passion and dedication of Applicant's team members. They have deep experience with instruction, curriculum, and assessment. The proposed Executive Director, a former Commission (authorizer) member, is a lawyer who could help with charter contract drafting and management. The team members' experience running schools will help them perform the duties of an authorizer. Based on the interview, the Applicant has an idea of how a new authorizer could take a unique approach to effective authorizing even if the Proposal did not adequately describe that approach.

Weaknesses:

Except for the Executive Director, the Applicant did not demonstrate individual experience, expertise, and skills in charter school authorizing. While individuals of the Applicant's team have demonstrated capacity in some essential authorizing areas, it is not clear if the Applicant has the needed capacity to evaluate the financial health of the portfolio. None of the proposed staff have experience as authorizer staff. Therefore, training as an authorizer is critical for both the paid staff and board of directors.

Applicant Information Sheet

Provide the appropriate information. Responses, particularly the information regarding the type of organization, should align with responses provided in the applicant's Intent to Apply Packet.

Organization Name (applicant):

Lei Ho'olaha

Proposed Authorizer Name (if different from organization name):

Primary Contact Name:

Katie Benioni

Primary Contact Address:

City/State/Zip:

Kamuela, Hi 96743

Primary Contact Phone: () - -

Primary Contact Email Address:

Type of Organization (check the appropriate box(es)):

- University of Hawaii Board of Regents

- Governing board of an accredited private postsecondary institution (check the appropriate institution type):
 - Community college
 - Technical college

- Four-year university
- Other accredited postsecondary institution (specify): _____

- County agency (check the appropriate county):
 - City and County of Honolulu
 - County of Hawai'i
 - County of Kauai
 - County of Maui

- State agency

- Governing board of a nonprofit or charitable organization exempt from federal taxes under section 501(c)(3) or 501(c)(6) of the Internal Revenue Code

Geographic Chartering Authority (check the appropriate box and provide applicable information):

Note: See the Eligibility section in the application document for information on which entities may apply for statewide, regional, and local chartering authority.

- Statewide chartering authority

- Regional chartering authority
Specify region (e.g., County of Hawai'i or Island of Maui):

- Local chartering authority
Specify local area (e.g., Campbell-Kapolei Complex Area):

Statement of Assurances

Please print this form, and initial each item on the line provided. The "Applicant," as indicated on the first line, is the name of the organization applying for chartering authority. An authorized representative of the applicant must sign this form.

Lei Ho'olaha (the "Applicant") seeks to serve as an authorizer in fulfillment of the expectations, spirit, and intent of Chapter 302D, Hawaii Revised Statutes, and if approved as an authorizer, the Applicant agrees to:

VP Operate in compliance with, and hold the charter schools within its portfolio accountable to, all applicable state and federal laws and policies of the Board of Education, including but not limited to:

- Article X, Section 4 of the Constitution of the State of Hawai'i promoting the study of Hawaiian culture, history, and language in public schools;
- Article XV, Section 4 of the Constitution of the State of Hawai'i establishing English and Hawaiian as official languages of Hawai'i;
- Collective bargaining under Chapter 89, Hawaii Revised Statutes, as applicable;
- Any requirements specific to entities of the State, as applicable; and
- Board of Education Policy 105-7 relating to Hawaiian education for all students in grades K-12;

VP Fully participate in any authorizer training provided and required by the State;

VP Ensure public accountability and transparency in all matters concerning its charter-authorizing practices, decisions, and expenditures;

VP Ensure a commitment to quality authorizing by building the knowledge and skill base of its authorizing leadership and staff through professional development and engaging in regular self-evaluation;

VP Comply with reporting requirements and other statutory responsibilities;

VP Ensure that any charter school it oversees shall have a fully independent governing board and exercise autonomy in all matters, to the extent permitted by law, in such areas as budget, personnel, and educational programs;

VP Permit the Board of Education to audit, review, and inspect the Applicant's activities, books, documents, papers, and other records;

VP Read, understand, and comply with all parts of the Authorizing Contract, including, but not limited to, the performance standards and requirements established by the Hawai'i Authorizer Performance Evaluation System.

I, the undersigned, do hereby agree to the assurances contained above on behalf of the Applicant.

Katie Benioni
Signature of Authorized Representative

Board Secretary
Title

Katie Benioni
Printed Name of Authorized Representative

8/1/2019
Date

PART A: ORGANIZATIONAL PLAN

Standard A.1: Authorizer Mission

Founded in 2011, Lei Ho‘olaha was established for the dedicated purpose of supporting charter schools in the state of Hawaii specifically with facilities development, financial education and training, and business loans. The current mission of Lei Ho‘olaha is to improve the educational and economic status of Native Hawaiians and low-income people by providing education, training, and financial products to community-based organizations, public entities, and individuals in the State of Hawai‘i.

Lei Ho‘olaha believes by creating a healthy robust charter school sector and authorizing high-quality public charter schools throughout the State to serve the unique and diverse needs of public school students and their communities; we will positively contribute to Hawaii’s public education system. The Lei Ho‘olaha Board members, advisors and staff have a deep and abiding interest in education and a dedication to the social, academic, and character development of young people through the administration of a high performing charter school system. We feel the BOE Strategic anchor below depicts our true vision for authorizing:

“Charter schools in Hawai‘i reflect family and community choices, values, places, language, culture, practices, and whole child perspectives. Project, place, ‘āina (land), Pacific, Hawai‘i, and Hawaiian culture-based beliefs, values, principles, pedagogies, mindsets, and practices, are mechanisms uniquely valued by island families and communities.”

Lei Ho‘olaha leadership reflects the diversity of the Hawaii student population and their geographic representation, as well as the business sector public and private. Through public private partnerships and quality authorizing, we hope to refine the charter movement and fulfill their distinct purposes to:

1. Address the needs of public education;
2. Provide more public school options for students and families;
3. Implement innovative educational practices;
4. Reflect Hawaii’s diverse cultures, places, and values;
5. Provide community-based school models and local control over education; and
6. Provide high-quality public education for the students and communities they serve.

We applaud BOE Policy 105-7, “Must embody Hawaiian language culture and history as a foundation to prepare students for success in college, career, and communities local and globally” and want to contribute to fulfilling its responsibility through charter authorizing” and look forward to working together with the BOE to support the charter purpose.

Standard A.2: Strategic Vision and Organizational Goals

Vision

We envision a diverse and dynamic public education marketplace that can transform academic excellence for children in the State of Hawaii. Our purpose is to empower Native Hawaiians and economically disadvantaged people by creating pathways out of poverty through authorizing high-quality charter schools, providing development services and financial products to nonprofits, charter schools, and small businesses.

Organizational Goals

1. Authorize high-quality charter schools that reflect Hawaii's diverse communities.
2. Utilize the expertise of the U.S. Department of Treasury Community Development Finance Institution and its resources to provide training and financial expertise to community-based charter schools.
3. Support established charter school community's alignment with mission-driven financial institutions that take a market-based approach to supporting economically disadvantaged charter school communities to acquire appropriate facilities.

Lei Ho'olaha will authorize charter schools that are aligned with the tenets of our Charter School Authorizing Philosophy which at its very core is Education with Aloha. Lei Ho'olaha brings a network comprised of elite indigenous Kanaka Maoli educators, administrators, and teacher leaders that have experience and knowledge unique to Hawaii's Charter School movement. We aim to strengthen, build upon, accelerate, and amplify the excellent work that already exists among our Native educators and communities.

Perpetuate Hawaiian Language, Practices, and Traditions (Ike Hawaii) LH believes that we have a kuleana or responsibility to ensure that the host culture thrives in Hawaii nei, and that ancestral knowledge is passed from one generation to the next. Students need to develop skills and knowledge that enable them to be native speakers and practitioners of `Ike Hawaii.

Nurture the Next Generation of Aloha `Āina Leaders. LH expects it's charter schools to create and maintain a culture for learning marked by practices that promote broad participation on the part of all constituents in the school community. It is through this `ohana process of teamwork and community-driven collegiality that collective and wise action emerges in determining the best policies and practices to promote student learning and Aloha `Āina practices. Students need to develop skills and knowledge that enable them to be excellent land stewards and producer-advocates for food sovereignty

Strengthen Families and Renew Communities. LH is committed to working with children and families in need, ones who have traditionally been left behind while other segments of society have thrived. Currently, many students are not served well by the traditional public school system. Some of these students fit the traditional “at-risk” profile, but many others have been pushed to the margins of educational programming for reasons such as unique learning styles, lack of social skills, and nonconformity. LH believes that charter schools are a viable option for families who wish to provide the best possible educational opportunities for their children. Therefore, charter schools authorized by LH should establish a track record of skillful work and civic engagement on the part of the students, including student achievement marked by excellence.

Advance the Lāhui. LH believes that wise action on the part of a school is the result of engaging students, staff, parents and the community at large in continuing dialogue that will inform the vision, mission, policies, and procedures of the charter school. LH’s mission is to advance the Lāhui through the authorization of charter schools who demonstrate a commitment to action, fairness, and equity for all students, no matter their social or economic background.

The LH authorizing program goals and corresponding outcome objectives include:

1. Develop and grow a portfolio of charter schools who service Native Hawaiian and low-income students.

- Solicit and process charter school authorizing applications in a thorough and timely manner.
- Negotiate and execute sound charter contracts.
- Support LH authorized schools in their individual missions and visions.
- 80% of LH authorized schools choose to attend network and collaboration opportunities.
- Grow portfolio size from 0 to between 10 and 12.

2. Establish and maintain a system of monitoring and oversight to be compliant with state and federal laws.

- Clearly articulate compliance requirements to charter schools.
- Collaborate with schools on the establishment of an effective communication channel for monitoring and oversight
- Be timely in all necessary state and federal reporting.

3. Solidify a sustainable infrastructure that includes the financial and human resources needed to effectively elicit and maintain quality authorizing, oversight, growth, and strategic support.

- Remain in the black yearly

- Maintain a staff to school ratio of at least 1:4
- Create legislation and advocate for the establishment of fair charter authorizer related funding.
- 90% of charter school leaders and board chairs rate their satisfaction with the LH authorizing office as satisfied or highly satisfied.

Organizational Goal Alignment with Charter Vision and Statutory Purposes

LH's vision and goals for charter school authorizing are in accordance with State of Hawaii law HRS 302D. Our additional purposes include to:

- (1) increase learning opportunities for all pupils;
- (2) encourage the use of different and innovative teaching methods;
- (3) measure learning outcomes and create different and innovative forms of measuring outcomes;
- (4) establish new forms of accountability for schools; or

Lei Ho'olaha is required to justify and evaluate its work against its vision and goals annually through the U.S. Department of Treasury Community Development Finance Institution Certification (CDFI) process as a recipient of federal funding. The CDFI Certification Application must demonstrate that the applicant meets each of the following requirements:

- Is a legal entity at the time of Certification application;
- Has a primary mission of promoting community development;
- Is a financing entity;
- Primarily serves one or more target markets;
- Provides development services in conjunction with its financing activities;
- Maintains accountability to its defined target market; and
- Is not under the control of any government entity (Tribal governments excluded).

Community Development Financial Institution (CDFI) Certification is a designation given by the CDFI Fund to specialized organizations that provide financial services in low-income communities and to people who lack access to financing. CDFIs include regulated institutions such as community development banks and credit unions, and non-regulated institutions like loan and venture capital funds. By building the capacity of a nationwide network of CDFIs, the CDFI Fund works to empower low-income and underserved people and communities to enter the financial mainstream.

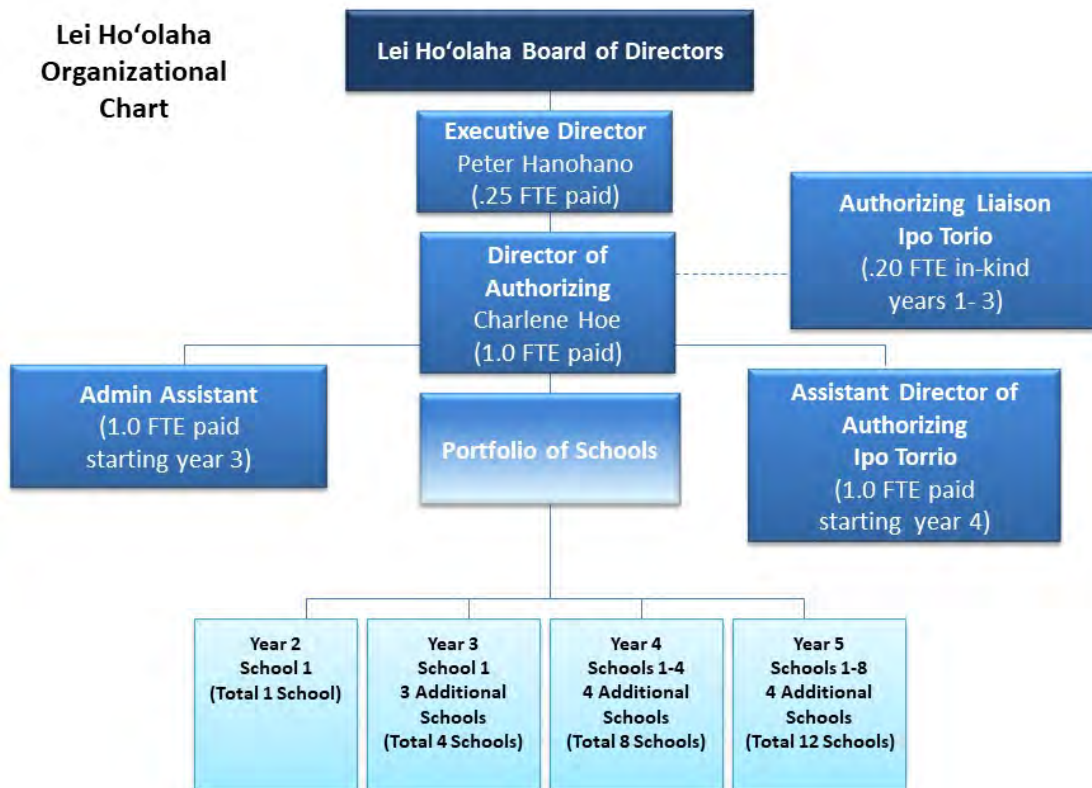
Certified CDFIs are eligible to apply for awards through a variety of programs offered by the CDFI Fund. These awards enable CDFIs to finance a wide range of activities—including flexible underwriting for community facilities, and commercial loans for businesses in low-income areas. Through varying strategies, each CDFI contributes to the cultivation of a healthy and stable local economy.

If there are unmet compliance issues during the Certification process, a corrective action plan is required, and monitoring process is put in place until compliance is achieved.

Standard A.3: Structure of Operations

Lei Ho‘olaha adheres with State and Federal Equal Employment Opportunity guidelines. In addition to nondiscriminatory employment practices. All project staff are identified based on the depth and relevance of their experience and qualifications.

Lei Ho‘olaha Board of Directors will assume all fiduciary responsibility and provide overall guidance to the Director of Authorizing. Board members contribute expertise in finance, facilities, nonprofit governance, management and policy. Lei Ho‘olaha’s structure of operations provides oversight by the board of directors and aligns with our strategic mission to authorize high-quality charter schools through a structure that ensures accountability and selection of key personnel that is tailored to meet the needs of projected portfolio schools.



Standard A.4: Capacity and Skill Development of Leadership and Staff

Lei Hoolaha is committed to providing ongoing professional development to the leadership and staff at all of the schools we authorize. While our mission is focused on providing financial training and loans to charter schools, the professional development provided to schools we authorize will also include other critical components related to specific mission and vision aligned conferences, workshops, or trainings; setting and evaluating annual professional development goals; networking with authorizing colleagues; state and national charter school initiatives; and training for boards and/or committees. Our professional development plan is aligned with our operations, vision and goals for oversight of our portfolio of charter schools.

Conferences related to specific mission and vision may include the National Association of Charter School Authorizers (NACSA) Leadership Conference; the National Alliance for Public Charter Schools sponsored conferences; the Charter Schools Lenders' Coalition sponsored events; and other conferences or events related to the Credit Enhancement program or other state or federal resources focused on charter school facilities. In addition to participating in such events, sponsored attendees will engage in pre-event planning and post-event reflection. The depth and breadth of each attendee's expertise and skills will be reviewed in relation to appropriate conference sessions. Post-event reflection discussions will highlight and summarize the key strategies and opportunities of the conference and any other relevant information presented.

Job-embedded professional development will facilitate the transfer of new skills and practices. Ongoing support will be linked to goals for job-specific skills and practices. While traditional professional development rarely accomplishes significant impact in the short-term, job-embedded professional development follow through can result in long term change and growth. The design of effective professional development is a complex process implemented over time with constant reflection on appropriateness and impact. It is driven by our staff's ability to leverage one another's expertise to develop the knowledge and skill of all targeted individuals and/or groups. Meetings will be scheduled at least four times a year to review site visit documentation, governance evaluation tools, and performance frameworks to deepen the collective understanding and to focus on improvements to operations as needed. New leaders and/or staff will accompany experienced personnel on school site visits, board meeting observations, or other events providing an opportunity for on-the-job training.

Annual professional development goals will be set and evaluated for each employee through an annual performance evaluation process. Each employee will engage in annual professional development goal setting, planning, and reflection to ensure that the process is proactive, measured, and evaluated. The professional development is designed for differentiation, customization, and to meet the needs of authorizing leadership and staff. The professional development process begins with the creation of a logic model to gain a clear understanding of

the goals and to establish realistic expectations. A logic model is a concise way to show how a program is structured and how it can make a difference for program participants and community. The logic model shows relationships and identifies the key elements of the program, the rationale behind the program's service delivery approach, the intended results of the program, how they can be measured, and the cause and effect relationship between the program and its intended results. The logic model lays out the major strategies to illustrate how they fit together and whether they can be expected to add up to the changes that the program stakeholders want to see. The logic model will also be used to identify the core elements of an evaluation strategy. Creating a logic model at the beginning of the evaluation process will allow program leaders to think about how to conduct an evaluation. It will help track program progress towards implementing activities and the achievement of goals.

Networking with authorizing colleagues will logically begin through established relationships with others involved with authorizing in Hawaii. The State Public Charter School Commission and their staff will be needed as critical partners for schools transitioning to a new authorizer. In many states, authorizers do not communicate regularly with one another. There is no mechanism for sharing information about a school and no system for addressing and assessing school transfers. When charter schools were first created, few state laws foresaw the possibility of a school transferring between authorizers. With Hawaii's unique SEA/LEA structure, examples from other states may not be helpful. Fortunately the process is defined in Hawaii through BOE administrative rules (§8-517). Operating within these parameters will be paramount to the success of schools authorized by Lei Hoolaha.

As the entity responsible for approving authorizers and school transfers to another authorizer, the State of Hawaii Board of Education (and its staff) will guide and oversee critical functions of Lei Hoolaha as a new authorizer in Hawaii. It is critical that a solid, positive relationship is cultivated. With many potential hurdles, the first new authorizer in Hawaii must be capable of functioning as a rigorous authorizer to ensure high-quality charter schools. This significant shift from a single state authorizer to multiple authorizers has been occurring nationally since 2013. It has created both positive and negative implications for the pace of charter school growth, quality of schools, quality of oversight, and the attributes of newly established charter schools. With a purpose centered on serving the specific needs of students and their families, Lei Hoolaha will be diligent in maintaining a positive working relationship with the State of Hawaii Board of Education guided by the spirit of aloha.

Lei Hoolaha intends to keep abreast of and participate in opportunities that will impact the new charter authorizing sector in Hawaii and nationally. The NACSA *Leaders* program provides a prime example of the type of opportunities that will be sought. NACSA's goals for this program include cultivating growth; developing, inspiring, and executing a shared vision of quality; the implementation of innovative solutions to authorizing challenges; advancing equity; advocating

for policies that support quality authorizing; and remaining committed to quality authorizing through resilience. We have a vision of the change we would like to see in authorizing to advance social justice and an agenda for civic action. We embrace the tools and resources needed to enable the creation of change and the impacts this will have on the communities we will serve. Under results-driven leadership, we will engage with all partners who can play a positive role in bringing forth the desired changes.

The professional development training for Lei Hoolaha’s board and charter school committee will be ongoing and extensive. We have a clear vision of the structure of the duties and responsibilities that will be required to ensure effective oversight of the schools we will authorize. Our board of directors will ultimately be responsible for all authorizing decisions and will engage in high-stakes decisions that may include new school proposals, contract renewal decisions, school authorizer transfers, and expansions. Lei Hoolaha will employ principles of social innovation to implement effective solutions to challenging and systematic social issues involving effective educational practices and charter schools. We recognize that the exchange of ideas and values; shifts in roles and relationships; and the integration of private capital with public and philanthropic support are key mechanisms that will drive our work. We will use these as tools for cross-sector fertilization as we create the solutions required for active collaboration across government, business, and our nonprofit.

Standard A.5: Self-Evaluation of Capacity, Infrastructure, and Practices

Lei Ho‘olaha has set ambitious organization goals and will utilize HAPES to self-evaluate its performance and progress against:

- National Association of Charter School Authorizers’ (“NACSA”) Principles & Standards for Quality Charter School Authorizing, 2018 Edition, as applicable to local conditions;
- Compliance with state laws, Board policies, their authorizing contracts, and existing charter contracts, as applicable; and
- How they applied their established standards and processes with fidelity across their portfolios of charter schools.

Additionally, LH will actively measure and evaluate its work against its vision and shall implement a plan for improvement when falling short of its organizational goals. LH will include its progress and performance in meeting its organizational goals in its annual report to the HBOE. and LH Charter School Stakeholders.

The CDFI Certification process discussed under Standard A.2 will be initiated annually in addition to external audits as standard best practice. LH’s Board provides self-evaluation capacity though its make-up of bankers, non-profit leaders, Ali’i Trusts, charter school experts, community developers and business leaders.

Standard A.6: Operational Conflicts of Interest

Lei Ho‘olaha has a comprehensive conflict of interest policy that aligns with the state statutes and includes a step-by-step process beginning with its purpose, duty to disclose, and procedures to follow in addressing a conflict of interest. See attachment A.

Standard A.7: Compliance to Statutory Responsibilities

A shared electronic calendar, with reporting and submission due dates, will be used by Lei Hoolaha staff to track all compliance deadlines. Standing agenda items will be included in weekly staff meetings to ensure that deadlines, the distribution of state and federal funds, and issues related to the DOE are discussed and met on time. All staff members will be aware of what is required to complete compliance requirements and who is responsible for individual components. Custom reports will be compiled for required reports to the board or legislature unless a template or standard form for submission is available. The annual reports to the board and the legislature, required by §302D-7, will summarize:

1. Lei Hoolaha's strategic vision for chartering and progress toward achieving that vision;
2. The academic performance of all operating public charter schools overseen by Lei Hoolaha, according to the performance expectations for public charter schools set forth in this chapter, including a comparison of the performance of public charter school students with public school students statewide;
3. The financial performance of all operating public charter schools overseen by Lei Hoolaha, according to the performance expectations for public charter schools set forth in this chapter;
4. The status of Lei Hoolaha's public charter school portfolio, identifying all public charter schools and applicants in each of the following categories: approved (but not yet open), approved (but withdrawn), not approved, operating, renewed, transferred, revoked, not renewed, or voluntarily closed;
5. The authorizing functions provided by Lei Hoolaha to the public charter schools under its purview, including the authorizer's operating costs and expenses detailed in annual audited financial statements that conform with generally accepted accounting principles;
6. The services purchased from Lei Hoolaha by the public charter schools under its purview;
7. A line-item breakdown of the federal funds received by the department and distributed by Lei Hoolaha to public charter schools under its control; and
8. Any concerns regarding equity and recommendations to improve access to and distribution of federal funds to public charter schools. [L 2012, c 130, pt of §2; am L 2014, c 99, §6]

PART B: FINANCIAL PLAN

Standard B.1: Authorizing Operational Budget

The budget projection provided below is for a potential portfolio size of 12 at the end of year five. As the budget is a projection, and the number of schools joining (or departing) the portfolio in a given year cannot be determined with absolute certainty, flexibility within the ranges provided is necessary. We have taken into consideration that year one is a development year based on the chartering timeline provided in law. Additionally, we are projecting a conservative growth model starting with the authorization of just one school in year one. Understanding the labor-intensive nature of overseeing start-up schools, LH will initially take no more than one new start-up school per year. At the onset, LH is anticipating taking on primarily transfer schools if their mission and vision is a good fit. In any scenario, our top priority is to thoughtfully add schools that align to the LH charter authorizing mission and not to grow just for the sake of growth. LH has already conducted a market survey of interest in transfer charters and has determined that the budget presented is realistic.

Revenues listed in the budget are from charter supporting non-profits who are committed to the expansion of charter authorizing in Hawaii as a recommended best practice by NACSA. Although not projected in the budget, LH has every intention of applying for a federal DOE Charter School Program grant in fiscal year 2020-2021. Expenses are realistic for the size of the organization and its FTE positions. Supporting charter non-profits will provide additional in-kind support in the way of reduced rate office space and access to office equipment.

BUDGET		Year 1	Year 2	Year 3	Year 4	Year 5
Income						
	Grant Income					
	Contributions	160,000	160,000	225,000	235,000	315,000
	Total Income	160,000	160,000	225,000	235,000	315,000
Expense						
	Personnel	100,000	100,000	150,000	150,000	210,000
	Fringe Benefits	25,000	25,000	37,500	37,500	52,500
	Travel					
	Conference	3,225	3,225	3,225	3,225	6,450
	Interisland	4,920	4,920	9,840	14,760	14,760
	Contract					
	Audit	4,550	4,550	7,500	7,500	10,000
	Rent	12,000	12,000	12,000	12,000	12,000
	Equipment	500	500	1,000	1,000	1,500
	Supplies & Misc	500	500	750	750	1,000
	Legal Fees	1,000	1,000	1,000	1,000	1,000
	Insurance D&O	1,600	1,600	1,600	1,600	1,600
	Total Expense	153,295	153,295	224,415	229,335	310,810
	Net Income	6,705	6,705	585	5,665	4,190
		ED - .25 FTE Dir of Auth. -1.0 FTE Year 1 - Initial phase of school acquisition & setup. Travel - NACSA & interisland to commission & other mtgs Admin costs: audit, insurance, legal, supplies, rent.	ED - .25 FTE Dir of Auth. -1.0 FTE Year 2 - First school authorized Travel - NACSA & interisland to commission & other mtgs Admin costs: audit, insurance, legal, supplies, rent.	ED - .25 FTE Dir of Auth. -1.0 FTE Admin Asst. - 1.0FTE Year 3 - Three schools added Travel - NACSA & interisland to commission & other mtgs Admin costs: audit, insurance, legal, supplies, rent.	ED - .25 FTE Dir of Auth. -1.0 FTE Admin Asst. - 1.0FTE Year 4 - Four schools added Travel - NACSA & interisland to commission & other mtgs Admin costs: audit, insurance, legal, supplies, rent.	ED - .25 FTE Dir of Auth. -1.0 FTE Asst Dir. -1.0FTE Admin Asst. - 1.0FTE Year 5 - Four schools added. Travel NACSA & interisland to commission & other mtgs Admin costs: audit, insurance, legal, supplies, rent.
	Total # of Portfolio Schools		1	4	8	12

Overview of funds commitments:

PART C: AUTHORIZING PLAN

Standard C.1: Application Process, Timeline, and Request for Proposals

Application Process and Timeline

Welcome to the Lei Ho‘olaha (LH) application to start a new charter school process. We appreciate your consideration of LH as authorizer for your proposed school and are hopeful that

you will find the application questions useful as you finalize your model. LH Charter School Authorizing Program provides students with high quality choices in public education in charter schools that it authorizes. LH is committed to the core principles of charter schools and charter school authorizing, including the idea of autonomy in exchange for accountability.

Strategic Authorizer Vision

We envision a diverse and dynamic public education marketplace that can transform academic excellence for children in the State of Hawaii. Our purpose is to empower Native Hawaiians and economically disadvantaged people by creating pathways out of poverty through authorizing high-quality charter schools, providing development services and financial products to nonprofits, charter schools and small businesses. To that end, we are guided by a philosophy that values high standards in academic, cultural, organizational, financial, and entrepreneurial outcomes achieved by our schools. Lei Ho‘olaha authorizes charter schools that will:

- *Perpetuate the Kanaka Maoli Language, Stories, Traditions, and Practices*
- *Nurture the Next Generation of Aloha `Āina Practitioners*
- *Strengthen Families and Renew Communities*
- *Advance the Lāhui*

LH is pleased to accept applications for all types of charter schools without restrictions on the type of model, curriculum, or location of the proposed school, so long as they demonstrate alignment with our mission authorizing philosophy.

An individual or group of individuals interested in starting a charter school are invited to apply to LH for authorization per *Hawaii Statutes*. Instructions for completing and submitting an application for a new charter school follow. Please see the Review Process, Evaluation Rubric for additional details. While the content of new school applications is the responsibility of the founding team, feel free to contact us with any questions about the process or clarifications around any of the application sections.

Thank you for your interest in Lei Ho‘olaha Charter School Authorizing Program, and for your desire to provide Hawaii’s children with an excellent education.

Timeline

Date	Action
2 nd Friday in May	LH Application Posted
2 nd Friday in June	Letter of Intent Due to LH
1 st Friday in July	Invitation to Submit Full Application Extended
1st Friday in Sept	Full Applications Due to LH

October 1-31	Applications reviewed by teams of internal and external experts, feedback on each application is consolidated.
November 1 – 15	Applicants recommended for further consideration are notified of opportunity to interview in-person Applicants not selected to move forward are notified.
December 1 – January 15	Applicant Interviews
Jan 15 – Jan 31	LH Charter Accountability Board moves to approve or deny new school applications. Recommendation of Charter Accountability Board sent to LH President for final approval. Applicants not selected to move forward are notified.
February 1 – March 1	Upon final approval from LH leadership, official notification will be provided to the charter school founding team.

Please note that the timelines included are intended to provide an idea of the general process and may vary from one review cycle to the next. Updated timelines are available by contacting the Director of Charter School Authorizing, or by checking the LH Charter Authorizing Program website.

Instructions

As described in detail under the Application Elements section, LH’s new school application process includes two parts: a letter of intent and a full application. See instructions below for formatting and submitting each part.

Formatting and Submitting Letter of Intent

- Letter of intent must be typed and single or 1.5 spaced on white 8.5”X11” paper with 1- inch page margins and a minimum 11-point font size.
- Letter of intent must be submitted in MS Word or PDF format.
- Use large font, bold, italics, underlining, or another consistent method of making headings clear to the reader.
- Page numbers must be provided throughout the document.

Please email one copy (PDF or MS Word format) of the Letter of Intent to:

authorizer@lhcdfi.org

To be considered, the letter of intent must be received by the deadline specified for the desired application cycle (see the Timeline section).

Formatting and Submitting of Full Application

- Application must be typed and single or 1.5 spaced on white 8.5”X11” paper with 1-inch page margins and a minimum 11-point font size.
- Application must be submitted in MS Word or PDF format.
- Use large font, bold, italics, underlining, or another consistent method of making headings clear to the reader.
- Page numbers must be provided throughout the document.
- Clearly label each section and subsection of the application contained in the Narrative/Work Plan (i.e.: II. School Foundation, A. Need, etc.).
- Provide a table of contents at the start of the application listing the page where each section and subsection can be found.
- Clearly label each attachment with its number and title (i.e.: Attachment #1 – Founding Group Resumes).
- Attachments do not count toward page limits.
- Properly cite any sources that are referenced using MLA, APA, or another commonly accepted format.
- Prior to submitting an application, please ensure that you are familiar with the Hawaii Charter School law.
- If a particular question does not apply to your proposal, please state, “not applicable,” and provide a brief rationale.

Submit via email in PDF or MS Word format to:

authorizer@lhcdfi.org

The file must be received by the submission deadline in order for the application to be considered. Receipt of submission will be confirmed within two business days of the submission deadline.

Application Elements

As noted in the instructions above, LH’s new school application process includes two parts: a letter of intent and a full application. A description of the required content for the letter of intent and full application is provided below.

Letter of Intent

The letter of intent should be *no more than five pages* in length and should state the following:

1. Round for which you intend to submit an application (i.e.: May 2020),
2. Name and contact information for the lead founder/designated applicant representative,
3. Name of the proposed school,
4. Grades to be served,
5. Target location,
6. Overall model (i.e.: Hawaiian language immersion, Culture, College Prep, Vocational etc.),
7. How the proposed school aligns with LH's mission and charter school philosophy (see information on our mission and philosophy in the full application description below). Schools must demonstrate potential alignment with at least one tenet of the charter school philosophy in order to have their full applications considered for authorization.

Full Application

Below are the elements that must be included in the application narrative, budget, and appendices. Follow instructions carefully and do not exceed the page maximum. Please use section and sub-section outline headings throughout your application. The chart below summarizes the elements and page limits. This is followed by a detailed description of each element.

Narrative and Budget Elements	Page Limit
Cover Sheet – Use Template	
I. Executive Summary	3
II. School Foundation	50
A. Need & Demand	
B. Vision & Mission	
C. Innovation & Purpose	
D. Learning Program, Student Achievement & Accountability	
E. Alignment with LH Chartering Philosophy	

III. Pre-Opening Charter School Process A. School Founders B. Governance C. Marketing, Outreach, Enrollment & Admissions D. School Calendar E. Staffing and Management	27
Narrative and Budget Elements	Page Limit
IV. Additional Information For Existing Operators Only A. Selection and Oversight of Educational Service Provider B. ESP's Current Network, Mission, and Strategic Vision C. Proposed Relationship Between ESP and Charter School	NA
V. Program Implementation and Budget A. Facility Plan B. Transportation Plan C. Budget and Financial Oversight	20
TOTAL PAGES	100
VI. Attachments	
1. Founder Contact List (see attached template)	NA
2. Founding Group Resumes	NA
3. Founder & Board Member Conflict of Interest Forms (see attached template)	NA
4. Criminal Background Check Release Forms (see attached template)	NA
5. Evidence of Community Support	NA
6. 501(c)(3) Letter of Determination, Articles of Incorporation & Bylaws	NA
<i>Existing Operators Only:</i>	
7. ESP Complete Portfolio Academic Record	NA
8. ESP Financial Statements	NA
9. Disclosure of Current/Past Litigation Involving ESP or operated charters	NA
10. Proposed Contract Between ESP and Charter	NA

I. EXECUTIVE SUMMARY

Provides a *1-3 page* overview of the school that is planned. Summarize the proposed school's:

- Genesis (how and why did the founding team come together),
- Mission and vision,
- Statutory purpose(s),
- Grade levels to be served and the total number of students per grade (at full capacity),
- Target population (who does the school anticipate serving),
- Intended location,
- Educational philosophy and instructional approach,
- How this school will meet student needs that are currently not being met in the community in which the school will be located, and
- Community engagement that has taken place to date.

II. SCHOOL FOUNDATION

A. Need & Demand

Presents a compelling reason for establishing the new charter school.

1. Provide a description and evidence of the need and demand for a school in the location identified.
2. Identify the nearby district, charter or private schools and the education programs already offered.
3. Identify and discuss community support for an additional school in this area including a description of any interactions the founding team has had with the community to date (i.e.: ice cream socials, door-knocking, meetings, etc.) and the number of attendees if applicable. Provide evidence of community demand, engagement, and support from individuals and/or organizations in Attachment #5.

B. Vision & Mission

Provides vision and mission statements that reflect the school's goals and purpose. Alignment with LH mission is present.

C. Innovation & Purpose

Presents how the new charter school is innovative and how the school supports two or more statutory purposes for charter schools (including the primary purpose).

1. Based on the need identified above, describe the new and unique characteristics

this school would provide to students that distinguish it from other education options available to students.

2. Identify one or more of the statutory purposes for charter schools the school intends to meet and provide a comprehensive description of how the school's vision and mission are connected to the identified purpose(s).

D. Learning Program, Student Achievement & Accountability

Presents a high-quality educational program and goals for student achievement and accountability.

1. Educational Philosophy, Curricula, Tools, Methods, and Instructional Techniques:
 - Describe the guiding educational philosophy of this school and basic learning environment.
 - Provide an overview and rationale for selection of the proposed curricula (including names of textbook sequences selected or under consideration), tools (including specialized technology if applicable), methods and instructional techniques that support the educational philosophy.
 - Cite and explain research evidence demonstrating how these curricula, tools, techniques and methods support student achievement (if applicable, identify schools involved).
 - Describe the process the school will use to ensure the curricula will align with Hawaii's K-12 Academic Standards See the Hawaii Department of Education Website for additional information.
 - Identify the contribution this charter school will make in assisting educationally and economically disadvantaged and other students to succeed academically.
 - Identify class sizes and structures including the maximum number of students in any one classroom (by grade if varied) and number/roles of adults outside of special education paraprofessionals (i.e.: team teaching structure, single teacher, teacher with classroom aide, etc.).
 - If not covered above, describe how the systems of the school as a whole, as well as those of classroom teachers, will support and meet the diverse learning needs of individual students.
 - Describe how the school will promote graduation for all students, including those at risk and those with special needs
 - Blended learning schools and virtual schools only: If your school plans to supply instruction to students through virtual distance learning, online technology, or computer-based instruction, please provide specific information on the number of hours students will spend receiving this type of instruction, how progress will be tracked, what curricular/software programs will be used, and by whom students will be overseen throughout the day.
2. Special Populations: Pursuant to federal and state laws, charter schools are required to serve and meet the needs of all students, including those with special needs. School personnel must participate in developing Individualized Education Plans (IEPs), identify and refer students for assessment of special education

needs, maintain appropriate records, and cooperate in the delivery of special education instruction and services in the least restrictive environment.

- Include a description of the proposed Special Education eligibility process that will be used at this school and the safeguards that will be put in place to avoid misidentification.
- Describe how this school will provide services to students with disabilities in the least restrictive environment. Specify:
 - The specific instructional programs or practices to be used
 - How the school will ensure access to the general education curriculum
 - Plans for monitoring and evaluating progress toward IEP goals
 - Staffing plans to meet student needs

3. Students with Limited English Proficiency: Describe how this school will provide services to English Learners (ELs). Specify:

- How ELs will be identified
- The specific instructional programs or practices to be used
- How student progress and success will be monitored
- Staffing plans to meet student needs

4. Gifted and At-Risk Students: Explain how the school will identify and serve students who are intellectually gifted or are performing below grade level/are at-risk but do not qualify for special education or other services.

5. Supplemental Programming: If the school will provide summer school, extra-curricular offerings, or other supplemental programs that are integral to the mission of the school, please describe:

- What offerings will entail
- How often they will occur/how long they will run
- How they will be funded

6. School Culture and Discipline

- Describe the culture of the proposed school and how this culture will be implemented.
- Describe the philosophy that will surround the school's discipline policy, as well as the policy itself. If the policy has not yet been developed, include information on how and when this work will be completed

7. Assessment and Accountability: LH requires that the schools we authorize be held to a high academic standard. We develop an accountability plan with the school that includes goals based on state standardized test scores as well as other nationally-normed assessments, all of which are contained in the LH Accountability Plan and Rubric. In addition, we request the following information about the school's commitment to assessment and accountability.

- Describe the school’s philosophical approach to assessment.
- Describe the systems to be used in managing and disseminating student performance data in terms of processes, software (if applicable) and personnel.
- Describe any training and support that school leadership and teachers will receive in analyzing, interpreting, and utilizing student data.
- Describe how the school will use assessment data to drive decisions about the learning program and strategic direction of the school.
- Identify your school’s mission-specific quantifiable academic goals for students and the school.
- Discuss how the school will know if it is successfully educating students

E. Alignment with Lei Ho‘olaha Charter School Philosophy

Lei Ho‘olaha will authorize only those charter schools that are aligned with the tenets of our Charter School Authorizing Philosophy which at its very core is Education with Aloha. Lei Ho‘olaha brings a network comprised of elite indigenous Kanaka Maoli educators, administrators, and teacher leaders that have experience and knowledge specific to Hawaii’s Charter School movement. We aim to build upon, accelerate, and amplify the excellent work that already exists among our Native communities.

Describe how the school you are proposing be authorized by LH aligns to the Charter Authorizing Philosophy tenets listed below:

- ***Perpetuate Hawaiian Language, Practices, and Traditions (‘Ike Hawaii)*** LH believes that we have a kuleana or responsibility to ensure that the Hawaii’s host culture thrives in Hawaii nei, and that ancestral knowledge is passed from one generation to the next. Students need to develop skills and knowledge that enable them to be purveyors and practioners of ‘Ike Hawaii.
- ***Nurture the Next Generation of Aloha ‘Āina Leaders.*** LH expects its charter schools to create and maintain a culture for learning marked by practices that promote broad participation on the part of all constituents in the school community. It is through this ‘ohana process of teamwork and collegiality that collective and wise action emerges in determining the best policies and practices to promote Aloha Āina practices and student learning. Students need to develop skills and knowledge that enable them to be excellent land stewards able to design and execute a plan for food sovereignty.
- ***Strengthen Families and Renew Communities.*** LH is committed to working with children and families in need, ones who have traditionally been left behind while other segments of society have thrived. Currently, many students are not served well by the traditional public school system. Some of these students fit the traditional “at-risk” profile, but many others have been pushed to the margins of educational programming for reasons such as unique learning styles, lack of social skills and nonconformity. LH believes that charter schools are a viable option for families who wish to provide the best possible educational opportunities for their children. Therefore, charter schools authorized by LH should establish a track record of skillful work and civic engagement on the part of the students, including student achievement marked by excellence in relation to other schools.

- **Advance the Lāhui.** LH believes that wise action on the part of a school is the result of engaging students, staff, parents and the community at large in continuing dialogue that will inform the vision, mission, policies and procedures of the charter school. LHs mission is to advance the Lāhui through the authorization of charter schools who demonstrate a commitment to action, fairness and equity for all students, no matter their social or economic background

III. PRE-OPERATIONAL PLANNING

A. School Founders & Proposed Board Members

Describes the school founders/proposed board members and how they are well positioned to develop and plan a new high-quality charter school.

1. Describe how the founding team came together to propose this school.

For each individual, include the following information:

- Describe their experience and/or involvement in K-12 education;
- Describe their experience with the design and operation of a charter school;
- Describe their role in the planning process to date and their expected role and responsibilities during the school's pre-operational planning period;
- Describe their experience and/or involvement with the community the school proposes to serve;
- Indicate whether they intend to become a member of the interim board of directors;
- Indicate if they intend to apply for employment in the new charter school; and

2. Describe the relevant work experience and expertise they bring to the founding team.

3. Disclose which members of the founding team have played a role in crafting the application narrative. If a consultant or employee of an Education Service Provider was used, disclose his/her name and experience.

4. Describe how the founding team will ensure that the school is fully developed and prepared to open after the start-up year.

B. Governance

Describes a plan to ensure effective and accountable governance over the school's operations.

1. Governance Model

- Describe the board's governance model/board composition and how it will help advance the mission of the school. If the board plans to utilize any committees, advisory bodies, or councils, provide information on their composition (i.e.: parents, staff, community, teacher, etc.)

and their reporting structure in relation to the school leadership team and governing board.

- Describe the roles and responsibilities of the board and how each member will help advance this understanding.
 - Describe how the role of the board will be distinguished from the role of the school leader.
 - Include information on the board’s schedule both during the founding period and after the start of the school. How often has the board met? How often does it plan to meet during and after the founding period? Etc.
2. Board Recruitment: Describe specific expertise/characteristics sought in yet-to-be-recruited board members and explain the added value of those characteristics. Also describe how the school plans to recruit members with desired characteristics in an ongoing fashion.
 3. Board Training: Describe the plan for initial training of the board during the school’s pre-operational planning period and for ongoing board training and development once the school opens.
 4. Parent, Family, and Community Involvement: Describe the board’s strategy for engaging and involving parents of potential students (including stepparents, guardians, etc.) and other members of the community in the planning, program design, and implementation of this charter school.
 5. Plan for Fulfilling Board Obligations
 - Describe how the interim board will develop policy during the pre-operational planning period to ensure the board governs the charter public school in compliance with federal, state and local requirements.
 - Additionally, describe the specific plan and timeline for the development of:
 - Personnel policies (including the creation of job descriptions, an employee performance management program, etc.);
 - Procurement policies and procedures for contracting with vendors and consultants that are fair and open and that avoid apparent and actual conflicts of interest;
 - Conflict of interest policies; and
 - Travel approval and reimbursement policies.
 - If the founding team has already received 501(c)3 status, provide the Letter of Determination from the Internal Revenue Service, copy of the Articles of Incorporation, and signed Board Bylaws as Attachment 6. If the founding team has not received this status, indicate the anticipated timeline for doing so.

6. Describe the process the board and school leadership will use to:
 - Develop and approve the budget;
 - Monitor the financial condition of the school; and
 - Select financial managers and the auditor.

C. Marketing, Outreach, Enrollment & Admissions

Describes a marketing and outreach plan, based on the compelling need established above, to ensure open access to all and full enrollment.

1. Identify the number of students expected to attend the school each year by grade level in the following table (add additional rows if it will take more than five years to reach full enrollment).

Complete enrollment projection table below.

Year of Operation	Year 1	Year 2	Year 3	Year 4	Year 5	Full Enrollment
K						
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						

1. Describe your rationale for the growth plan depicted in the previous table (i.e.: Why start with the grade levels identified? The number of students identified?)
2. Describe your school’s marketing strategy for recruiting and retaining the school’s target population.
3. Discuss how this school will intentionally and specifically conduct

outreach to educationally and economically disadvantaged and hard-to-reach populations.

4. Discuss how this school will intentionally and specifically conduct outreach to educationally and economically disadvantaged and hard-to-reach populations.
5. Describe how you will engage families and community members from the time that the school is approved through opening.
6. Describe how the school will conduct an open admissions process including the use of a lottery to provide equal access to all students who apply.

D. School Calendar and Schedule

Describes a calendar and schedule that reflects the school's goals, purposes and proposed learning program.

1. Describe the calendar the school plans to use:
 - Identify the unique characteristics of the school's proposed calendar.
 - Describe how this proposed calendar lends itself to the school's mission, vision, and needs of the students being served.
 - Provide total number of student instructional days and professional development days.
 - Provide a copy of the school's proposed calendar for the first year of operation.
 - Provide a description or outline of a "typical day" at the new school.
 - Provide a school-wide 'master' schedule that is aligned to the program described at anticipated enrollment levels and clearly shows:
 - Arrival and dismissal times
 - Duration of various periods
 - Time devoted to each subject area
 - Number of classrooms at anticipated enrollment level
 - Teacher preparatory periods
 - Student lunch/recess periods

Keep in mind that the school-wide schedule provides an opportunity to demonstrate that the structure of the program described in your application narrative is realistic and feasible. If your program involves the use of specialists (art, music, language, etc.), be sure they are included. Applicants may include a sample schedule for a week, or for 'A' and 'B' days if rotations will occur. If certain grade levels will have a schedule that diverges from those of other students, ensure that this is reflected.

IV PROGRAM IMPLEMENTATION AND BUDGET

A. Facility Plan

Describes a plan to secure a suitable facility that meets the unique needs of the school and complies with health and safety and building code requirements.

1. Facility Needs Planning Process

- Describe the school's plan, including the timeline and process, for determining space needs appropriate to the program and enrollment.
- Describe results of a preliminary facility needs assessment including the number of classrooms, common areas, recreational space, and other specialized spaces.

1. Facility Selection Process

- Describe the school's plan, including the timeline, process and milestones to be met in locating and evaluating potential facilities and selecting a building for lease that is affordable, provides adequate space and meets all health and safety and public building code requirements.
- Provide a description of any potential facility or facilities that have been identified.

A. Transportation Plan

Describes a plan to provide transportation that meets the needs of the school and complies with Hawaii law.

1. Transportation Options

- If the school will provide its own transportation, describe the school's plan, including the timeline, process and milestones to be met in locating and evaluating potential transportation providers.
- If the resident school district will provide transportation for the school, describe any potential impacts on the school's learning program and school calendar.

2. Transportation Policies

- Describe the school's policy for providing transportation to special populations
- Describe the school's policy for providing transportation to students that live outside the resident district.

B. Budget and Financial Oversight

Describes a plan to ensure the financial viability of the

school and effective management of budget and finances.

1. Five Year Operational Budget: Present a Five-Year Operational Budget to provide reviewers with an understanding of the proposed operational budget needed to guide and control the use of public funds for the benefit of students at the new charter school (see attached template).

The Five-Year Operational Budget will be evaluated against the following criteria:

1. Standard One: Qualities of sound financial management are present.
 - 1.1. Assumptions guiding the budget development process are defensible.
 - Enrollment estimates are based upon sound interest surveys and marketing data.
 - A valid data source for assumptions about student characteristic data is described.
 - Current and historical data assist in shaping revenue and expenditure increases and inflation assumptions.
 - 1.2. Financial management strategies reflect abilities to adapt to changing fiscal conditions.
 - Budget balancing and cost-containment strategies address potential enrollment changes.
 - Replacement and improvement costs for technology, capital and supplies are adequately addressed.
2. Standard Two: Qualities of a healthy budget are present.
 - 2.1. There is a positive general fund balance in each of the five years.
 - The budget for each year has an increasing general fund balance.
 - A fund balance exists even if inaccuracies are corrected.
 - 2.2. The budget reflects only general fund items.

Enrollment and staffing projections are consistently used throughout all sections of the application.
3. Standard Three: The budget supports a quality school plan.

The budget contains a justification for each service option listed in the application.

 - The narrative elements of the application are completed for each option.
 - Each option requiring budget data is consistently described throughout the application.
 - 3.1. Some expenditures support the uniqueness of the school mission.
 - Special curricular expenditures are clearly supported in the narrative.
 - The budget contains unique and realistic staffing patterns.

2. Budget Narrative: Provide a comprehensive budget narrative that provides strong assumptions guiding the use of numbers and provides rationales and substantive documentation for the use of those numbers (e.g. federal funds and start-up funds are/are not included in the budget).
 - If grant or philanthropic funds are placed in the budget, have these funds been secured? If so, include a letter of verification; if not, address how the school will cover anticipated expenses without the grant/philanthropic funds.
 - Address the timeline the school intends to follow in applying for Charter School Program Grant start-up funds and what the school's contingency plan would be in the event that funds are not received.

Financial Oversight

- Describe the policies and procedures the school will use to ensure that taxpayer dollars are appropriately used and accounted for. This includes procedures for managing accounting, payroll, purchasing, and the annual audit.
- If the school intends to hire an external financial manager or other support, include this information and how potential contractors will be selected.

V. ADDITIONAL INFORMATION FOR EXISTING OPERATORS

ESP's Current Network, Mission, and Strategic Vision

Provides background information on the ESP and its desired goals.

- 1) Describes the ESP's genesis, and mission in serving students.
- 2) Describes the ESP's current portfolio including:
 - Geographical areas served
 - Number of schools– provide a chart detailing the name, location, opening year (whether planned or realized), closure year (if applicable), and number of students served for each school in the portfolio. Also provide the names and contact information for all authorizers overseeing portfolio schools.
 - Provides evidence of each school's impact on student achievement as attachment #7. State standardized test results, as well as other well-recognized test results (ie: ACT, SAT, NWEA, etc.) may be presented.
 - Provides evidence of the ESP's financial health and long-term viability including required attachments #8 and #9.
- 3) Describes the ESP's strategic vision and plan for growth over the next five years in Hawaii and elsewhere. Analyzes primary challenges.
- 4) Organizational chart for ESP provided.

Proposed Relationship Between ESP and Charter School

1. Provide a description of the scope of services the ESP intends to provide for the school as well as evidence of the ESP's capacity to successfully execute all functions.
2. Includes a copy of the proposed contract as attachment.

IV. ATTACHMENTS

All applicants should attach the following items to the application:

1. Applicant Information Sheet
2. Charter School Narrative Proposal
3. Governing Board Members Proposed Bylaws
4. Founder and Board Member Conflict of Interest Forms
5. School Leadership and Governing Board Chair Resume
6. Evidence of Community Support
7. Exhibit 1. Enrollment Projections
8. Exhibit 2. Proposed Staffing Plans
9. Exhibit 3 Statement of Assurances
10. Exhibit 4a. And 4b. Financial Plan
11. Proposed Governing Board Template

Existing Operators only should also attach the following items to the application:

12. ESP Complete Portfolio Academic Record
13. ESP Financial Statements
14. Disclosure of Current/Past Litigation Involving the ESP or Operated Charters
15. Proposed Contract Between ESP and Charter

Director and Officer Annual Conflict of Interest Statement

1. Name: _____ Date: _____

2. Position:

Are you a voting Director? Yes No Are you an Officer? (circle one) Yes No If you are an Officer, which Officer position do you hold: _____.

3. I affirm the following:

I have received a copy of the (insert name of school) Conflict of Interest Policy. _____ (initial) I have read and understand the policy. _____ (initial) I agree to comply with the policy. _____ (initial)

(If applicable) I understand that (insert name of school) is charitable and in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of tax-exempt purposes. _____ (initial)

4. Disclosures:

a. Do you have a financial interest (current or potential), including a compensation arrangement, as defined in the Conflict of Interest policy with (insert name of school)? Yes No

i. If yes, please describe it: _____

ii. If yes, has the financial interest been disclosed, as provided in the Conflict of Interest policy? Yes No

b. In the past, have you had a financial interest, including a compensation arrangement, as defined in the Conflict of Interest policy with (insert name of school)? Yes No

i. If yes, please describe it, including when (approximately):

ii. If yes, has the financial interest been disclosed, as provided in the Conflict of Interest policy? Yes No

5. Are you an independent director, as defined in the Conflict of Interest policy? Yes No

a. If you are not independent, why? _____

_____ Date: _____

Signature of director

BOARD MEMBER CONFLICT OF INTERESTS DISCLOSURE FORM

Date: _____ Name: _____

A conflict of interest, or an appearance of a conflict, can arise whenever a transaction, or an action, of (insert name of school) conflicts with the personal interests, financial or otherwise, of that of a board member, or an immediate family member of a board member, or that the board member's employer (collectively "your personal interests").

Please describe below any relationships, transactions, or positions you hold (volunteer or otherwise), or circumstances that you believe could create a conflict of interest, now or in the future, between (insert name of school) and your personal interests, financial or otherwise:

_____ I have no conflict of interests to report.

I have the following conflict of interests, or potential conflicts of interests, to report:

1. _____
2. _____
3. _____

I have reviewed (insert name of school)'s conflict of interests policy and I understand that it is my obligation to disclose a conflict of interests, or appearance of a conflict, to the chair of the board when a conflict, or appearance of a conflict, arises, and that for transactions in which I have a conflict, I will abstain from any vote on the matter involving the conflict.

Signature: _____ Date: _____

Date of Review by Executive Committee: _____

INVITATION FOR BIDS and REQUEST FOR PROPOSALS

LH does not subscribe to one educational model and, therefore, our schools are not limited in the manner in which they choose to educate students. Rather, we endeavor to authorize a portfolio of schools with an individual and local curricular focus that answer community needs in a unique way and utilize a research-based, data-driven accountability model for children's success. Our emphasis is quality and we prioritize outcomes over process. We are open to diverse educational philosophies and approaches and believe there are multiple ways of measuring success.

LH is pleased to accept applications for all types of charter schools without restrictions on the type of model, curriculum, or location of the proposed school, so long as they demonstrate alignment with our mission authorizing philosophy.

An individual or group of individuals interested in starting a charter school are invited to apply to LH for authorization per *Hawaii Statutes*. Instructions for completing and submitting an application for a new charter school follow. Please see the Review Process, Evaluation Rubric for additional details. While the content of new school applications is the responsibility of the founding team, feel free to contact us with any questions about the process or clarifications around any of the application sections.

Instructions to applicants: To view and/or print a PDF file, you need to first download (if you do not already have the software loaded on your computer) the Adobe Acrobat Reader software. Review the solicitation notice, print all the documents, contact the designated contact persons listed if you have any questions, and submit your proposal in accordance with the instructions in the solicitation document. Detailed information regarding the application process, timeline, and submittal can be found in Lei Ho'olaha's Application Packet. All documents are available in PDF format on the Lei Ho'olaha Authorizer Website.

Thank you for your interest in Lei Ho‘olaha Charter School Authorizing Program, and for your desire to provide Hawaii’s children with an excellent education.

For questions, please contact:
Charter School Liaison Ipo Torio-Ka‘uhane
Email: authorizer.lhcdfi.org

Section 1. SCHOOL OVERVIEW (3 page limit)

Executive Summary

1. Genesis (how and why did the founding team come together)

[Click or tap here to enter text.](#)

2. Provide an overview of the school that is planned. Summarize the proposed school’s:
 - Statutory purpose(s),
 - Grade levels to be served and the total number of students per grade (at full capacity),
 - Target population (who does the school anticipate serving),
 - Intended location,
 - Educational philosophy and instructional approach,
 - How this school will meet student needs that are currently not being met in the community in which the school will be located, and
 - Community engagement that has taken place to date.

[Click or tap here to enter text.](#)

Section 2. SCHOOL FOUNDATION (40 page limit)

Need & Demand

1. Present a compelling reason for establishing the new charter school.
 - a. Provide a description and evidence of the need and demand for a school in the location identified.
 - b. Identify the nearby district, charter or private schools and the education programs already offered.
 - c. Identify and discuss community support for an additional school in this area including a description of any interactions the founding team has had with the

community to date (i.e.: ice cream socials, door-knocking, meetings, etc.) and the number of attendees if applicable. Provide evidence of community demand, engagement, and support from individuals and/or organizations in Attachment #5.

[Click or tap here to enter text.](#)

Vision & Mission

2. Provide vision and mission statements that reflect the school's goals and purpose and alignment to LH mission is present.
 - a. Mission. A mission describes the fundamental purpose of the school. The proposed school's mission statement should:
 - i. Describe the core school design components, what the proposed school will accomplish in concrete terms, and what methods it will use;
 - ii. Be attainable and consistent with high academic standards;
 - iii. Reflect the key values that teachers, administrators, and students know and support;
 - iv. Be concise and clearly describe the proposed school's purpose for the entire school community, external stakeholders, and individuals who may not be familiar with the proposed school; and
 - v. Be able to operationalize and guide the work and school culture.
 - b. Vision. The vision statement describes the proposed school's highest priorities and long-term goals, identifying what will be accomplished when the school is successful in executing its mission over the long term. The vision statement should explain what success looks like in terms of students' life outcomes and the impact on the community and society. A vision statement is a broad, powerful goal whose scope is bigger than daily activities and should indicate the school's valued measures of success.

[Click or tap here to enter text.](#)

Innovation & Purpose

3. Present how your new charter school is innovative and how the school supports two or more statutory purposes for charter schools (including the primary purpose).
 - c. Based on the need identified in section 3, describe the new and unique characteristics this school would provide to students that distinguish it from other education options available to students.
 - d. Identify one or more of the statutory purposes for charter schools the school intends to meet and provide a comprehensive description of how the school's vision and mission are connected to the identified purpose(s).

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Learning Program, Student Achievement & Accountability

4. Present a high-quality educational program and goals for student achievement and accountability.
 - a. Educational Philosophy, Curricula, Tools, Methods, and Instructional Techniques:
 1. Describe the guiding educational philosophy of this school and basic learning environment.
 2. Provide an overview and rationale for selection of the proposed curricula (including names of textbook sequences selected or under consideration), tools (including specialized technology if applicable), methods and instructional techniques that support the educational philosophy.
 3. Cite and explain research evidence demonstrating how these curricula, tools, techniques and methods support student achievement (if applicable, identify schools involved).
 4. Describe the process the school will use to ensure the curricula will align with Hawaii's K-12 Academic Standards See the Hawaii Department of Education Website for additional information.
 5. Identify the contribution this charter school will make in assisting educationally and economically disadvantaged and other students to succeed academically.
 6. Identify class sizes and structures including the maximum number of students in any one classroom (by grade if varied) and number/roles of adults outside of special education paraprofessionals (i.e.: team teaching structure, single teacher, teacher with classroom aides, etc.).
 7. If not covered above, describe how the systems of the school as a whole, as well as those of classroom teachers, will support and meet the diverse learning needs of individual students.
 8. Describe how the school will promote graduation for all students, including those at risk and those with special needs
 9. Blended learning schools and virtual schools only: If your school plans to supply instruction to students through virtual distance learning, online technology, or computer-based instruction, please provide specific information on the number of hours students will spend receiving this type of instruction, how progress will be tracked, what curricular/software programs will be used, and by whom students will be overseen throughout the day.

[Click or tap here to enter text.](#)

- b. Special Populations: Pursuant to federal and state laws, charter schools are required to serve and meet the needs of all students, including those with special needs. School personnel must participate in developing Individualized Education Plans (IEPs), identify and refer students for assessment of special education needs, maintain appropriate records, and cooperate in the delivery of special education instruction and services in the least restrictive environment.

1. Include a description of the proposed Special Education eligibility process that will be used at this school and the safeguards that will be put in place to avoid misidentification.

[Click or tap here to enter text.](#)

2. Describe how this school will provide services to students with disabilities in the least restrictive environment. Specify:
 - The specific instructional programs or practices to be used
 - How the school will ensure access to the general education curriculum
 - Plans for monitoring and evaluating progress toward IEP goals
 - Staffing plans to meet student needs

[Click or tap here to enter text.](#)

- c. Students with Limited English Proficiency: Describe how this school will provide services to English Learners (ELs). Specify:

1. How ELs will be identified
2. The specific instructional programs or practices to be used
3. How student progress and success will be monitored
4. Staffing plans to meet student needs

[Click or tap here to enter text.](#)

- d. Gifted and At-Risk Students: Explain how the school will identify and serve students who are intellectually gifted or are performing below grade level/are at-risk but do not qualify for special education or other services.

[Click or tap here to enter text.](#)

- e. Supplemental Programming: If the school will provide summer school, extra-curricular offerings, or other supplemental programs that are integral to the mission of the school, please describe:

1. What offerings will entail
2. How often they will occur/how long they will run
3. How they will be funded

[Click or tap here to enter text.](#)

- f. School Culture and Discipline

1. Describe the culture of the proposed school and how this culture will be implemented.
2. Describe the philosophy that will surround the school's discipline policy, as well as the policy itself. If the policy has not yet been developed, include information on how and when this work will be completed

[Click or tap here to enter text.](#)

g. **Assessment and Accountability:** LH requires that the schools we authorize be held to a high academic standard. We develop an accountability plan with the school that includes goals based on individual student growth, state standardized test scores as well as other nationally-normed assessments, all of which are contained in the LH Accountability Plan and Rubric. In addition, we request the following information about the school’s commitment to assessment and accountability.

1. Describe the school’s philosophical approach to assessment.
2. Describe the systems to be used in managing and disseminating student performance data in terms of processes, software (if applicable) and personnel.
3. Describe any training and support that school leadership and teachers will receive in analyzing, interpreting, and utilizing student data.
4. Describe how the school will use assessment data to drive decisions about the learning program and strategic direction of the school.
5. Identify your school’s mission-specific quantifiable academic goals for students and the school.
6. Discuss how the school will know if it is successfully educating students

[Click or tap here to enter text.](#)

Alignment with Lei Ho‘olaha Charter School Philosophy

5. Lei Ho‘olaha will authorize charter schools that are aligned with the tenets of our Charter School Authorizing Philosophy which at its very core is Education with Aloha. Describe how the school you are proposing be authorized by LH aligns to the Charter Authorizing Philosophy tenets listed below:

- Perpetuate Hawaiian Language, Practices, and Traditions (‘Ike Hawaii)
- Nurture the Next Generation of Aloha `Āina Leaders.
- Strengthen Families and Renew Communities.
- Advance the Lāhui

[Click or tap here to enter text.](#)

Section 3. PRE-OPERATIONAL PLANNING (27 page limit)

School Founders & Proposed Board Members

1. Describe the school founders/proposed board members and how they are

well positioned to develop and plan a new high-quality charter school.

- a. Describe how the founding team came together to propose this school.
- b. For each individual, include the following information:
 - Describe their experience and/or involvement in K-12 education;
 - Describe their experience with the design and operation of a charter school;
 - Describe their role in the planning process to date and their expected role and responsibilities during the school's pre-operational planning period;
 - Describe their experience and/or involvement with the community the school proposes to serve;
 - Indicate whether they intend to become a member of the interim board of directors;
 - Indicate if they intend to apply for employment in the new charter school; and
 - Describe the relevant work experience and expertise they bring to the founding team.
- c. Disclose which members of the founding team have played a role in crafting the application narrative. If a consultant or employee of an Education Service Provider was used, disclose his/her name and experience.
- d. Describe how the founding team will ensure that the school is fully developed and prepared to open after the start-up year.

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Governance

2. Describe a plan to ensure effective and accountable governance over the school's operations.

- a. Governance Model
 - Describe the board's governance model/board composition and how it will help advance the mission of the school. If the board plans to utilize any committees, advisory bodies, or councils, provide information on their composition (i.e.: parents, staff, community, teacher, etc.) and their reporting structure in relation to the school leadership team and governing board.
 - Describe the roles and responsibilities of the board and how each member will help advance this understanding.
 - Describe how the role of the board will be distinguished from the role of the school leader.
 - Include information on the board's schedule both during the founding period and after the start of the school. How often has the board met? How often does

it plan to meet during and after the founding period?
Etc.

[Click or tap here to enter text.](#)

b. Board Recruitment: Describe specific expertise/characteristics sought in yet-to-be- recruited board members and explain the added value of those characteristics. Also describe how the school plans to recruit members with desired characteristics in an ongoing fashion.

c. Board Training: Describe the plan for initial training of the board during the school’s pre-operational planning period and for ongoing board training and development once the school opens.

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d. Parent, Family, and Community Involvement: Describe the board’s strategy for engaging and involving parents of potential students (including stepparents, guardians, etc.) and other members of the community in the planning, program design, and implementation of this charter school.

[Click or tap here to enter text.](#)

e. Plan for Fulfilling Board Obligations

- Describe how the interim board will develop policy during the pre-operational planning period to ensure the board governs the charter public school in compliance with federal, state and local requirements.
- Additionally, describe the specific plan and timeline for the development of:
 - o Personnel policies (including the creation of job descriptions, an employee performance management program, etc.);
 - o Procurement policies and procedures for contracting with vendors and consultants that are fair and open and that avoid apparent and actual conflicts of interest;
 - o Conflict of interest policies; and
 - o Travel approval and reimbursement policies.
 - o If the founding team has already received 501(c)3 status, provide the Letter of Determination from the Internal Revenue Service, copy of the Articles of Incorporation, and signed Board Bylaws as Attachment 6. If the founding team has not received this status, indicate the anticipated timeline for doing so.

- f. Describe the process the board and school leadership will use to:
- Develop and approve the budget;
 - Monitor the financial condition of the school; and
 - Select financial managers and the auditor.

[Click or tap here to enter text.](#)

Marketing, Outreach, Enrollment & Admissions

3. Describe a marketing and outreach plan, based on the compelling need established above, to ensure open access to all and full enrollment.

- a. Identify the number of students expected to attend the school each year by grade level in the following table (add additional rows if it will take more than five years to reach full enrollment).

Complete the enrollment projection table below.

Year of Operation	Year 1	Year 2	Year 3	Year 4	Year 5	Max #
K						
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						

	12						
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1. Describe your rationale for the growth plan depicted in the previous table (i.e.: Why start with the grade levels identified? The number of students identified?)
2. Describe your school’s marketing strategy for recruiting and retaining the school’s target population.
3. Discuss how this school will intentionally and specifically conduct outreach to educationally and economically disadvantaged and hard-to-reach populations.
4. Discuss how this school will intentionally and specifically conduct outreach to educationally and economically disadvantaged and hard-to-reach populations.
5. Describe how you will engage families and community members from the time that the school is approved through opening.
6. Describe how the school will conduct an open admissions process including the use of a lottery to provide equal access to all students who apply.

[Click or tap here to enter text.](#)

School Calendar and Schedule

4. Describe a calendar and schedule that reflects the school's goals, purposes and proposed learning program.

- a. Describe the calendar the school plans to use:
 - Identify the unique characteristics of the school's proposed calendar.
 - Describe how this proposed calendar lends itself to the school's mission, vision, and needs of the students being served.
 - Provide total number of student instructional days and professional development days.
 - Provide a copy of the school's proposed calendar for the first year of operation.
 - Provide a description or outline of a "typical day" at the new school.
 - Provide a school-wide 'master' schedule that is aligned to the program described at anticipated enrollment levels and clearly shows:
 - Arrival and dismissal times
 - Duration of various periods
 - Time devoted to each subject area
 - Number of classrooms at anticipated enrollment level
 - Teacher preparatory periods
 - Student lunch/recess periods

Keep in mind that the school-wide schedule provides an opportunity to demonstrate that the structure of the program described in your application narrative is realistic and feasible. If your program involves the use of specialists (art, music, language, etc.), be sure they are included. Applicants may include a sample schedule for a week, or for 'A' and 'B' days if rotations will occur. If certain grade levels will have a schedule that diverges from those of other students, ensure that this is reflected.

[Click or tap here to enter text](#)

Section 4. PROGRAM IMPLEMENTATION AND BUDGET

Facility Plan

1. Describe a plan to secure a suitable facility that meets the unique needs of the school and complies with health and safety and building code requirements.
 - a. Facility Needs Planning Process
 - Describe the school’s plan, including the timeline and process for determining space needs appropriate to the program and enrollment.
 - Describe results of a preliminary facility needs assessment including the number of classrooms, common areas, recreational space, and other specialized spaces.
 - b. Facility Selection Process
 - Describe the school’s plan, including the timeline, process and milestones to be met in locating and evaluating potential facilities and selecting a building for lease that is affordable, provides adequate space and meets all health and safety and public building code requirements.
 - Provide a description of any potential facility or facilities that have been identified.

[Click or tap here to enter text.](#)

Transportation Plan

2. Describe a plan to provide transportation that meets the needs of the school and complies with Hawaii law.
 - a. Transportation Options
 - If the school will provide its own transportation, describe the school’s plan, including the timeline, process and milestones to be met in locating and evaluating potential transportation providers.
 - If the resident school district will provide transportation for the school, describe any potential impacts on the school’s learning program and school calendar.
 - b.. Transportation Policies
 - Describe the school’s policy for providing transportation to special populations
 - Describe the school’s policy for providing transportation to students that live outside the resident district.

[Click or tap here to enter text.](#)

Budget and Financial Oversight

3. Describe a plan to ensure the financial viability of the school and effective management of budget and finances.

1. Five Year Operational Budget: Present a Five-Year Operational Budget to provide reviewers with an understanding of the proposed operational budget needed to guide and control the use of public funds for the benefit of students at the new charter school (see attached template).

The Five-Year Operational Budget will be evaluated against the following criteria:

1. Standard One: Qualities of sound financial management are present.
 - 1.1. Assumptions guiding the budget development process are defensible.
 - Enrollment estimates are based upon sound interest surveys and marketing data.
 - A valid data source for assumptions about student characteristic data is described.
 - Current and historical data assist in shaping revenue and expenditure increases and inflation assumptions.
 - 1.2. Financial management strategies reflect abilities to adapt to changing fiscal conditions.
 - Budget balancing and cost-containment strategies address potential enrollment changes.
 - Replacement and improvement costs for technology, capital and supplies are adequately addressed.
2. Standard Two: Qualities of a healthy budget are present.
 - 2.1. There is a positive general fund balance in each of the five years.
 - The budget for each year has an increasing general fund balance.
 - A fund balance exists even if inaccuracies are corrected.
 - 2.2. The budget reflects only general fund items.

Enrollment and staffing projections are consistently used throughout all sections of the application.
3. Standard Three: The budget supports a quality school plan.
 - 3.1. The budget contains a justification for each service option listed in the application.
 - The narrative elements of the application are completed for each option.
 - Each option requiring budget data is consistently described throughout the application.
 - 3.2. Some expenditures support the uniqueness of the school's mission.
 - Special curricular expenditures are clearly supported in the narrative.

- The budget contains unique and realistic staffing patterns.

[Click or tap here to enter text or insert table](#)

2. Budget Narrative: Provide a comprehensive budget narrative that provides strong assumptions guiding the use of numbers and provides rationales and substantive documentation for the use of those numbers (e.g. federal funds and start-up funds are/are not included in the budget).
 - If grant or philanthropic funds are placed in the budget, have these funds been secured? If so, include a letter of verification; if not, address how the school will cover anticipated expenses without the grant/philanthropic funds.
 - Address the timeline the school intends to follow in applying for Charter School Program Grant start-up funds and what the school's contingency plan would be in the event that funds are not received.

Financial Oversight

- Describe the policies and procedures the school will use to ensure that taxpayer dollars are appropriately used and accounted for. This includes procedures for managing accounting, payroll, purchasing, and the annual audit.
- If the school intends to hire an external financial manager or other support, include this information and how potential contractors will be selected.

[Click or tap here to enter text.](#)

SECTION 5. ADDITIONAL INFORMATION FOR EXISTING OPERATORS

Selection and Oversight of Educational Service Provider

1. Describe how the founding team became acquainted with the ESP and how the founding team determined that this particular ESP is best suited to serve the proposed group of students.
2. Indicate how the school will assess the performance of the ESP and determine whether a continued partnership is in the best interest of students.

[Click or tap here to enter text.](#)

ESP's Current Network, Mission, and Strategic Vision

Provides background information on the ESP and its desired goals.

- 1) Describes the ESP's genesis, and mission in serving students.
- 2) Describes the ESP's current portfolio including:
 - Geographical areas served
 - Number of schools– provide a chart detailing the name, location, opening year (whether planned or realized), closure year (if applicable), and number of students served for each school in the portfolio. Also provide the names and contact

information for all authorizers overseeing portfolio schools.

- Provides evidence of each school's impact on student achievement as attachment #7. State standardized test results, as well as other well-recognized test results (ie: ACT, SAT, NWEA, etc.) may be presented.
- Provides evidence of the ESP's financial health and long-term viability including required attachments #8 and #9.

[Click or tap here to enter text.](#)

- 3) Describes the ESP's strategic vision and plan for growth over the next five years in Hawaii and elsewhere. Analyzes primary challenges.

[Click or tap here to enter text.](#)

- 4) Organizational chart for ESP provided.

[Click or tap here to insert chart](#)

Proposed Relationship Between ESP and Charter School

1. Provide a description of the scope of services the ESP intends to provide for the school as well as evidence of the ESP's capacity to successfully execute all functions.
2. Includes a copy of the proposed contract as attachment.

[Click or tap here to enter text.](#)

ATTACHMENTS

All applicants should attach the following items to the application:

1. Applicant Information Sheet
2. Charter School Narrative Proposal
3. Governing Board Members Proposed Bylaws
4. Founder and Board Member Conflict of Interest Forms
5. School Leadership and Governing Board Chair Resume
6. Evidence of Community Support
7. Exhibit 1. Enrollment Projections
8. Exhibit 2. Proposed Staffing Plans
9. Exhibit 3 Statement of Assurances
10. Exhibit 4a. And 4b. Financial Plan
11. Proposed Governing Board Template

12. ESP Complete Portfolio Academic Record
13. ESP Financial Statements
14. Disclosure of Current/Past Litigation Involving the ESP or Operated Charters
15. Proposed Contract Between ESP and Charter

Standard C.2: Approval Criteria for Charter School Applications

Lei Ho‘olaha in its work as an authorizer is committed to on-going processes of evaluation involving all impacted stakeholders – youth, families, educational teams, operational experts, supporting communities, as well as, the authorizer team and supporting public entities and private partners. To that end, the LH “planning for authorizing” team has adopted the HAPES assessment components as a baseline assessment tool for use in the authorizing journey from proposal of a charter school concept, to review for charter contract, to preparation to launch the new charter school, to end-of-year evaluation, and ongoing through planning for continuous school improvement and evolution.

Lei Ho‘olaha will employ evaluation strategies that encourage participation (actively engage the community in all stages of the evaluation process) and build empowerment (helps equip all group stakeholders to become problem solvers).

“Participatory evaluation can help improve program performance by (1) involving key stakeholders in evaluation design and decision making, (2) acknowledging and addressing asymmetrical levels of power and voice among stakeholders, (3) using multiple and varied methods, (4) having an action component so that evaluation findings are useful to the program’s end users, and (5) explicitly aiming to build the evaluation capacity of stakeholders (Burke, 1998).”

“Empowerment evaluation is an approach to help ensure program success by providing stakeholders with tools and skills to evaluate their program and ensuring that the evaluation is part of the planning and management of the program (Fetterman, 2008).”

In terms of this LH application to effort to “build the evaluation capacity of stakeholders” starts with the use of adapted HAPES rubric for the on-going processes of evaluation involving all impacted stakeholders starts with the use of the Rubric as a reference to the applicant writing a charter school proposal for LH review and action – to LH review for acceptance or denial – to annual tracking of improvement and evolution of strong charter school environments. The Rubric gives clear and comprehensive definition of the benchmarks and expectations for stakeholders; it provides a consistent reference for evaluation. It is directly relevant to the Lei Ho‘olaha Approval Criteria and Assessment Rubric and aligns directly to expectations for excellent schools. The Rubric provides a consistent yardstick to various elements within the application process. Starting the commencement of the planning process as noted in the following:

Standard C.1: Application Process, Timeline, and Request for Proposals

- *explain the factors that determined the decision on an application for chartering*
- *Has fair and transparent benchmarks. . . . and enables prompt notification to charter applicants of approval or denial while explaining the factors that determined the decision;*
- *Clearly identifies approval criteria and evaluation and decision-making processes;*
- *Succinctly states the authorizer’s chartering priorities that align to its organizational goals*

Standard C.2: Approval Criteria for Charter School Applications

- *clear and comprehensive approval criteria*
 - *clear and compelling mission;*
 - *present strong academic, financial, organizational, and operational plans that are likely to satisfactorily meet the indicators, measures, and metrics Per Applicant’s performance framework - Standard C.6*
 - *clear evidence of the charter applicant’s capacity to execute its plans; and*
- *Provide distinct criteria for charter applicants who are existing school operators, proposing to contract with education service or management providers, or proposing to operate virtual charter schools.*

Standard C.3: Evaluation and Decision-Making Process

- *Provides reference for: consistent, fair, Rigorous evaluation of each charter application*
- *Documentation of evidence by evaluators to support whether a charter applicant meets each of the approval criteria*
- *ensure consistent evaluation standards and practices*
- *Contributes to clear communication of the resulting evaluation and authorizer decision and consistency in communicating/specifying reasons for approval or denial with a charter applicant*

Standard C.6: Charter School Performance Standards

- *Enables assessment of plan adequately to launch and deliver charter school proposal with clear, measurable, and attainable performance standards*
- *Define measurable and attainable academic, financial, and organizational performance standards and targets for the school to guide annual and day-to-day operations, conduct on-going evaluations for continuous school improvement, and inform annual planning*

Participatory and Empowerment approaches to evaluation are useful and are particularly meaningful when working with community informed and designed programs; both engage stakeholders; both build capacity for self-determination and advocacy for community wellbeing.

Participatory evaluation - actively engages the community in all stages of the evaluation process.
 Empowerment evaluation – helps equip all group stakeholders – in this case charter school founders, and authorizing team members and state entities – HBOE, HDOE, and others - with the necessary skills to conduct their own evaluation and ensure that the program runs effectively and meaningfully for their communities.

PERFORMANCE MEASURES: ORGANIZATIONAL CAPACITY AND INFRASTRUCTURE

**Strategic Vision and Organizational Goals:
Clear and Compelling Mission**

MEASURE	GUIDING QUESTION	MEASURE ORIGIN	INDICATOR LEVEL RATINGS AND RUBRIC			
			LEVEL 0 Unsatisfactory or Incomplete	LEVEL 1 Improvements Necessary	LEVEL 2 Satisfactory	LEVEL 3 Exemplary
Charter School Application: Mission	Have a clear & compelling mission for its charter school that aligns with, supports, and	HRS §302D-6(1) LH Charter Contract	Mission inadequately aligns with, supports, or advances the intent of the Hawai‘i charter school law	Mission is not verified internally • Founding group • Application documents	• Mission adequately aligns with, supports, or advances the intent of the Hawai‘i charter	Level 2 <i>and</i> Mission is verified by

	advances the LH mission & vision, the intent of the HI law and lawful purposes of charter schools?		or the mission and purposes of the authorizer		school law and the purposes of the authorizer; it is verified by the Founding group and Application documents	external references
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Options:
 Brief narrative response
 Founder Team interviews, surveys
 Other evidence in support of emphasis of proposed mission

Clear and Compelling Mission Points Possible – 3. Level 0 = 0 points, Level 1 = 1 points, Level 2 = 2 points, Level 3 = 3 points	Total pts possible = 3
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**Strategic Vision and Organizational Goals:
 Comprehensive Strategic Vision**

MEASURE	GUIDING QUESTION	MEASURE ORIGIN	INDICATOR LEVEL RATINGS AND RUBRIC			
			LEVEL 0 Unsatisfactory or Incomplete	LEVEL 1 Improvements Necessary	LEVEL 2 Satisfactory	LEVEL 3 Exemplary
Charter School Application:	Does the charter school plan include a comprehensive	Authorizing Contract LH Charter Contract	Vision is missing, vague, inconsistent, or	Organizational goals and timeframes for	(a) Vision aligns with state law and the purpose	(a) Level 2 <i>and</i>

Comprehensive Strategic Vision	long-term strategic vision for charter school authorizing with clear organizational goals and timeframes for achievement that align with, support, and advance the intent of law and the purpose of charter schools?		does not clearly state organizational goals or timeframes for achievement <i>or</i> Vision does not align with state law or the purpose of charter schools	achievement do not align with vision.	of charter schools <i>and</i> (b) includes appropriate and measurable organizational goals with timeframes for achievement	(b) Authorizer has ambitious organizational goals <i>and</i> (c) Ambitious timeframes for achievement
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<p>Options for Data Sources:</p> <p>Performance Evaluation Response Form:</p> <ul style="list-style-type: none"> ○ Brief narrative response ○ Evidence of clear vision informing process for setting organizational goals and timeframes for achievement ○ Evidence of community engagement in establishing processes for strategic planning and proposal development ○ Interviews, surveys, site visits, and independent observations 	
<p>Comprehensive Strategic Vision: Points Possible – 3. Level 0 = 0 points, Level 1 = 1 points, Level 2 = 2 points, Level 3 = 3 points</p>	<p>Total pts possible = 3</p>

<p align="center">Strategic Vision, Organizational Goals: Evaluation Processes for Goal Attainment in the key Aspects of the Charter School: Organizational, Academic, Financial, and Operational</p>						
A.3 MEASURE	GUIDING QUESTION	MEASURE ORIGIN	<p align="center">Evaluation Processes: INDICATOR LEVEL RATINGS AND RUBRIC per each: ORGANIZATIONAL, ACADEMIC, FINANCIAL, & OPERATIONAL</p>			
			<p align="center">LEVEL 0 Unsatisfactory or Incomplete</p>	<p align="center">LEVEL 1 Improvements Necessary</p>	<p align="center">LEVEL 2 Satisfactory</p>	<p align="center">LEVEL 3 Exemplary</p>
<p>Strategic Vision and Organizational Goals: Articulation for Evaluation Processes:</p> <ul style="list-style-type: none"> • Organizational • Academic • Financial 	Have a comprehensive strategic vision for the proposed charter school with clear organizational goals and timeframes for achievement that align with, support & advance the	Charter School Contract Drafted Plan with commitment to excellence and sustainability in all aspects of the CS ve of rds for effective Organizations, ional practices,	Vision is missing, vague, inconsistent, or does not clearly state aspect goals or timeframes for achievement <i>or</i>	Aspect goals and timeframes for achievement require further clarification to more clearly align with the mission, vision and goals of the proposed charter school.	(a) Aspect aligns with state law and the purpose of the proposed charter school <i>and</i> (b) includes appropriate &	(a) Level 2 <i>and</i> (b) Authorizer has ambitious organizational goals to offer educational choice

<p>• Operational</p>	<p>intent of HI law, the LH mission & vision, and the founder’s proposed charter school program</p>	<p>Academic Effectiveness, and Financial Sustainability</p>	<p>Vision does not align with state law, the LH mission & vision, or the proposed purpose of charter school</p>		<p>measurable aspect-related goals with timeframes for achievement</p>	<p><i>and</i> (c) an ambitious timeframes for achievement per aspect focus</p>
<p>Specific Data Sources (NOTE: provide documentation/evidence for each aspect) Sample Performance Evaluation Response elements: <ul style="list-style-type: none"> ○ Evidence of measurable organizational goals and timeframes for achievement from existing, operating school(s) ○ Description of proposed process for annual, self-evaluation of work against chartering vision and progress towards organizational goals (<i>e.g.</i>, strategic plan and/or continuous improvement plans) ○ Interviews, surveys, site visits, and independent observations </p>					<p>Combined Total pts possible = 12 pts</p>	
<p>Evaluation for Goal Attainment Process - Organizational: Points Possible – 3. Level 0 = 0 points, Level 1 = 1 points, Level 2 = 2 points, Level 3 = 3 points</p>					<p>Total pts possible = 3</p>	
<p>Evaluation for Goal Attainment Process - Academic: Points Possible – 3. Level 0 = 0 points, Level 1 = 1 points, Level 2 = 2 points, Level 3 = 3 points</p>					<p>Total pts possible = 3</p>	
<p>Evaluation for Goal Attainment Process - Financial: Points Possible – 3. Level 0 = 0 points, Level 1 = 1 points, Level 2 = 2 points, Level 3 = 3 points</p>					<p>Total pts possible = 3</p>	
<p>Evaluation for Goal Attainment Process - Operational: Points Possible – 3. Level 0 = 0 points, Level 1 = 1 points, Level 2 = 2 points, Level 3 = 3 points</p>					<p>Total pts possible = 3</p>	

<p align="center">Strategic Vision, Organizational Goals: Structure of Operations</p>						
<p>A.4 MEASURE</p>	<p>GUIDING QUESTION</p>	<p>MEASURE ORIGIN</p>	<p align="center">INDICATOR LEVEL RATINGS AND RUBRIC</p>			
			<p>LEVEL 0 Unsatisfactory or Incomplete</p>	<p>LEVEL 1 Improvements Necessary</p>	<p>LEVEL 2 Satisfactory</p>	<p>LEVEL 3 Exemplary</p>
<p>Structure of Operations</p>	<p>Does the charter school proposal include a clear, initial structure of duties and responsibilities, including appropriate lines of authority and delegation of duties between</p>	<p>LH reference</p>	<p>Structure of duties and responsibilities is unclear, inconsistent, inappropriate or illegal for a charter school, or at a level inadequate to meet the needs of the</p>	<p>Clear structure of duties and responsibilities exists, but staffing or resources are at a level that is not specifically tailored to meet the projected charter school needs</p>	<p>Clear structure of duties and responsibilities is defined and charted, and founder’s proposed staffing and resources are specifically tailored to meet</p>	<p>Level 2 <i>and</i> Understanding of the structure of duties and responsibilities is verified internally by founding team</p>

	decision-makers and staff; Plan for sufficient resources to support proposed operations structure		proposed charter school		the projected charter school start up needs	and clearly presented charter school application <i>and</i> Understanding of the structure of duties and responsibilities are verified externally (such as the projected initial school governing board)
Specific Data Sources <ul style="list-style-type: none"> Findings from review of examples of measurable organizational goals and timeframes for achievement Plans to engage in regular organizational evaluation of work against the chartering vision and progress towards organizational goals (<i>e.g.</i>, strategic plan and/or continuous improvement plans) Interviews, surveys, site visits, and independent observations						
Structure of Operations Evaluation Process: Points Possible – 3. Level 0 = 0 points, Level 1 = 1 points, Level 2 = 2 points, Level 3 = 3 points						Total pts possible = 3

Strategic Vision, Organizational Goals: Charter School Leadership and Staff Expertise						
A.5 MEASURE	GUIDING QUESTION	MEASURE ORIGIN	INDICATOR LEVEL RATINGS AND RUBRIC			
			LEVEL 0 Unsatisfactory or Incomplete	LEVEL 1 Improvements Necessary	LEVEL 2 Satisfactory	LEVEL 3 Exemplary
Charter School Leadership and Staff Expertise	To what degree does the proposed charter school staff access to appropriate experience, expertise, and skills to sufficiently	Standard re: Human Resources	Charter school proposed staffing does not have or have access to appropriate experience, expertise, & skills in most areas essential to charter schools oversight	Proposed charter staff has or has access to experience, expertise, and skills in most, but not all, areas essential to charter school oversight	Proposed charter school staff has or has access to experience, expertise, and skills in all areas essential to charter school oversight	Proposed staff has strong experience, expertise, and skills to effectively oversee the charter school <i>and</i>

	oversee the charter schools?					Experience, expertise, and skills are specifically tailored to needs of charter school
<p>Definitions "Charter school staff" refers to both paid and unpaid individuals, including board members and contractors "Essential charter school areas" includes, but is not limited to, education leadership; curriculum, instruction, and assessment; special education, English Language Learners, and/or other diverse learning needs; performance management and accountability; law; finance; facilities; and/or nonprofit governance and management "Expertise" is defined as having knowledge, education, training, etc. in essential authorizing areas "Experience" is defined as length of time working in essential authorizing areas "Skills" is defined as effective application of experience and expertise in essential authorizing areas</p> <p>Specific Data Sources Resumes of proposed personnel, including contracted individuals with employment/contract terms, if any Interviews, surveys, site visits, and independent observations</p>						
<p>Expertise of Leadership and Staff Evaluation Process: Points Possible – 3. Level 0 = 0 points, Level 1 = 1 points, Level 2 = 2 points, Level 3 = 3 points</p>						Total pts possible = 3

Strategic Vision, Organizational Goals: Capacity and Skill Development of Leadership and Staff/ Continuous School Improvement						
INDICATOR LEVEL RATINGS AND RUBRIC						
A.6 MEASURE	GUIDING QUESTION	MEASURE ORIGIN	LEVEL 0 Unsatisfactory or Incomplete	LEVEL 1 Improvements Necessary	LEVEL 2 Satisfactory	LEVEL 3 Exemplary

	<p>Capacity and Skill Development of Leadership and Staff</p>	<p>To what degree does the Charter School ensure a commitment to delivery of quality educational approaches and enabling continual organizational improvement through regular professional development of its leadership and staff that is aligned with its mission, vision, and organizational goals?</p>	<p>Standard #1 – Planning and Committed to Excellence; Human Resources</p>	<p>Planned proposed professional development for charter school staff is rarely noted or not noted at all</p>	<p>Planned proposed professional development for all leadership and staff is not clearly aligned to the charter school proposal - mission, vision, or organizational goals</p> <p><i>or</i></p> <p>Professional development for charter school leadership and staff is offered irregularly</p>	<p>Planned proposed Professional development is regularly noted for charter school leadership and staff and it is aligned to the charter school’s mission, vision, and organizational goals</p>	<p>Level 2 <i>and</i> Professional development is differentiated <i>and</i> Outcomes of professional development are measured and evaluated</p>
A.6 SPECIFICATIONS				INDICATOR LEVEL SPECIFICATIONS			
<p>Specific Data Sources</p> <p>Sample Performance Evaluation Response Forms</p> <ul style="list-style-type: none"> ○ Indication of proposed training schedule and foci for board, leadership, and staff within the first 12 months ○ Discuss how the professional development might align with needs related to operations, vision, and/or goals of the school ○ Interviews, surveys, site visits, and independent 							

Continuous School Improvement - Professional and Skill Development Evaluation Process: Points Possible – 3. Level 0 = 0 points, Level 1 = 1 points, Level 2 = 2 points, Level 3 = 3 points	Total pts possible = 3
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Strategic Vision, Organizational Goals: Charter School Operational Budget						
MEASURE	GUIDING QUESTION	MEASURE ORIGIN	INDICATOR LEVEL RATINGS AND RUBRIC			LE VE L 3 Ex e m p l a r y
			LEVEL 0 Unsatisfactory or Incomplete	LEVEL 1 Improvements Necessary	LEVEL 2 Satisfactory	
Charter School Operational Budget	To what degree is the charter school's actual resource allocation commensurate with its stated budget and responsibilities of supporting the charter school	Standard #1 – Financial Resources	Resource allocations for charter school fall short of resources committed in its budget <i>and</i> Resource allocations are insufficient to fulfill charter school responsibilities	Resource allocations for charter school fall short of resources committed in its budget <i>or</i> Resource allocations are insufficient to fulfill charter school responsibilities	Resource allocations for charter school are sufficient to fulfill charter school responsibilities for the scale of the portfolio and commensurate with its stated budget	Le vel 2 <i>and</i> Re sou rce all oca tio ns are suf fici ent to ad va nce the cha rter sch ool org

							ani zat ion al go als
A.7 SPECIFICATIONS				INDICATOR LEVEL SPECIFICATIONS			
Specific Data Sources Performance Evaluation Response Form: <ul style="list-style-type: none"> ○ Brief narrative response addressing guiding question and evidence ○ Explanation of any significant variances between budgeted and actual expenditures ○ If applicable, explanation of how resource allocations advanced authorizer’s organizational goals Annual budget and audited expenditures Interviews, surveys, site visits, and independent observations							
Charter School Operational Budget: Points Possible – 9. Level 0 = 0 points, Level 1 = 3 points, Level 2 = 6 points, Level 3 = 9 points							Total pts possible = 9

Strategic Vision, Organizational Goals: Self-Evaluation of Capacity, Infrastructure, and Practices						
A.8 MEASURE	GUIDING QUESTION	MEASURE ORIGIN	INDICATOR LEVEL RATINGS AND RUBRIC			
			LEVEL 0 Unsatisfactory or Incomplete	LEVEL 1 Improvements Necessary	LEVEL 2 Satisfactory	LEVEL 3 Exemplary

<p>Self-Evaluation of Capacity, Infrastructure, and Practices</p>	<p>To what degree does the charter school regularly self-evaluate its internal ability (capacity, infrastructure, and practices) to oversee the operations of the charter school and develop continuous improvement plans to address findings of self-evaluation</p>	<p>HRS §302D-6(1) Standard #1 – Planning and Commitment to Excellence</p>	<p>Evidence of a self-evaluation does not exist <i>or</i> Self-evaluation does not effectively assess internal ability <i>or</i> Self-evaluation does not use external standards</p>	<p>Charter school conducts self-evaluations, but they are not regularly scheduled or executed <i>or</i> Continuous improvement plans are either non-existent, not designed to address the findings resulting from the self-evaluation, or not implemented</p>	<p>Charter school has a schedule of self-evaluations (both planned and executed) demonstrating regular reviews <i>and</i> Continuous improvement plans are clearly designed to address findings resulting from the self-evaluation <i>and</i> Charter school provides evidence of the implementation of continuous improvement plans</p>	<p>Level 2 specifications <i>and</i> Evidence that charter school received external recognition for charter school practices as a result of its continuous improvement plans</p>
<p>A.8 SPECIFICATIONS</p>			<p>INDICATOR LEVEL SPECIFICATIONS</p>			
<p>Specific Data Sources Performance Evaluation Response Form: <ul style="list-style-type: none"> o Brief narrative response addressing guiding question and evidence o Explanation of any significant variances between budgeted and actual expenditures o If applicable, explanation of how resource allocations advanced authorizer’s organizational goals Annual budget and audited expenditures Interviews, surveys, site visits, and independent observations</p>						
<p>Self-Evaluation of Capacity, Infrastructure, and Practices Points Possible – 9. Level 0 = 0 points, Level 1 = 3 points, Level 2 = 6 points, Level 3 = 9 points</p>					<p>Total pts possible = 9</p>	

Standard C.3: Evaluation and Decision-Making Process

EVALUATION AND DECISION MAKING PROCESS

Review Process

Lei Ho'olaha (LH) utilizes a rigorous review process to examine applications for new schools and make determinations regarding whether a proposal should be approved or declined. LH reserves the right to deny authorization of a charter school at any point in the process without providing a reason for denial.

Each application cycle consists of the following elements:

- **Receipt of Letter of Intent:** LH receives letters of intent and confirms potential mission alignment. If a Letter of Intent fails to demonstrate potential alignment with the LH mission and authorizing philosophy, after conferring with the LH Charter Accountability Board (CAB) staff may notify the founding team that the school would not qualify for LH authorization. Staff begin to plan for the application cycle ahead by putting together highly qualified teams to review applications.
- **Application Receipt and Review for Completeness:** LH receives new school applications and staff conduct a review for completion and compliance with application guidelines. Applications which clearly do not meet requirements (i.e.: are missing sections, do not adhere to application guidelines, etc.) are not reviewed. If an application is rejected during the completeness review, the founding team will be promptly notified.
- **Application Evaluation:** An evaluation team consisting of LH Authorizing Program staff, independent external evaluators, and at times other LH community members deemed appropriate based on their unique skill sets [i.e.: faculty members with particular areas of expertise] conducts a comprehensive review of the application documents utilizing the adopted scoring rubric to provide feedback. In the case of schools applying as experienced operators, a due diligence review to assess the past performance of affiliated schools will be conducted. Reference checks with other authorizers, state education agencies, etc. may be conducted if determined appropriate by LH. Individual evaluation team members will each make a recommendation as to whether or not the application merits further consideration and possible approval.
- **Preliminary Recommendation and Founding Team Interview:** After the application evaluation is complete, LH staff will examine application feedback and recommendations and, based on the results, invite promising founding teams for an in-person interview to assess capacity to implement the proposed educational model with fidelity and move through the start-up phase successfully. Authorizing program staff and Leadership will participate in the interview process on behalf of LH.
- **Staff Recommendation and Decision Process:** Following the application evaluation and interview process, authorizing program staff, in consultation with

LH interview participants, will formulate an independent judgment regarding whether to recommend the application for approval or denial. This recommendation, along with supporting evidence including consolidated reviewer comments and interview notes, is presented to

the Lei Ho‘olaha Board of Directors. If the recommendation is to approve the Charter application the LH President will have final authority to allow the new school to be approved and the contracting process/affidavit process to move forward.

Feedback to Founding Teams

Whether an application is approved or denied, all founding teams will receive a copy of consolidated reviewer comments and interview notes (if applicable). Founding teams are also welcome to request a meeting with LH authorizing program staff to more closely examine the feedback, ask questions, and discuss opportunities for future improvement of the application.

Evaluation Rubric

As highlighted in the Review Process section above, LH utilizes an evaluation team comprised of authorizing program staff, independent external evaluators, and at times other LH community members deemed appropriate based on their unique skill sets [i.e.: faculty members with particular areas of expertise] to conduct a comprehensive review of the application documents. Each member of the evaluation team uses the adopted scoring rubric that follows to provide feedback and make a recommendation as to whether or not the application merits further consideration and possible approval.

It is important to note that each reviewer is asked to provide a numeric rating for all of the application elements. The ratings are tallied across reviewers and an average score presented. Because reviewers have a range of relevant expertise and because we do not require reviewers to come to consensus on a group rating for each area, ratings for the same element may vary from reviewer to reviewer. LH does not have a threshold score that applicants are required to attain in order to move forward in the process. Rather, individual and average scores along with comments and questions are used as resources to inform the decision-making process. LH reserves the right to deny an application for any reason it deems appropriate.

Instructions for Application Reviewers

Please review the following criteria to rate applicant responses to the Request for Proposals. Within each section, specific criteria define the expectations for a strong response that “Meets the Standard”.

Application to Start a New Charter School Evaluation Rubric	
Rating	Characteristics
3 = Meets the Standard	The response inspires confidence in the applicant's ability to carry out the plan and reflects a thorough understanding of key issues. Information supplied is accurate, appears realistic, and responds to <i>all application elements</i> . Strengths are numerous and response is of sufficient quality and detail to suggest that implementation of plans would lead to the development of a high-quality charter school. Weaknesses, if present, are minor and unlikely to adversely impact the school's ability to develop and operate successfully.
2 = Approaches the Standard	The response addresses application elements in most areas and strengths outweigh weaknesses. However, detail in one or more areas is lacking, reflects a slightly flawed understanding of key issues, or calls into question whether the plan presented would result in a high-quality charter school.
1 = Partially Meets the Standard	The response meets the criteria in some respects but has substantial gaps in a number of areas and lacks detail. The response may contain incorrect information, appear overly optimistic/simplistic, or fail to respond to all application elements. While some strengths may be present, they are outweighed by weaknesses which appear likely to adversely impact the ability to develop and operate a high-quality charter school.

<p>0 = Does Not Meet the Standard</p>	<p>The response is incomplete, inaccurate, underdeveloped, unrealistic, demonstrates a lack of preparation, or otherwise raises substantial concerns about the viability of the plan or the applicant’s ability to carry it out. Weaknesses far outweigh any strengths and make it appear unlikely that the plan presented would result in a high-quality charter school.</p>
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In each section, mark the number 0-3 indicating your impression of the applicant’s response. Provide brief comments to support your ratings in the right-hand column, citing page numbers from the application as appropriate to support your comments. In the “Additional Comments” box at the end of each section, please list one or more suggested interview questions.

In addition to completing this scoring sheet, please complete a brief, half-page memorandum (pg. 12) stating your overall impression of the Application, summarizing its strengths and weaknesses.

**Name of
Applicant:**

**Name of
School(s):**

**Name of
Reviewer:**

Date:

APPLICATION NARRATIVE	RATING & COMMENTS Application Page Number			
<i>Cover Sheet</i>	<i>N</i> <i>/</i> <i>A</i>			
<i>I. Executive Summary</i>				
<ul style="list-style-type: none"> · Genesis (how and why did the founding team come together), · Mission and vision, · Statutory purposes (including primary purpose and at least one secondary purpose), · Grade levels to be served and the total number of students per grade level · Target population (who does the school anticipate serving), · Intended location, · Educational philosophy and instructional approach, · How this school will meet student needs that are currently not being met in the community in which the school will be located, · Community engagement that has taken place to date. <p><i>Overall Section Comments/Suggested Interview Questions:</i></p>	<i>0</i>	<i>1</i>	<i>2</i>	<i>3</i>

II. School Foundation	
A. Need & Demand <i>Presents a compelling reason for establishing the new charter school.</i>	
<ul style="list-style-type: none"> Well-defined understanding of educational needs and challenges of the targeted student population, and sound rationale for the decision to serve this population, including the grade levels chosen. Identifies other educational options located in the area. Addresses one or more Hawaii Statewide Goals under the Federal Charter Schools program (CSP) Grant Project. Community support for an additional school in this area including a description of any interactions the founding team has had with the community to date. 	<p>0 1 2 3</p>
B. Mission & Vision <i>Provides clear, focused, compelling mission vision and mission statements that reflect the school's goals and purpose. Alignment with LH mission is present.</i>	
<ul style="list-style-type: none"> Vision: Provide a vision statement that outlines what the school wants to be (something to be pursued). Mission: Provide a mission statement that outlines what the school is now (something to be accomplished). Aligns with the LH Charter School Board's mission, <i>"To educate students to be morally responsible leaders who think critically, act wisely and work skillfully to advance the common good."</i> 	<p>0 1 2 3</p>
C. Innovation & Purpose <i>Presents how the new charter school is innovative and how the school supports two or more statutory purposes for charter schools (including the primary purpose).</i>	
<ul style="list-style-type: none"> Strong description of how the proposed model is fundamentally different from typical school models in at least one area (e.g., staffing, technology use, use of time, governance, etc.), including how the model goes beyond current practice and why 	<p>0 1 2 3</p>

<ul style="list-style-type: none"> Identify one or more of the statutory purposes for charter schools the school intends to meet (see Minn. Stat. § 124E.01, subd. 1 (2015)) and provide a comprehensive description of how the school’s vision and mission are connected to the identified purpose(s). 				
<i>Overall Section Comments/Suggested Interview Questions:</i>				
<i>III. Educational Program</i>				
A. Learning Program, Student Achievement & Accountability <i>Presents a high-quality educational program and goals for student achievement and accountability.</i>				
<p>1) Educational Philosophy, Curricula, Tools, Methods and Instructional Techniques:</p> <ul style="list-style-type: none"> Describe the guiding educational philosophy of this school and basic learning environment. Provide an overview and rationale for selection of the proposed curricula methods and instructional techniques that support the educational philosophy. Cite and explain research evidence demonstrating how these curricula, tools, techniques and methods support student achievement (if applicable, identify schools involved). Alignment with Minnesota’s K-12 and Early Learning Academic Standards. Identify the contribution this charter school will make in assisting educationally and economically disadvantaged and other students to succeed academically. Identify class sizes and structures including the maximum number of students in any one classroom (by grade if varied) and number/roles of adults outside of special education paraprofessionals (i.e.: team teaching structure, single teacher, teacher with classroom aide, etc.). Describe how the systems of the school as a whole, as well as those of classroom teachers, will support and meet the diverse learning needs of individual students. 	0	1	2	3

	<i>0</i>	<i>1</i>	<i>2</i>	<i>3</i>
<ul style="list-style-type: none"> • Describe how the school will promote graduation for all students, including those at risk and those with special needs. • Blended learning and virtual schools only: A clear description of the amount of instruction delivered through blended/virtual learning, how progress will be tracked, and by whom students will be overseen throughout the day. 				
<p>2) Special Populations: Pursuant to federal and state laws, charter schools are required to serve and meet the needs of all students, including those with special needs.</p> <ul style="list-style-type: none"> • Special Education: Describe how the school will participate in developing Individualized Education Plans (IEPs), identify and refer students for assessment of special education needs, maintain appropriate records, and cooperate in the delivery of special education instruction and services in the least restrictive environment. <ul style="list-style-type: none"> o Include a description of the proposed Child Find process that will be used at this school and the safeguards that will be put in place to avoid misidentification. o Describe how this school will provide services to students with disabilities in the least restrictive environment. Specify: instructional programs or practices, access to the general education curriculum, plans for monitoring and evaluating progress toward IEP goals, and staffing to meet student needs 				
<p>3) Students with Limited English Proficiency: Describe how this school will provide services to English Learners (ELs). Specifies:</p> <ul style="list-style-type: none"> • How EL students will be identified • The specific instructional programs or practices to be used • How student progress and success will be monitored <ul style="list-style-type: none"> o Staffing plans to meet student needs 				

<p>4) Gifted and At-Risk Students: Explain how the school will identify and serve students who are intellectually gifted or are performing below grade level/are at-risk but do not qualify for special education or other services.</p>	<p>0 1 2 3</p>
<p>5) Supplemental Programming: If the school will provide summer school, extra-curricular offerings, or other supplemental programs that are integral to the mission of the school, the application describes:</p> <ul style="list-style-type: none"> • What offerings will entail • How often they will occur/how long they will run • How they will be funded 	<p>0 1 2 3</p>
<p>6) School Culture and Discipline:</p> <ul style="list-style-type: none"> • Coherent plan for implementing the intended culture. • The philosophy that will surround the school’s discipline policy, as well as the policy itself. If the policy has not yet been developed, include information on how and when this work will be completed. 	<p>0 1 2 3</p>
<p>7) Assessment and Accountability: LH requires that the schools we authorize be held to a high academic standard. The LH accountability plan includes goals based on state standardized test scores as well as other nationally-normed assessments, all of which are contained in the LH Accountability Plan and Rubric. In addition, we request the following information about the school’s commitment to assessment and accountability.</p> <ul style="list-style-type: none"> • Describe the school’s philosophical approach to assessment. • Describe the systems to be used in managing and disseminating student performance data in terms of processes, software (if applicable) and personnel. • Describe any training and support that school leadership and teachers will receive in analyzing, interpreting, and utilizing student data. • Describe how the school will use assessment data to drive decisions about the learning program and strategic direction of the school. • Identify your school’s mission-specific quantifiable academic goals for students and the school. • Discuss how the school will know if it is successfully educating students 	<p>0 1 2 3</p>

<p>8) Assessment and Accountability: LH requires that the schools we authorize be held to a high academic standard. The LH accountability plan includes goals based on state standardized test scores as well as other nationally-normed assessments, all of which are contained in the LH Accountability Plan and Rubric. In addition, we request the following information about the school’s commitment to assessment and accountability.</p> <ul style="list-style-type: none"> • Describe the school’s philosophical approach to assessment. • Describe the systems to be used in managing and disseminating student performance data in terms of processes, software (if applicable) and personnel. • Describe any training and support that school leadership and teachers will receive in analyzing, interpreting, and utilizing student data. • Describe how the school will use assessment data to drive decisions about the learning program and strategic direction of the school. • Identify your school’s mission-specific quantifiable academic goals for students and the school. • Discuss how the school will know if it is successfully educating students 	<p style="text-align: center;">0 1 2 3</p>
<p>B. Alignment with LH Charter School Philosophy <i>LH will authorize only those charter schools that are aligned with the tenets of our Charter School Authorizing Philosophy</i></p>	
<p>Lei Ho‘olaha’s Authorizing Philosophy is predicated on two decades of action research of Education with Aloha. Describe how your school will :</p> <ul style="list-style-type: none"> • <i>Perpetuate the Kanaka Maoli Language, Stories, Traditions, and Practices</i> • <i>Nurture the Next Generation of Aloha `Āina Practitioners</i> • <i>Strengthen Families and Renew Communities</i> • <i>Advance the Lāhui</i> <ul style="list-style-type: none"> • What will your `Ike Hawaii offerings entail? (ie. programs, courses, PD, field-trips, school projects, community projects...) • How often they will occur/how long they will run? • What curriculum and resources will be utilized? • Describe any training and support that instructional and leadership staff will receive in `Ike Hawaii? • Provide your staffing plan, and job descriptions for `Ike Hawaii staff. 	<p style="text-align: center;">0 1 2 3</p>

<p>C. Governance <i>Describes a plan to ensure effective, accountable and representative governance over the school's operations.</i></p>				
<p>1) Governance Model:</p> <ul style="list-style-type: none"> • Describes the roles and responsibilities of the board and how each member will help advance this understanding. • Describes the board's governance model/board composition and how it will help advance the mission of the school. If the board plans to utilize any committees, advisory bodies, or councils, provide information on their composition (i.e.: parents, staff, community, teacher, etc.) and their reporting structure in relation to the school leadership team and governing board. • Describes the roles and responsibilities of the board and how each member will help advance this understanding. • Describes how the role of the board will be distinguished from the role of the school leader. • Includes information on the board's schedule both during the founding period and after the start of the school. How often has the board met? How often does it plan to meet during and after the founding period? 	0	1	2	3
<p>2) Board Recruitment: Describe specific expertise/characteristics sought in yet-to-be-recruited board members and explain the added value of those characteristics.</p> <p>3) Board Training: Describe the plan for initial training of the board during the school's pre-operational planning period and for ongoing board training and development once the school opens.</p>	0	1	2	3
<p>4) Parent, Family, and Community Involvement: Describe the board's strategy for engaging and involving parents of potential students (including stepparents, guardians, etc.) and other members of the community in the planning, program design, and implementation of this charter school.</p>	0	1	2	3

<p>5) Plan for Fulfilling Board Obligations:</p> <ul style="list-style-type: none"> • Describes how the interim board will develop policy during the pre-operational planning period to ensure the board governs the charter public school in compliance with federal, state and local requirements. • Describes the specific plan and timeline for the development of: <ul style="list-style-type: none"> o Personnel policies (including the creation of job descriptions, an employee performance management program, etc.); o Procurement policies and procedures for contracting with vendors and consultants that are fair and open and that avoid apparent and actual conflicts of interest; o Conflict of interest policies; and o Travel approval and reimbursement policies <p>6) Describes the process the interim board will use to:</p> <ul style="list-style-type: none"> • Develop and approve the budget; • Monitor the financial condition of the school; and • Select financial managers and the auditor. 	<p style="text-align: center;">0 1 2 3</p>
<p>D. Marketing, Outreach, Enrollment & Admissions <i>Describes a marketing and outreach plan, based on the compelling need established above, to ensure open access to all and full enrollment.</i></p>	
<ul style="list-style-type: none"> • Identify the number of students expected to attend the school each year by grade level • Describe your rationale for the growth plan depicted above (i.e.: Why start with the grade levels identified? The number of students identified?) • Describe your school’s marketing strategy for recruiting and retaining the school’s target population. • Discuss how this school will intentionally and specifically conduct outreach to educationally and economically disadvantaged and hard-to-reach populations. 	<p style="text-align: center;">0 1 2 3</p>

<ul style="list-style-type: none"> ● Describe how the school will provide employees with initial and ongoing orientation and professional development about the mission, vision and outcomes of the school. ● Provide information regarding the general professional development teachers and others will receive prior to the start of the first school year as well as the training topics the school plans to cover during its initial year of operation. ● Describe the school’s compensation strategy, particularly for teachers and leadership. This section should clearly align with the provided budget and narrative. 	<p style="text-align: center;">0 1 2 3</p>
<p><i>Overall Section Comments/Suggested Interview Questions:</i></p>	

<i>V. Additional Information for Existing Operators Only</i>	
A. Selection and Oversight of Educational Service Provider	
<ul style="list-style-type: none"> · Describes how the founding team became acquainted with the ESP and how the founding team determined that this particular ESP is best suited to serve the proposed group of students. · Indicates how the school will assess the performance of the ESP and determine whether a continued partnership is in the best interest of students. 	0 1 2 3
B. ESP's Current Network, Mission, and Strategic Vision <i>Provides background information on the ESP and its desired goals.</i>	
<p>1) Describes the ESP's genesis, and mission in serving students.</p> <p>2) Describes the ESP's current portfolio including:</p> <ul style="list-style-type: none"> • Geographical areas served • Number of schools— provide a chart detailing the name, location, opening year (whether planned or realized), closure year (if applicable), and number of students served for each school in the portfolio. Also provide the names and contact information for all authorizers overseeing portfolio schools. • Provides evidence of each school's impact on student achievement as attachment #7. State standardized test results, as well as other well-recognized test results (ie: ACT, SAT, NWEA, etc.) may be presented. • Provides evidence of the ESP's financial health and long-term viability including required attachments #8 and #9. <p>3) Describes the ESP's strategic vision and plan for growth over the next five years in Hawaii and elsewhere. Analyzes primary challenges.</p> <p>4) Organizational chart for ESP provided.</p>	0 1 2 3
C. Proposed Relationship Between ESP and Charter School	

<ul style="list-style-type: none"> • Provides a description of the scope of services the ESP intends to provide for the school as well as evidence of the ESP’s capacity to successfully execute all functions. • Includes a copy of the proposed contract as attachment. 	<p style="text-align: center;">0 1 2 3</p>
<p><i>Overall Section Comments/Suggested Interview Questions:</i></p>	
<p>VI. <i>Program Implementation and Budget</i></p>	
<p>A. <i>Facility Plan</i> <i>Describes a plan to secure a suitable facility that meets the unique needs of the school and complies with health and safety and building code requirements.</i></p>	
<p>1) Facility Needs Planning Process:</p> <ul style="list-style-type: none"> • Describe the school’s plan, including the timeline and process, for determining space needs appropriate to the program and enrollment. • Describe results of a preliminary facility needs assessment. <p>2) Facility Selection Process:</p> <ul style="list-style-type: none"> • Describes the school’s plan, including milestones, timeline, and process, for locating and selecting an appropriate facility. • Provides a description of any potential facility or facilities that have been identified. 	<p style="text-align: center;">0 1 2 3</p>
<p>B. <i>Transportation Plan</i> <i>Describes a plan to provide transportation that meets the needs of the school and complies with Hawaii law.</i></p>	

<p>1) Transportation Options:</p> <ul style="list-style-type: none"> • If the school will provide its own transportation, describe the school’s plan, including the timeline, process and milestones to be met in locating and evaluating potential transportation providers. • If the resident school district will provide transportation for the school, describe any potential impacts on the school’s learning program and school calendar. <p>1) Transportation Policies:</p> <ul style="list-style-type: none"> • Describe the school’s policy for providing transportation to special populations • Describe the school’s policy for providing transportation to students that live outside the resident district. 	<p>0 1 2 3</p>
<p>C. Budget and Financial Oversight</p>	
<p>1) Five-Year Operational Budget Projection</p> <p>Standard One: Qualities of sound financial management are present.</p> <p>1.1 Assumptions guiding the budget development process are defensible.</p> <ul style="list-style-type: none"> • Enrollment estimates are based upon sound interest surveys and marketing data. • A valid data source for assumptions about student characteristic data is described. • Current and historical data assist in shaping revenue and expenditure increases and inflation assumptions <p>1.2 Financial management strategies reflect abilities to adapt to changing fiscal conditions.</p> <ul style="list-style-type: none"> • Budget balancing and cost-containment strategies address potential enrollment changes. • Replacement and improvement costs for technology, capital and supplies are adequately addressed. 	<p>0 1 2 3</p>

<p>2) Standard Two: Qualities of a healthy budget are present.</p> <ol style="list-style-type: none"> 1. There is a positive general fund balance in each of the three years. <ul style="list-style-type: none"> • The budget for each year has an increasing general fund balance. • A fund balance exists even if inaccuracies are corrected. 2. The budget reflects only general fund items. 3. Enrollment and staffing projections are consistently used throughout all sections of the application. 	<p style="text-align: center;"><i>0</i> <i>1</i> <i>2</i> <i>3</i></p>
<p>3) Standard Three: The budget supports a quality school plan.</p> <p>The budget contains a justification for each service option listed in the application.</p> <ul style="list-style-type: none"> • The narrative elements of the application are completed for each option. • Each option requiring budget data is consistently described throughout the application. <p>Some expenditures support the uniqueness of the school mission.</p> <ul style="list-style-type: none"> • Special curricular expenditures are clearly supported in the narrative. • The budget contains unique and realistic staffing patterns. 	<p style="text-align: center;"><i>0</i> <i>1</i> <i>2</i> <i>3</i></p>
<p>4) Budget Narrative</p> <ul style="list-style-type: none"> • The budget narrative provides strong assumptions, rationales and substantive documentation for the numbers presented in the five-year budget. • If grant or philanthropic funds are placed in the budget, have these funds been secured? If so, a letter of verification should be included; if not, the narrative addresses how the school will cover anticipated expenses without the grant/philanthropic funds. • The narrative addresses the timeline the school intends to follow in applying for Charter School Program Grant start-up funds and what the school's contingency plan would be in the event that funds are not received. 	<p style="text-align: center;"><i>0</i> <i>1</i> <i>2</i> <i>3</i></p>

<p>5) Financial Oversight:</p> <ul style="list-style-type: none"> • Describes the policies and procedures that will be used to ensure proper use of funds, including procedures for managing accounting, payroll, purchasing, and the annual audit. • Description of whether/how the school intends to hire an external financial manager or other support and how potential contractors will be selected. 	<p>0 1 2 3</p>
<p><i>Overall Section Comments/Suggested Interview Questions:</i></p>	
<p style="background-color: black; color: black;"> </p>	
<p><i>Overall Rating and Summary Comments:</i></p>	

Standard C.4: Pre-Opening Charter School Process

Lei Ho‘olaha Pre-Opening Requirements are a set of primarily compliance-based actions that a school must complete prior to opening its doors and starting instruction. Schools must demonstrate sufficient demand (enrolled students) to warrant school opening. In addition, schools must demonstrate that the physical building and staff are ready to receive students for instruction. The Pre-Opening Requirements consist of a combination of paper screening of compliance documents and an on-site visit to the school site to verify school leadership is prepared to begin the school year ready to educate students in alignment with the approved mission of the school, and that the facility and site logistics are on track for the first day of class. A detailed list of actions required for schools to demonstrate their readiness to serve students is included as Attachment E.

Pre-Opening Requirements are the set of tasks that, once completed, will facilitate effective and responsible management of school operations, as well as assist charter schools in coming into general compliance with applicable laws and regulations.

Pre-Opening Requirements are organized by general categories, including: students, enrollment, and admissions; governance; budget; and transportation, among others. Each Pre-Opening Requirement will be assigned a specific due date. Some tasks within the Pre-Opening Rubric include suggested due dates, due dates are left to the discretion of Lei Ho‘olaha and will be populated before sharing Pre-Opening Requirements with schools. Under the “Documentation” column, the Pre-Opening Rubric also indicates for school operators the specific documentation required to fulfill particular terms. The Rubric includes a column for Lei Ho‘olaha to verify whether schools have met each Pre-Opening Requirement. Finally, the Pre-Opening Assurances will be required prior to the removal of the Conditions and allowance of the school official opening.

Standard C.5: Charter Contract Terms, Negotiation, and Execution

Governing authority is one of the key autonomies afforded to charter schools. Provisions of the school contract are taken from national best practice (NACSA) and conform to HRS 302D. Material provisions of the contract (Attachment F) include:

Recitals – affirming the legal authority of the authorizer and charter school to enter into a contract and the circumstances under which the contract is being entered.

Establishment of the School – articulating the conditions of the school’s existence such as legal status and requirements of the governing body.

Operation of the School – setting forth key operational terms ranging from the school’s mission and student enrollment to the educational program, school calendar, and student discipline.

School Financial Matters – defining the key funding processes and provisions, and the financial responsibilities of each party.

Personnel – describing the status and requirements of the school’s employees.

Charter Term, Renewal and Revocation – stating the length of the charter term and conditions for renewal and revocation. The initial charter contract of a new school authorized will be limited, renewable term of 5 years. Prior to the expiration of the term, We will evaluate the school’s performance against the contract’s expectations and determine whether the contract should be renewed or not.

Operation of the Contract – describing how the contract will be upheld and enforced, addressing procedures ranging from contract amendment to dispute resolution.

Authorizer Policies – through exhibits, the policies, practices, and expectations for the charter school from pre-opening through the renewal decision. This section includes the evaluation framework and clear, measurable performance standards and expectations for the charter school.

Standard C.6: Charter School Performance Standards (HAPES Performance Measure C.2)

Lei Ho’olaha has provided the Financial and Organizational Performance Standards included in Attachment F which define measurable and attainable standards and targets under which Lei Ho’olaha will evaluate schools and schools must meet as a condition of the contract renewal. The current Hawaii Charter School Commission Financial and Organizational Frameworks were created as a collaborative progress with the charter community for years. They align with NACSA’s best practice and the charter school laws in Hawaii. We have decided to adopt these standards, which will provide more continuity within the charter sector and provide consistent and transparent processes and continuity for public accountability.

The Academic Performance Standards will consist of mandated standardized testing benchmarks and targets as directed by the BOE/DOE as well as the Hawaiian Focused Charter School Process Rubrics and The Hawaiian Focused Charter School Ho’ike Capstone Project Continuum created through the Culturally Relevant Assessment work with Kamehameha Schools being done over the last decade which also focuses on Growth Focused Assessments. An informational Quick Reference to the Growth Focused Assessments are contained in Attachment F along with the School Assessment Profile Assessment Guide. All academic benchmarks will be negotiated with each school except the BOE/DOE standardized testing benchmarks and targets.

We will utilize the principles below to inform the guidance; Guiding Principles for Equitable Performance Assessment Systems:

1. Features of the performance system are aligned to clearly articulated student competencies focused on assessing readiness for postsecondary success in college, career, and civic life.
2. The system is designed to take into account the needs of the most underserved populations (such as English language learners, recent immigrants, and students with disabilities) so that they can demonstrate what they know and are able to do.
3. The system includes the collection and/or exhibition of evidence of student growth and proficiency in relation to the competencies.
4. Presentation before an authentic audience allows for students to demonstrate their knowledge and skills by sharing their learning publicly.
5. Students have multiple opportunities to develop and demonstrate mastery: if their exhibition or portfolio is not proficient, there is an expectation of revision until proficiency is achieved.
6. Performance is evaluated according to rubrics and/or clear criteria of competence across multiple dimensions of performance.
7. Outcomes from the performance assessments provide data on how students are performing in order to improve curriculum and instruction.
8. The system enables students to take ownership of their own learning and growth and allows them to make choices about what they develop and exhibit.
9. Reflection is a critical component of the performance assessment process; students engage in metacognitive processes to reflect on, assess, and improve their own work and to plan, with their teachers and peers, for future learning and growth.
10. The development of students' social-emotional skills, such as growth mindset and resilience, is included throughout the performance assessment process.

Standard C.7: Process for Ongoing Oversight of Charter Schools (HAPES Performance Measure D.1)

In accordance with HRS 302D contract monitoring will include but not be limited to:

1. The collection and analysis of student outcome data consistent with the performance framework outlined in the contract to include analysis of state required assessments and comparative data.
2. Financial accountability in accordance with the financial framework included in the charter contract (Exhibit F), in accordance with Generally Accepted Accounting Principles, and an independent annual audit to be completed by a Lei Hoolaha approved auditor with authority to conduct or require oversight activities, notification to their schools of perceived problems, with opportunities to remedy such problems, and authority to take appropriate corrective actions or exercise sanctions short of revocation.

Lei Ho’olaha Monitoring Terms are as follows:

Lei Ho’olaha will continually monitor the performance and legal compliance of the School. It has the authority to conduct oversight activities that enable it as an Authorizer to fulfill responsibilities under Chapter 302D, HRS, including conducting appropriate inquiries and investigations, so long as those activities are consistent with the intent of Chapter 302D, HRS, and adhere to the terms of the Contract.

Monitoring Related to Federal Programs

The School shall allow the DOE access to and provide any information needed to meet its oversight and reporting obligations as the SEA or LEA. The DOE may monitor the School for compliance with programmatic or fiscal requirements, including requiring reports or other documentation, under any applicable law related to federal programs, including but not limited to special education.

Access to Records

Consistent with the school’s obligations under FERPA, the School shall make all School records open to inspection by the Lei Ho’olaha, the DOE, the Office of the Auditor, law enforcement officials, or any other federal or State regulatory agency within ten business days after request is made, or sooner if required by law.

Site Visits

Lei Ho’olaha may visit the School at any time and may, at its discretion, conduct site visits and monitoring. When appropriate, we shall make reasonable efforts to provide notice of visits. Such site visits may include any activities reasonably related to fulfillment of our Authorizer’s oversight responsibilities including, but not limited to, inspection of the facilities; audit of financial books and records; inspection of records maintained by the School; interviews and observations of the principal, staff, and observation of classroom instruction.

Intervention

Intervention(s) may be initiated when the Lei Ho'olaha finds that the School has failed to:

- a. Comply with applicable laws, rules, policies, or procedures;
- b. Comply with the terms and conditions of this Contract; or
- c. Meet performance expectations as set forth in any of the Performance Frameworks.

Upon finding that a School has failed to meet legal or contractual compliance obligations, the Lei Ho'olaha and the School shall follow the Intervention Protocol. Failure to invoke the Intervention Protocol shall not be (i) construed as a waiver or relinquishment of any requirement under applicable laws, rules, policies, procedures, contractual terms and conditions, or performance expectations; or (ii) deemed a necessary precedent to non-renewal or revocation.

Standard C.8: Protecting School Autonomy (*HAPES Performance Measure D.2*)

Lei Ho'olaha respects the school's authority over its day-to-day operations. Collects information from the school in a manner that minimizes administrative burdens on the school, while ensuring that performance and compliance information is collected with sufficient detail and timeliness to protect student and public interests.

Periodically reviews compliance requirements and evaluates the potential to increase school autonomy based on flexibility in the law, streamlining requirements, demonstrated school performance, or other considerations.

Refrains from directing or participating in educational decisions or choices that are appropriate within a school's purview under the charter law or contract. The charter contract between the Lei Ho'olaha and the school is the key to clear lines of authority and clarity regarding roles and responsibilities. Clear and thorough negotiations are critical in the chartering process to set up the school for successful compliance. It provides clear, measurable, and attainable performance standards and targets, including state mandated assessments and performance comparisons with other public schools with similar populations and demographics. Financial compliance, the fulfillment of legal obligations, and other organizational capacity elements will be assessed as clarified in the charter contract and performance frameworks (Attachment F) as outlined in statute.

The Governance Board of a charter school, not the authorizer is responsible for:

The academic program:

- Implementing the school's mission and vision.
- The curriculum is appropriate for the students served.
- The instructional practice is supporting the goals of the school.
- There is strong instructional leadership.

The school climate and culture support the goals of the learning program.

The physical environment supports the goals of the learning program.

The financial health:

Implementation of board-adopted financial policies with a clear separation of duties.

Organized and effective business practices.

Review of the annual audit and implementation of a corrective action plan if one is called for in the audit.

The effectiveness of the Organizational Structure of the school:

The school is well run with minimal complaints.

The school has a strong leader who can clearly communicate the school vision to all and is committed to continuous improvement.

The governance board needs to follow its bylaws and policies.

Hold open public meetings.

Long-range planning

It is the responsibility of the authorizer to see that the school is properly run without usurping or undermining the authority of the governance board.

This can be accomplished by the authorizer making planned visits to the school where the school leadership and the authorizer can meet over a planned agenda building a relationship of trust and shared commitment to success.

Annual school evaluations will be conducted to see if the school is performing as it should. This needs to be done in a manner that respects the school's autonomy and plan to attain its goals though at the same time holding the school accountable for meeting its responsibilities.

The elements of the evaluation will be mutually agreed upon by the authorizer and the charter school. The elements of the evaluation will evolve in alignment with Accreditation Goals and Objectives.

Standard C.9: Standards and Processes for Intervention and Corrective Action (*HAPES Performance Measure D.3*)

Lei Ho'olaha understands its public obligation to monitor charter schools' progress against established and agreed-upon expectations and must communicate concerns and require corrections within the parameters of established autonomies. Interventions will be initiated for school deficiencies or violations that are considered material. In accordance with NACSA's national best practice. The intervention protocols below are included in the charter contract (Exhibit F) and are consistent with the current Commissions interventions for continuity should legal action be required.

Lei Hoolaha

INTERVENTION PROTOCOL

In accordance with Section 302D-17, HRS, this Intervention Protocol is established pursuant to the Authorizer authority and responsibility to monitor the performance and legal compliance of charter schools in accordance with the terms of this Charter Contract and consistent with nationally recognized principles and standards for quality authorizing. It enables the Lei Ho'olaha to take timely and appropriate action to notify the School about performance and/or compliance concerns and provide the School a reasonable opportunity to remedy such problems.

NOTICE OF CONCERN PROTOCOLS

1. Upon finding that the School has failed to meet legal or contractual compliance obligations (including any goals, objectives, or outcomes set in the performance frameworks), Lei Ho'olaha may issue a Notice of Concern, pursuant to Section 2.10 Notices of this Charter Contract.

2. Upon receiving a Notice of Concern, the School's Governing Board will be required to provide a written response to the Authorizer within fourteen calendar days and the response must include at least one of the following:

i. a description of the remedy of the compliance breach, if the breach has been completely remedied, including evidence of such remedy;

ii. a written notification disputing the determination that a compliance breach has occurred with accompanying evidence in support of that assertion;

iii. a Corrective Action Plan designed to remedy the compliance breach that includes timelines and persons responsible for each action within the plan. If the submitted Corrective Action Plan is not mutually agreeable to both the School and the Lei Ho'olaha staff, the matter will be brought to the Authorizer at a General Business Meeting.

3. If the School disputes the Notice of Concern, Lei Ho'olaha will consider the matter at a General Business Meeting and retract, modify, or uphold the Notice of Concern.

4. The Authorizer shall be updated on the issuance, remedy, and progress towards implementation of Corrective Action Plans in the Director's Report during General Business Meetings.

ESCALATION OF NOTICES OF CONCERN

If the School fails to respond or make progress towards correcting the breach in the time as stated in the Corrective Action Plan, repeatedly fails to comply with applicable law or Contract

provision(s), or when the breach presents an immediate concern for student or employee health and safety, the Lei Ho'olaha may take any or all of the following actions:

1. Issue a Notice of Deficiency which may include prescriptive, specific action plans and conditions for the School; or
2. Issue a Notification of Warning which initiates revocation proceedings in accordance with Chapter 302D, HRS, and applicable administrative rules.

In accordance with Section 302D-17(c), HRS, this Intervention Protocol shall not apply in any circumstance in which Lei Ho'olaha determines that a problem or deficiency warrants revocation, in which case Chapter 302D, HRS, and the established rules, procedures and protocols for revocation shall apply.

Standard C.10: Charter Contract Renewal Process and Performance Reports (*HAPES Performance Measure E.1*)

C10 Charter Contract Renewal Process and Performance Reports:

Charter contract renewal and non-renewal shall follow the requirements set in Section 302D-18, HRS. The Authorizer's renewal and nonrenewal criteria and processes are provided within this charter contract as Exhibit E.

The Authorizer may revoke a charter contract pursuant to Section 302D-18, HRS, and Chapters 8-5-505-15, HAR.

Performance will be summarized against performance measures negotiated in the Charter School Contract in a performance results report annually. Renewal Processes will take into account an evaluation of all compliance and timely submission of required documentation. Each school must apply to have their charter contract renewed.

Pursuant to HRS §302D-18, the Hawaii State Public Charter School Lei Ho'olaha will adopt the process articulated an application for the renewal of existing charter school contract. New contracts will have terms of two to five years and will be awarded based on performance, demonstrated capacities, and particular circumstances of each charter school. Lei Ho'olaha may grant a renewal of a charter contract with specific conditions for necessary improvements to a charter school.

The applicant should promptly review and verify information pre-populated in the performance results report by Lei Ho'olaha for accuracy and call any discrepancies to the Lei Ho'olaha's attention.

Annually, Lei Ho'olaha will issue a preliminary performance report (for the purpose of contract renewal). In the fall, Lei Ho'olaha will issue a final Charter School Performance Report to each charter school and provide Charter Contract Renewal Application Guidance to all charter schools whose charter contract ends on June 30.

The Report summarizes the charter school's performance record to date, based on the data required by HRS§302D and the charter contract, and will provide notice of any weaknesses or concerns Lei Ho'olaha has concerning the charter school that may jeopardize its position in seeking renewal.

This renewal application fulfills the requirements of HRS§302D-18 and Hawaii Administrative Rules §8-505-12 to provide an opportunity for the public charter school to:

- (1) Submit any corrections or clarifications to the performance report;
- (2) Present additional evidence, beyond the data contained in the performance report, supporting its case for charter renewal;
- (3) Describe improvements undertaken or planned for the school; and
- (4) Detail the charter school's plans for the next charter term.

The Lei Ho'olaha's renewal decisions will be guided by approved contract renewal criteria as part of the schools contract and consistent processes with HRS§302D.

Appeals to Lei Ho'olaha contract decisions may be sought with the State of Hawaii Board of Education. Please visit the BOE website for guidance, be aware the process it is time sensitive.

Attachment G clarifies process and guidance.

Standard C.11: Charter Contract Renewal or Revocation Decisions (*HAPES Performance Measure E.2*)

Lei Ho'olaha Processes will comply with HRS 302D through the renewal and nonrenewal process as articulated in the Contract Exhibit F:

- 1) Issue school performance renewal reports to schools whose charter will expire the following year.
- 2) Schools seeking renewal must apply for it.
- 3) Streamline the process for renewal of high-performing charter schools.
- 4) Clear criteria for renewal and nonrenewal/revocation.

- 5) Assess renewal decisions based on evidence regarding the school's performance over the term of the charter contract in accordance with the performance framework set forth in the charter contract.
- 6) Vary the length of charter renewal contract terms based on performance or other issues.
- 7) Provide charter schools with timely notification of potential revocation or nonrenewal (including reasons) and reasonable time to respond.
- 8) Provide charter schools with due process for nonrenewal and revocation decisions (e.g., public hearing, submission of evidence).
- 9) Initiate school closure protocols to ensure timely parent notification, orderly student and record transitions, and property and asset disposition.
- 10) Transfer of charter contracts from one authorizer to another in accordance with Administrative Rules and BOE processes.

Renewal and Non-Renewal Criteria and Process

The School will begin the process for renewal or non-renewal in the fall of the final year of the contract. Soon after academic results are released for the previous school year, typically in September or October, the School will receive a Final Performance Report for each year of the contract. The Final Performance Report shall summarize the School's performance record to date as well as the due process afforded to the School through the administrative rules¹. Each school will have 30 days from the time of receipt of the Final Performance Report to complete the renewal application and respond to the Final Performance Report.

If the School did not receive a Notice of Deficiency during the contract period will submit a renewal application for a five-year contract after receiving the Final Performance Report. The School may also request a hearing pursuant to Sections 8-505-12(b)(2) or 8-505-16(3), HAR.

If the School received a Notice of Deficiency at any time during the contract period, Lei Ho'olaha would conduct a performance review hearing within 45 days of receiving the School's application for renewal. During the performance review hearing, Lei Ho'olaha will determine whether or not the School has earned a renewal of the charter and may apply conditions if applicable. At the performance review hearing, Lei Ho'olaha may decide not to renew the Charter Contract if it is determined that the school:

In evaluating this provision, Lei Ho'olaha will place a heavier emphasis on violations of law or contract when the law or contract provision was designed to protect the health or safety of students or protect equal access and equity of educational opportunities.

When evaluating this provision for the Academic Framework, Lei Ho'olaha shall find that sufficient progress was not made toward academic performance expectations when there is

a pattern of failing to meet a majority of targets, there is a pattern of failing to meet targets coupled with a downward trend in performance, or there is a pattern of failure to implement corrective action plans. The processes and procedures pertaining to renewal or nonrenewal of a charter contract are found in Sections 8-505-10 through 8-505-13, HAR. When evaluating this provision for the Organizational and Financial Performance Frameworks, Lei Ho'olaha shall find that progress has not been made when standards have not been met and/or there is a pattern of failure to implement corrective action plans in a timely manner.

Lei Ho'olaha shall find failure to meet standards when there is a pattern of fiscal mismanagement in addition to failing to take corrective actions to address significant financial risks identified during the contract period.

When evaluating this provision, Lei Ho'olaha will place a heavier emphasis on violations of law that was designed to protect the health and safety of students and access and equity of educational opportunities.

Standard C.12: School Closure Protocol (*HAPES Performance Measure E.3*)

School closure protocol are included in the charter school contract. Lei Ho'olaha has adopted the NACSA Action Plan including timeline for Charter School Closure attached as Exhibit H. The closure plan includes

- 1) Notifications to all stakeholders, including parents, students, community members, the press, funders, creditors, debtors, contractors, receiving schools or districts, and state education agencies;
- 2) Creation of a closure team that includes a project manager from the authorizer and one from the school, as well as individuals with expertise in law, finance, and school administration;
- 3) Detailed instructions regarding the treatment of student records;
- 4) Detailed instructions regarding the treatment of corporate records;
- 5) Financial reporting requirements (note, these may differ from the "normal" reporting requirements);
- 6) Treatment of debtors, creditors, and assets;
- 7) Development of a post-end-of-classes plan that addresses the corporate activities that must occur, such as closing bank accounts, terminating staff, and making final tax payments; and
- 8) process for protection and disposition of assets.

The contract Exhibit F clarifies the following tenants of closure:

IMMEDIATE NOTICE
School Emergency Closure

The School shall promptly notify Lei Ho'olaha, the appropriate county civil defense office(s), and the public of any circumstance requiring the closure of the School, including, but not limited to, a natural disaster or destruction of or damage to the School facility.

Mandatory Notification

The School shall notify the Lei Ho'olaha within two calendar days when it has knowledge of any of the following:

- a. Any condition that may cause the School to vary from the terms of this Charter Contract or applicable requirements, federal and/or State law;
- b. The arrest of any members of the School Governing Board or School employees for a crime punishable as a felony or any crime related to the misappropriation of funds or theft;
- c. A court judgment that any members of the School Governing Board or School employees have been found guilty; plead no-contest, or accepted a deferred acceptance of a no-contest plea;
- d. Any complaint, citation, or default filed against the School by a government agency or lessor;
- e. Any inaccuracy found in enrollment count or other data provided to the Authorizer;
- f. The School receives a notice or is otherwise informed that the School is a party to a legal suit;
- g. Severe damage to a School's facilities that render the facilities unusable and require the School to relocate; or
- h. A default on any obligation, which shall include debts for which payments are past due by ninety (90) calendar days or more.

Renewal and Non-renewal

Charter contract renewal and non-renewal shall follow the requirements set in Section 302D-18, HRS. The Authorizer's renewal and non-renewal criteria and processes are provided within this charter contract as Exhibit E.

Revocation

The Lei Ho'olaha may revoke a charter contract pursuant to Section 302D-18, HRS, and Chapters 8-5-505-15, HAR.

School-Initiated Closure

Should the School choose to voluntarily surrender this Contract before the end of the Contract term, it may do so in consultation with Lei Ho'olaha at the close of any school year and upon written notice to the Authorizer given at least ninety (90) days before the end of the school year.

Dissolution

In the event that the School ceases operation for any reason, including but not limited to non-renewal, revocation, or voluntary surrender of its Contract, the School shall cooperate with Lei Ho'olaha in scheduling cessation of operations and shall comply with the Authorizer's closure policies and protocol.

Financial Insolvency

Pursuant to Section 302D-28.5, HRS, any public charter school that becomes financially insolvent shall be deemed to have surrendered its charter. For the purpose of this provision, the School shall be determined to be financially insolvent when it is unable to pay its staff when payroll is due. The School shall cooperate with Lei Ho'olaha in ensuring the orderly closure of the School. The School shall comply with Lei Ho'olaha's closure policies and protocol, once adopted by the Authorizer.

Remaining Assets

In the event that the School closes, the School shall return any remaining public assets to the State, provided that any outstanding obligations of the School are fulfilled first pursuant to Section 302D-19, HRS.

PART D: APPLICANT CAPACITY

Standard D.1: Authorizer Leadership and Staff Expertise (*HAPES Performance Measure A.4*)

As demonstrated below, Lei Ho'olaha's authorizing staff have the experience, expertise and skills necessary to implement our organizational, financial, and authorizing plans:

Peter Hanohano, executive Director (.25 FTE paid position), brings a wealth of knowledge, experience, and educational leadership. He holds a Juris Doctorate (J.D.) from J. Reuben Clark Law School and a Doctor of Philosophy (Ph.D.) from The University of Alberta, Canada with a major in Indigenous Peoples Education. Peter reports directly to the Lei Ho'olaha Board of Directors and will oversee all authorizing activities. He will work closely with the Director of Authorizing on matters of federal, state and county laws.

Charlene Hoe, Director of Authorizing (1.0 FTE paid position), holds a master's degree in curriculum and instruction from the University of Hawaii. Charlene has a strong background in curriculum, instruction and assessment, including performance management and accountability. She has extensive experience with managing special education and diverse learning needs. The Director of Authorizing will report to the Executive Director and be responsible for the daily operations of authorizing including all compliance and reporting requirements.

Ipo Torio, Authorizing Liaison (.20 FTE in-kind -years 1-3), holds a master's degree in Business Administration and Certificate in Charter School Administration from Chaminade University of Honolulu. During the initial phases of becoming an authorizer and building our portfolio of schools the authorizing liaison will be the communication link between Lei Ho'olaha

and prospective schools. Ipo's experience as a charter school founder/leader a founding member of Nā Lei Na'auao-Alliance for Native Hawaiian Education is an asset that allowed her to build strong, trusting relationships with charter leaders that will facilitate this responsibility. Ipo's in-kind services are provided by Kanu Inc, a non-profit partner of Lei Ho'olaha.

Admin Assistant (1.0 FTE paid position starting year 3), as the workload increases during year three an admin assistant will join the team and assume daily clerical duties including meeting coordination, data collection, and other duties as assigned. The admin assistant will report to the Director of Authorizing.

Ipo Torio, Assistant Director of Authorizing (1.0 FTE paid position-starting year 4), In year 4 our portfolio of schools will grow to 8 schools. The Assistant Director of Authorizing will report to the Director of Authorizing. The Assistant Director will assist the director in the day to day running of the authorizer and serve as the communication link to the schools.

Lei Ho'olaha Authorizer Conflict of Interest Policy

Article I: Purpose

This conflict of interest policy is designed to foster public confidence in the integrity of Lei Ho'olaha Authorizer. Authorizers and charter schools are subject to intense public scrutiny and must take affirmative actions to avoid, minimize, or mitigate the impacts of actual, potential or perceived conflicts of interest to preserve public confidence in these entities. These actions are necessary to avoid damage to reputation and potential for betrayal of public trust. The Hawai'i Board of Education expects that all charter school authorizers and charter schools adhere to the state conflict of interest policy to guide appropriate and ethical conduct. Lei Ho'olaha's conflict of interest policy is an extension of state mandates, are specific to charters and establishes procedures that offer protection against charges of impropriety and conflicts of interest. As a first step, all members of the authorizer organization and charter school boards must complete an annual conflict of interest disclosure statement as part of its organizational performance expectations.

Authorizers are held to HRS Title 18.302D-8 that specifically addresses authorizer conflict of interest: *No employee, trustee, agent, or representative of an authorizer may simultaneously serve as an employee, trustee, agent, representative, vendor or contractor of a public charter school authorized by that authorizer. Authorizer members shall disclose to the authorizer a list of all charter schools in which the member has been previously been an employee, governing board member, vendor, contractor, agent, or representative.*

A conflict of interest occurs when a person owes actual or apparent duty or loyalty to more than one organization, or has personal self-interests, and the competing duties or loyalties may result in actions which are averse to one or both parties. A conflict of interest exists even if no unethical, improper or illegal act results from it. All situations identified as possible conflicts of interest must be appropriately investigated and corrective action taken to mitigate any potential conflicts.

Article II: Definitions

Duty of loyalty: the principle that directors and officers of an organization put the organization's interests ahead of their own. It is the responsibility to act at all times in the best interests of the organization and its mission.

Impartial: not biased or partial; fair; just.

Influence: the capacity to have an effect on the character, development or behavior of someone or something; impact.

Mitigate: make less severe or serious; to lessen the gravity of an offense or mistake.

Objective: not influenced by personal feelings or opinions in considering and representing facts; impartial; disinterested; neutral.

Nepotism: Preferential hiring practices that benefit family members over more capable applicants

Reasonable Person Standard: a legal construct, a test which asks whether the decisions made were legitimate. Courts using this standard look at both the ultimate decision and the process by which a party went about making that decision. A "reasonable person" is a hypothetical person in society who exercises average care,

skill and judgment in conduct.
in conduct.

Transparent: easy to perceive; an action, method or procedure that lacks hidden agendas and conditions, and complies with the disclosure requirements of clarity and openness in word and intention.

Article III: Procedures

1. Duty to Disclose

When a member of the authorizing body believes the potential for conflict of interest exists, the matter must be fully disclosed to and reviewed by the executive director for appropriate action and administration of this policy. Members may elect to voluntarily recuse themselves from matters under consideration by the authorizing authority.

2. Determination of conflicts of interest.

Charter schools and authorizers owe the duty of utmost loyalty to acting in the best interests of the students served in charter schools, in order to fulfill the primary purpose of charter school law, to improve all pupil learning and all student achievement. Employees and board members of charter schools and authorizers support the mission of their organizations and must make decisions that best serve the organization, students and the public. The following are best practices to employ to avoid conflicts of interest.

- Always be alert for possible conflicts, and transparent when addressing conflicts of interest.
- Notify appropriate parties potentially impacted by the conflict.
- Document disclosure of conflicts of interest in Board minutes, including important facts and details. In some circumstances, simply the act of declaring the actual, potential or perceived conflict of interest may be sufficient to adequately mitigate or manage the conflict.

The following actions shall be **deemed a conflict of interest** and subject to procedures for mitigation and resolution of conflicts.

- Use or attempted use of an authorizer member's official position to secure benefits, privileges, exemptions or advantages for personal interests, the interests of family members or others who may be impacted by actions or decisions by the authorizer.
- Acceptance of employment or contractual relationship that will affect the authorizer member's independence of judgment in the exercise of official duties;
- Acts as an agent in any action or matter pending before the authorizer except in the proper discharge of official duties.
- The authorizer demonstrates bias in employment practices that favor family members over other more qualified candidates.

3. Procedures for addressing a Conflict of Interest

The authorizer shall review disclosures of its members and determine if conflicts of interest exist. Conflicts of interest disclosures will undergo leadership review of material facts. After exercising due diligence, the Executive Director will determine whether the action is in conflict with the best interest of the organization.

Sometimes, a conflict of interest can be eliminated by full disclosure and effective supervision. In this instance, the

following steps are advised.

- When a conflict of interest disclosure reveals a conflict of interest, follow the conflict of interest policy to document and proactively address questions that may arise regarding an individual's objectivity, integrity or professional commitment.
- Following the policy demonstrates that the individual and/or the organization have considered the situation carefully, recognize the issues involved, and take steps to prevent future problems.
- The investigation should document the scope and nature of actions, conditions or restrictions put in place to manage, mitigate or eliminate any actual, potential or perceived conflict of interest.

When in doubt as to whether a conflict may exist, seek advice from legal counsel, a supervisor, or monitoring organization or agency. A *reasonable person standard* can be applied when considering the conflict of interest by asking the following questions:

- What would an objective, outside observer think of the situation?
- How would you feel if this situation was reported in the media?
- Would you want people to do this to you?
- Does this activity go against your conscience?

Article V: Records of Proceedings

The minutes of any meeting pursuant to this policy shall include the names of individuals providing the disclosure, determination of the nature of the disclosure, members present during the discussion, determination of conflict by vote and date of the decision. The individual making a disclosure of potential conflict, should be provided opportunity to present their side of the story. This information should also be documented in the meeting minutes.

Article VI: Mitigating Conflicts of Interests

Ho'olaha's conflict of interest policy includes the following procedures to help mitigate conflicts of interest. The policy includes actions and strategies for addressing conflicts of interest.

- Disclosing all connections to those involved in making decisions to purchase products or services from the entity in which an employee or board member may have an interest.
- Maintaining a record of disclosures (e.g., through board meeting minutes).
- Removing individuals from the situation or conflict or resigning from a role.
- Restricting involvement in the situation or conflict (for example, screening from information or decision-making if a conflict exists).
- Arranging for members of boards and committees to absent themselves from debate or decision on specific matters.
- Recruiting an independent third party to conduct part of a process or oversee the integrity of the process.
- Appointing extra persons to a panel or committee to minimize the influence of the individual about whom the perception of conflict is held. For example, the decision to lease property from the relative of a board member is made entirely upon the recommendation of an outside commission after an open bidding process.
- Seeking the views of persons or organizations likely to be affected by someone with a conflict of interest.
- Restricting access to information that is sensitive or confidential.
- Relinquishing an interest which is ongoing, unacceptable or likely to damage reputation.
- Justifying a conflict of interest when it makes objective sense and meets the reasonable person standard.

If it is determined that an ethics violation or conflict of interest or failure to disclose occurred, the authorizer will inform the individual and allow him/her to explain the alleged failure to disclose. If the committee still believes a conflict of interest exists after consideration of the explanation, it will take appropriate disciplinary and corrective action.



BUDGET

	Year 1	Year 2	Year 3	Year 4	Year 5
Income					
Earned Income					
Service Income					
Other Income					
Total Earned Income	-	-	-	-	-
Grants					
Grants					
Other Grants					
Contributions	160,000	160,000	225,000	235,000	315,000
Total Grants	160,000	160,000	225,000	235,000	315,000
Total Income	160,000	160,000	225,000	235,000	315,000
Expense					
Personnel	100,000	100,000	150,000	150,000	210,000
Fringe Benefits	25,000	25,000	37,500	37,500	52,500
Travel					
Conference	3,225	3,225	3,225	3,225	6,450
Interisland	4,920	4,920	9,840	14,760	14,760
Consulting					
Audit	4,550	4,550	7,500	7,500	10,000
Consultant					
Rent	12,000	12,000	12,000	12,000	12,000
Equipment	500	500	1,000	1,000	1,500
Supplies & Miscellaneous	500	500	750	750	1,000
Legal Fees	1,000	1,000	1,000	1,000	1,000
Insurance D&O	1,600	1,600	1,600	1,600	1,600
Total Expense	153,295	153,295	224,415	229,335	310,810
Net Income	6,705	6,705	585	5,665	4,190

ED - .25 FTE	ED - .25 FTE	ED - .25 FTE	ED - .25 FTE	ED - .25 FTE
Dir of Auth. -1.0 FTE	Dir of Auth. -1.0 FTE	Dir of Auth. -1.0 FTE	Dir of Auth. -1.0 FTE	Dir of Auth. -1.0 FTE
Year 1 - Initial phase of school acquisition & setup.	Year 2 - First school authorized	Year 3 - Three schools added	Year 4 - Four schools added	Year 5 - Four schools added
Travel - NACSA & interisland to commission & other Admin costs: audit, insurance, legal, supplies, rent.	Travel - NACSA & interisland to commission & other Admin costs: audit, insurance, legal, supplies, rent.	Travel - NACSA & interisland to commission & other Admin costs: audit, insurance, legal, supplies, rent.	Travel - NACSA & interisland to commission & other Admin costs: audit, insurance, legal, supplies, rent.	Travel - NACSA & interisland to commission & other Admin costs: audit, insurance, legal, supplies, rent.

Number of Schools Authorized

1

4

8

12

SMLO
South Maui Learning Ohana, Inc.
a 501 c3 educational non profit
Fed ID # 99-0341232

August 14, 2019

Hawaii State Board of Education

Re: Support for Lei Ho'olaha application to be an additional charter school authorizer

South Maui Learning Ohana has been in the forefront of the Hawaii charter school movement. The success of the charter school movement in Hawaii is dependent on all essential elements of the movement do their part.

One of those elements is the role of the charter school authorizer.

The current and sole charter school authorizer has 37 charter schools to oversee. That is way too many to manage and at the same time honor the autonomy of charter school governance boards.

Lei Ho'olaha is willing and able to accept the responsibilities of a charter school authorizer. To oversee the governance boards of the charter schools creating clear expectations and standards for the schools in their portfolio which would include but not limited to sound business practices, an educational program that meets the standards set by the Hawaii State Board of Education, good board practices, school policies and fulfilling the reporting requirements of charter schools.

Lei Ho'olaha has the expertise to be a great authorizer.

SMLO is committed to supporting Lei Ho'olaha as an authorizer and is willing to make a donation of \$35,000 per year for the first two years and \$50,000. per year for the next 3 years contingent on the approval of the State Board of Education in the 2019 application round.

Aloha



Gene Zarro

CEO, SMLO

August 12, 2019

Peter Hanohano, Lei Ho'olaha Executive Director
PO Box 1642
Kamuela, Hawai'i 96743

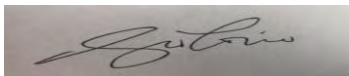
Aloha Mr. Peter Hanohano

Kanu I Ka Pono Inc, is committed to supporting Lei Ho'olaha in its efforts to become a high quality Charter School Authorizer in Hawaii. Our organization has been an active contributor and supporter of Hawaii's charter school movement since the year 2000 and we believe that having Multiple Authorizers is a necessary best practice and next step for Hawaii's Charter School movement. Lei Ho'olaha is poised for such a role, and to demonstrate our faith in Lei Ho'olaha Kanu I Ka Pono Inc., pledges the following financial contribution over the next five years that will support Lei Ho'olaha with establishing and sustaining itself as a Hawaii Charter School Authorizer:

Year 1 - \$30,000
Year 2 - \$30,000
Year 3 - \$45,000
Year 4 - \$45,000
Year 5 - \$60,000

Additionally, the expertise and services of our knowledgeable and experienced staff and Board of Directors are available at your disposal. We are grateful to Lei Ho'olaha for it's work in providing financial education, training, and loans to community organizations serving Native Hawaiians and low-income people in Hawai'i with the goal of developing healthy, thriving Native economies and communities. We look forward to working with Lei Ho'olaha to increase and improve the educational opportunities available for Hawaii's keiki through Hawaii Charter Schools.

Best Regards,



Ipo Torio-Ka'uhane
Chairman, Kanu I Ka Pono Inc,



Waiahole Poi Factory
48-140 Kamehameha Highway
Kāneʻohe, Hawaiʻi 96744

August 12, 2019

Hawaii Board of Education:

Re: Lei Hoʻolaha Charter School Authorizer Applicant

As a Native Hawaiian-owned community enterprise with a vision for and history of contribution to supporting community-based endeavors – business, arts, education, and overall wellbeing, Waiahole Poi Factory wishes to contribute to perpetuating sustainable Hawaiian communities through *Education with Aloha* and the efforts to create an additional authorizer for charter schools in Hawaiʻi.

Our founders agree that increasing the number of authorizers in Hawaiʻi is an important step toward providing high-quality charter schools and support Lei Hoʻolaha in that undertaking.

“Authorizing is both a major public stewardship role and a complex business model requiring particular capabilities and commitment. Lei Hoʻolaha possesses those talents.” WPF is committed to supporting it’s authorizer functions through supporting the long-term fund generation efforts and a contribution of a one-time donation of \$25,000 to be utilized by Lei Hoʻolaha on approval by the Board of Education in the 2019 application round.

Aloha pumehana,

Charlene Hoe

Charlene Hoe
Co-founder and Owner

August 12, 2019

Hawaii Board of Education:

Re: Lei Ho‘olaha Charter School Authorizer Applicant

As a Native Hawaiian-serving nonprofit whose vision and mission focus on community-based education, serving and perpetuating sustainable Hawaiian communities through *Education with Aloha* continues to be our mission. The success of charter schools is integral to that effort. Over the last 20 years, we have administered over \$23 million to directly support the work of Na Lei Na‘auao schools.

Multiple authorizers are what Hawai‘i’s movement needs to provide high-quality charter schools. Additional authorizers will help establish expectations for all authorizers and provide models of healthy practice through professional learning communities which currently do not exist. Authorizing is both a major public stewardship role and a complex business model requiring particular capabilities and commitment. Lei Ho‘olaha possesses those talents. KALO is committed to supporting authorizer functions through a one-time donation of \$283,000 to be distributed over 5 years contingent on approval by the Board of Education in the 2019 application round.

Aloha pumehana,

A handwritten signature in black ink that reads "Patricia Bergin". The signature is written in a cursive, flowing style.

Pat Bergin
Grants Administrator

Kanaka Aupuni A Niihau Aloha (KAANA Inc)

**P.O. Box 74
Kekaha, Hawaii 96752**

August 14, 2019

Peter Hanohano, Lei Ho'olaha Executive Director
PO Box 1642
Kamuela, Hawai'i 96743

Aloha Mr. Peter Hanohano

Kanaka Aupuni A Niihau Aloha (KAANA Inc), is committed to supporting Lei Ho'olaha in its efforts to become a high quality Charter School Authorizer in Hawaii. Our organization has been an active contributor and supporter of Hawaii's charter school movement since the year 2004 and we believe that having Multiple Authorizers is a necessary best practice and next step for Hawaii's Charter School movement. Lei Ho'olaha is poised for such a role, and to demonstrate our faith in Lei Ho'olaha, KAANA Inc pledges the following financial contribution over the next five years that will support Lei Ho'olaha with establishing and sustaining itself as a Hawaii Charter School Authorizer:

Year 1 - \$30,000
Year 2 - \$35,000
Year 3 - \$45,000
Year 4 - \$45,000
Year 5 - \$60,000

Additionally, the expertise and services of our knowledgeable and experienced staff and Board of Directors are available at your disposal. We are grateful to Lei Ho'olaha for its work in providing financial education, training, and loans to community organizations serving Native Hawaiians and low-income people in Hawaii with the goal of developing healthy, thriving Native economies and communities. We look forward to working with Lei Ho'olaha to increase and improve the educational opportunities available for Hawaii's keiki through Hawaii Charter Schools.

Best Regards,



Steven Sullivan
Treasurer, KAANA Inc



**Community Based Education Support Services
Friends of Connections (CBESS)**

A Hawai`i Non-Profit Corporation

August 15, 2019

Peter Hanohano, Lei Ho'olaha Executive Director
PO Box 1642
Kamuela, Hawai'i 96743

Aloha Mr. Hanohano,

Community Based Educational Support Services – Friends of Connections (CBESS) is committed to supporting Lei Ho'olaha in its efforts to become a high quality charter school authorizer in Hawaii. Our organization has been an active contributor and supporter of Hawaii's charter school movement since January 2001. We believe that having multiple authorizers is a necessary best practice and next step for Hawaii's charter school movement. Lei Ho'olaha is poised for such a role, and to demonstrate our faith in Lei Ho'olaha, CBESS pledges the following financial contribution over the next five years that will support Lei Ho'olaha with establishing and sustaining itself as a Hawaii charter school authorizer:

Year 1 - \$30,000
Year 2 - \$35,000
Year 3 - \$45,000
Year 4 - \$45,000
Year 5 - \$60,000

Additionally, the CBESS Board of Directors is available to support the effort. We are grateful to Lei Ho'olaha for its work in providing financial education, training, and loans to community organizations serving the people of Hawai'i with the goal of developing healthy, thriving economies and communities. We look forward to working with Lei Ho'olaha to increase and improve the educational opportunities available for Hawaii's keiki through Hawaii Charter Schools.

Best regards,

Heather McDaniel
CBESS Chair

Application Process and Timeline

Welcome to the Lei Ho‘olaha (LH) application to start a new charter school process. We appreciate your consideration of LH as authorizer for your proposed school and are hopeful that you will find the application questions useful as you finalize your model. LH Charter School Authorizing Program provides students with high quality choices in public education in charter schools that it authorizes. LH is committed to the core principles of charter schools and charter school authorizing, including the idea of autonomy in exchange for accountability.

Strategic Authorizer Vision

We envision a diverse and dynamic public education marketplace that can transform academic excellence for children in the State of Hawaii. Our purpose is to empower Native Hawaiians and economically disadvantaged people by creating pathways out of poverty through authorizing high-quality charter schools, providing development services and financial products to nonprofits, charter schools and small businesses. To that end, we are guided by a philosophy that values high standards in academic, cultural, organizational, financial, and entrepreneurial outcomes achieved by our schools. Lei Ho‘olaha authorizes charter schools that will:

- *Perpetuate the Kanaka Maoli Language, Stories, Traditions, and Practices*
- *Nurture the Next Generation of Aloha `Āina Practitioners*
- *Strengthen Families and Renew Communities*
- *Advance the Lāhui*

LH is pleased to accept applications for all types of charter schools without restrictions on the type of model, curriculum, or location of the proposed school, so long as they demonstrate alignment with our mission authorizing philosophy.

An individual or group of individuals interested in starting a charter school are invited to apply to LH for authorization per *Hawaii Statutes*. Instructions for completing and submitting an application for a new charter school follow. Please see the Review Process, Evaluation Rubric for additional details. While the content of new school applications is the responsibility of the founding team, feel free to contact us with any questions about the process or clarifications around any of the application sections.

Thank you for your interest in Lei Ho‘olaha Charter School Authorizing Program, and for your desire to provide Hawaii’s children with an excellent education.

Timeline

Date	Action
2 nd Friday in May	LH Application Posted
2 nd Friday in June	Letter of Intent Due to LH

1 st Friday in July	Invitation to Submit Full Application Extended
1st Friday in Sept	Full Applications Due to LH
October 1-31	Applications reviewed by teams of internal and external experts, feedback on each application is consolidated.
November 1 – 15	Applicants recommended for further consideration are notified of opportunity to interview in-person Applicants not selected to move forward are notified.
December 1 – January 15	Applicant Interviews
Jan 15 – Jan 31	LH Charter Accountability Board moves to approve or deny new school applications. Recommendation of Charter Accountability Board sent to LH President for final approval. Applicants not selected to move forward are notified.
February 1 – March 1	Upon final approval from LH leadership, official notification will be provided to the charter school founding team.

Please note that the timelines included are intended to provide an idea of the general process and may vary from one review cycle to the next. Updated timelines are available by contacting the Director of Charter School Authorizing, or by checking the LH Charter Authorizing Program website.

Instructions

As described in detail under the Application Elements section, LH’s new school application process includes two parts: a letter of intent and a full application. See instructions below for formatting and submitting each part.

Formatting and Submitting Letter of Intent

- Letter of intent must be typed and single or 1.5 spaced on white 8.5”X11” paper with 1-inch page margins and a minimum 11-point font size.
- Letter of intent must be submitted in MS Word or PDF format.
- Use large font, bold, italics, underlining, or another consistent method of making headings clear to the reader.
- Page numbers must be provided throughout the document.

Please email one copy (PDF or MS Word format) of the Letter of Intent to: authorizer@lhcdfi.org

To be considered, the letter of intent must be received by the deadline specified for the desired application cycle (see the Timeline section).

Formatting and Submitting of Full Application

- Application must be typed and single or 1.5 spaced on white 8.5”X11” paper with 1-inch page margins and a minimum 11-point font size.
- Application must be submitted in MS Word or PDF format.
- Use large font, bold, italics, underlining, or another consistent method of making headings clear to the reader.
- Page numbers must be provided throughout the document.
- Clearly label each section and subsection of the application contained in the Narrative/Work Plan (i.e.: II. School Foundation, A. Need, etc.).
- Provide a table of contents at the start of the application listing the page where each section and subsection can be found.
- Clearly label each attachment with its number and title (i.e.: Attachment #1 – Founding Group Resumes).
- Attachments do not count toward page limits.
- Properly cite any sources that are referenced using MLA, APA, or another commonly accepted format.
- Prior to submitting an application, please ensure that you are familiar with the Hawaii Charter School law.
- If a particular question does not apply to your proposal, please state, “not applicable,” and provide a brief rationale.

Submit via email in PDF or MS Word format to:

authorizer@lhcdfi.org

The file must be received by the submission deadline in order for the application to be considered. Receipt of submission will be confirmed within two business days of the submission deadline.

Application Elements

As noted in the instructions above, LH’s new school application process includes two parts: a letter of intent and a full application. A description of the required content for the letter of intent and full application is provided below.

Letter of Intent

The letter of intent should be *no more than five pages* in length and should state the following:

1. Round for which you intend to submit an application (i.e.: May 2020),
2. Name and contact information for the lead founder/designated applicant representative,
3. Name of the proposed school,
4. Grades to be served,
5. Target location,
6. Overall model (i.e.: Hawaiian language immersion, Culture, College Prep, Vocational etc.),
7. How the proposed school aligns with LH’s mission and charter school philosophy (see information on our mission and philosophy in the full application description below). Schools must demonstrate potential alignment with at least one tenet of the charter school philosophy in order to have their full applications considered for authorization.

Full Application

Below are the elements that must be included in the application narrative, budget, and appendices. Follow instructions carefully and do not exceed the page maximum. Please use section and sub-section outline headings throughout your application. The chart below summarizes the elements and page limits. This is followed by a detailed description of each element.

Narrative and Budget Elements	Page Limit
Cover Sheet – Use Template	
I. Executive Summary	3
II. School Foundation <ul style="list-style-type: none"> A. Need & Demand B. Vision & Mission C. Innovation & Purpose D. Learning Program, Student Achievement & Accountability E. Alignment with LH Chartering Philosophy 	50
III. Pre-Opening Charter School Process <ul style="list-style-type: none"> A. School Founders B. Governance C. Marketing, Outreach, Enrollment & Admissions D. School Calendar E. Staffing and Management 	27
Narrative and Budget Elements	Page Limit

IV. Additional Information For Existing Operators Only A. Selection and Oversight of Educational Service Provider B. ESP's Current Network, Mission, and Strategic Vision C. Proposed Relationship Between ESP and Charter School	NA
V. Program Implementation and Budget A. Facility Plan B. Transportation Plan C. Budget and Financial Oversight	20
TOTAL PAGES	100
VI. Attachments	
1. Founder Contact List (see attached template)	NA
2. Founding Group Resumes	NA
3. Founder & Board Member Conflict of Interest Forms (see attached template)	NA
4. Criminal Background Check Release Forms (see attached template)	NA
5. Evidence of Community Support	NA
6. 501(c)(3) Letter of Determination, Articles of Incorporation & Bylaws	NA
Existing Operators Only:	
7. ESP Complete Portfolio Academic Record	NA
8. ESP Financial Statements	NA
9. Disclosure of Current/Past Litigation Involving ESP or operated charters	NA
10. Proposed Contract Between ESP and Charter	NA

[New Start-up RFP Narrative Proposal Template](#)

I. EXECUTIVE SUMMARY

Provides a **1-3 page** overview of the school that is planned. Summarize the proposed school's:

- Genesis (how and why did the founding team come together),
- Mission and vision,
- Statutory purpose(s),
- Grade levels to be served and the total number of students per grade (at full capacity),
- Target population (who does the school anticipate serving),

- Intended location,
- Educational philosophy and instructional approach,
- How this school will meet student needs that are currently not being met in the community in which the school will be located, and
- Community engagement that has taken place to date.

II. SCHOOL FOUNDATION

A. Need & Demand

Presents a compelling reason for establishing the new charter school.

1. Provide a description and evidence of the need and demand for a school in the location identified.
2. Identify the nearby district, charter or private schools and the education programs already offered.
3. Identify and discuss community support for an additional school in this area including a description of any interactions the founding team has had with the community to date (i.e.: ice cream socials, door-knocking, meetings, etc.) and the number of attendees if applicable. Provide evidence of community demand, engagement, and support from individuals and/or organizations in Attachment #5.

B. Vision & Mission

Provides vision and mission statements that reflect the school's goals and purpose.
Alignment with LH mission is present.

C. Innovation & Purpose

Presents how the new charter school is innovative and how the school supports two or more statutory purposes for charter schools (including the primary purpose).

1. Based on the need identified above, describe the new and unique characteristics this school would provide to students that distinguish it from other education options available to students.
2. Identify one or more of the statutory purposes for charter schools the school intends to meet and provide a comprehensive description of how the school's vision and mission are connected to the identified purpose(s).

D. Learning Program, Student Achievement & Accountability

Presents a high-quality educational program and goals for student achievement and accountability.

1. Educational Philosophy, Curricula, Tools, Methods, and Instructional Techniques:
 - Describe the guiding educational philosophy of this school and basic learning environment.
 - Provide an overview and rationale for selection of the proposed curricula (including names of textbook sequences selected or under consideration), tools (including specialized technology if applicable), methods and instructional techniques that support the educational philosophy.
 - Cite and explain research evidence demonstrating how these curricula, tools, techniques and methods support student achievement (if applicable, identify schools involved).
 - Describe the process the school will use to ensure the curricula will align with Hawaii's K-12 Academic Standards See the Hawaii Department of Education Website for additional information.
 - Identify the contribution this charter school will make in assisting educationally and economically disadvantaged and other students to succeed academically.
 - Identify class sizes and structures including the maximum number of students in any one classroom (by grade if varied) and number/roles of adults outside of special education paraprofessionals (i.e.: team teaching structure, single teacher, teacher with classroom aide, etc.).
 - If not covered above, describe how the systems of the school as a whole, as well as those of classroom teachers, will support and meet the diverse learning needs of individual students.
 - Describe how the school will promote graduation for all students, including those at risk and those with special needs
 - Blended learning schools and virtual schools only: If your school plans to supply instruction to students through virtual distance learning, online technology, or computer-based instruction, please provide specific information on the number of hours students will spend receiving this type of instruction, how progress will be tracked, what curricular/software programs will be used, and by whom students will be overseen throughout the day.

2. Special Populations: Pursuant to federal and state laws, charter schools are required to serve and meet the needs of all students, including those with special needs. School personnel must participate in developing Individualized Education Plans (IEPs), identify and refer students for assessment of special education needs, maintain appropriate records, and cooperate in the delivery of special education instruction and services in the least restrictive environment.
 - Include a description of the proposed Special Education eligibility process that will be used at this school and the safeguards that will be put in place to avoid misidentification.
 - Describe how this school will provide services to students with disabilities in the least restrictive environment. Specify:
 - The specific instructional programs or practices to be used
 - How the school will ensure access to the general education curriculum
 - Plans for monitoring and evaluating progress toward IEP goals

- Staffing plans to meet student needs

3. Students with Limited English Proficiency: Describe how this school will provide services to English Learners (ELs). Specify:

- How ELs will be identified
- The specific instructional programs or practices to be used
- How student progress and success will be monitored
- Staffing plans to meet student needs

4. Gifted and At-Risk Students: Explain how the school will identify and serve students who are intellectually gifted or are performing below grade level/are at-risk but do not qualify for special education or other services.

5. Supplemental Programming: If the school will provide summer school, extra-curricular offerings, or other supplemental programs that are integral to the mission of the school, please describe:

- What offerings will entail
- How often they will occur/how long they will run
- How they will be funded

6. School Culture and Discipline

- Describe the culture of the proposed school and how this culture will be implemented.
- Describe the philosophy that will surround the school's discipline policy, as well as the policy itself. If the policy has not yet been developed, include information on how and when this work will be completed

7. Assessment and Accountability: LH requires that the schools we authorize be held to a high academic standard. We develop an accountability plan with the school that includes goals based on state standardized test scores as well as other nationally-normed assessments, all of which are contained in the LH Accountability Plan and Rubric. In addition, we request the following information about the school's commitment to assessment and accountability.

- Describe the school's philosophical approach to assessment.
- Describe the systems to be used in managing and disseminating student performance data in terms of processes, software (if applicable) and personnel.
- Describe any training and support that school leadership and teachers will receive in analyzing, interpreting, and utilizing student data.
- Describe how the school will use assessment data to drive decisions about the learning program and strategic direction of the school.
- Identify your school's mission-specific quantifiable academic goals for students and the school.
- Discuss how the school will know if it is successfully educating students

E. Alignment with Lei Ho'olaha Charter School Philosophy

Lei Ho‘olaha will authorize only those charter schools that are aligned with the tenets of our Charter School Authorizing Philosophy which at its very core is Education with Aloha. Lei Ho‘olaha brings a network comprised of elite indigenous Kanaka Maoli educators, administrators, and teacher leaders that have experience and knowledge specific to Hawaii’s Charter School movement. We aim to build upon, accelerate, and amplify the excellent work that already exists among our Native communities. Describe how the school you are proposing be authorized by LH aligns to the Charter Authorizing Philosophy tenets listed below:

- ***Perpetuate Hawaiian Language, Practices, and Traditions (‘Ike Hawaii)*** LH believes that we have a kuleana or responsibility to ensure that the Hawaii’s host culture thrives in Hawaii nei, and that ancestral knowledge is passed from one generation to the next. Students need to develop skills and knowledge that enable them to be purveyors and practioners of ‘Ike Hawaii.
- ***Nurture the Next Generation of Aloha `Āina Leaders.*** LH expects its charter schools to create and maintain a culture for learning marked by practices that promote broad participation on the part of all constituents in the school community. It is through this `ohana process of teamwork and collegiality that collective and wise action emerges in determining the best policies and practices to promote Aloha Āina practices and student learning. Students need to develop skills and knowledge that enable them to be excellent land stewards able to design and execute a plan for food sovereignty.
- ***Strengthen Families and Renew Communities.*** LH is committed to working with children and families in need, ones who have traditionally been left behind while other segments of society have thrived. Currently, many students are not served well by the traditional public school system. Some of these students fit the traditional “at-risk” profile, but many others have been pushed to the margins of educational programming for reasons such as unique learning styles, lack of social skills and nonconformity. LH believes that charter schools are a viable option for families who wish to provide the best possible educational opportunities for their children. Therefore, charter schools authorized by LH should establish a track record of skillful work and civic engagement on the part of the students, including student achievement marked by excellence in relation to other schools.
- ***Advance the Lāhui.*** LH believes that wise action on the part of a school is the result of engaging students, staff, parents and the community at large in continuing dialogue that will inform the vision, mission, policies and procedures of the charter school. LHs mission is to advance the Lāhui through the authorization of charter schools who demonstrate a commitment to action, fairness and equity for all students, no matter their social or economic background .

III. PRE-OPERATIONAL PLANNING

A. School Founders & Proposed Board Members

Describes the school founders/proposed board members and how they are well positioned to develop and plan a new high-quality charter school.

1. Describe how the founding team came together to propose this school.

For each individual, include the following information:

- Describe their experience and/or involvement in K-12 education;
- Describe their experience with the design and operation of a charter school;
- Describe their role in the planning process to date and their expected role and responsibilities during the school's pre-operational planning period;
- Describe their experience and/or involvement with the community the school proposes to serve;
- Indicate whether they intend to become a member of the interim board of directors;
- Indicate if they intend to apply for employment in the new charter school; and

2. Describe the relevant work experience and expertise they bring to the founding team.

3. Disclose which members of the founding team have played a role in crafting the application narrative. If a consultant or employee of an Education Service Provider was used, disclose his/her name and experience.

4. Describe how the founding team will ensure that the school is fully developed and prepared to open after the start-up year.

B. Governance

Describes a plan to ensure effective and accountable governance over the school's operations.

1. Governance Model

- Describe the board's governance model/board composition and how it will help advance the mission of the school. If the board plans to utilize any committees, advisory bodies, or councils, provide information on their composition (i.e.: parents, staff, community, teacher, etc.) and their reporting structure in relation to the school leadership team and governing board.
- Describe the roles and responsibilities of the board and how each member will help advance this understanding.
- Describe how the role of the board will be distinguished from the role of the school leader.
- Include information on the board's schedule both during the founding period and after the start of the school. How often has the board met? How often does it plan to meet during and after the founding period? Etc.

2. Board Recruitment: Describe specific expertise/characteristics sought in yet-to-be-recruited board members and explain the added value of those characteristics. Also describe how the school plans to recruit members with desired characteristics in an ongoing fashion.

3. Board Training: Describe the plan for initial training of the board during the school's pre-operational planning period and for ongoing board training and development once the school opens.

4. Parent, Family, and Community Involvement: Describe the board’s strategy for engaging and involving parents of potential students (including stepparents, guardians, etc.) and other members of the community in the planning, program design, and implementation of this charter school.
5. Plan for Fulfilling Board Obligations
 - Describe how the interim board will develop policy during the pre-operational planning period to ensure the board governs the charter public school in compliance with federal, state and local requirements.
 - Additionally, describe the specific plan and timeline for the development of:
 - o Personnel policies (including the creation of job descriptions, an employee performance management program, etc.);
 - o Procurement policies and procedures for contracting with vendors and consultants that are fair and open and that avoid apparent and actual conflicts of interest;
 - o Conflict of interest policies; and
 - o Travel approval and reimbursement policies.
 - o If the founding team has already received 501(c)3 status, provide the Letter of Determination from the Internal Revenue Service, copy of the Articles of Incorporation, and signed Board Bylaws as Attachment 6. If the founding team has not received this status, indicate the anticipated timeline for doing so.
6. Describe the process the board and school leadership will use to:
 - Develop and approve the budget;
 - Monitor the financial condition of the school; and
 - Select financial managers and the auditor.

C. Marketing, Outreach, Enrollment & Admissions

Describes a marketing and outreach plan, based on the compelling need established above, to ensure open access to all and full enrollment.

1. Identify the number of students expected to attend the school each year by grade level in the following table (add additional rows if it will take more than five years to reach full enrollment.

Complete enrollment projection table below.

Year of Operation	Year 1	Year 2	Year 3	Year 4	Year 5	Full Enrollment
K						
1						
2						

	3						
	4						
	5						
	6						
	7						
	8						
	9						
	10						
	11						
	12						

1. Describe your rationale for the growth plan depicted in the previous table (i.e.: Why start with the grade levels identified? The number of students identified?)
2. Describe your school’s marketing strategy for recruiting and retaining the school’s target population.
3. Discuss how this school will intentionally and specifically conduct outreach to educationally and economically disadvantaged and hard-to-reach populations.
4. Discuss how this school will intentionally and specifically conduct outreach to educationally and economically disadvantaged and hard-to-reach populations.
5. Describe how you will engage families and community members from the time that the school is approved through opening.
6. Describe how the school will conduct an open admissions process including the use of a lottery to provide equal access to all students who apply.

D. School Calendar and Schedule

Describes a calendar and schedule that reflects the school's goals, purposes and proposed learning program.

1. Describe the calendar the school plans to use:
 - Identify the unique characteristics of the school's proposed calendar.
 - Describe how this proposed calendar lends itself to the school's mission, vision, and needs of the students being served.
 - Provide total number of student instructional days and professional development days.
 - Provide a copy of the school's proposed calendar for the first year of operation.
 - Provide a description or outline of a "typical day" at the new school.
 - Provide a school-wide 'master' schedule that is aligned to the program described at anticipated enrollment levels and clearly shows:
 - o Arrival and dismissal times
 - o Duration of various periods
 - o Time devoted to each subject area
 - o Number of classrooms at anticipated enrollment level
 - o Teacher preparatory periods
 - o Student lunch/recess periods

Keep in mind that the school-wide schedule provides an opportunity to demonstrate that the structure of the program described in your application narrative is realistic and feasible. If your program involves the use of specialists (art, music, language, etc.), be sure they are included. Applicants may include a sample schedule for a week, or for 'A' and 'B' days if rotations will occur. If certain grade levels will have a schedule that diverges from those of other students, ensure that this is reflected.

IV PROGRAM IMPLEMENTATION AND BUDGET

A. Facility Plan

Describes a plan to secure a suitable facility that meets the unique needs of the school and complies with health and safety and building code requirements.

1. Facility Needs Planning Process

- Describe the school's plan, including the timeline and process, for determining space needs appropriate to the program and enrollment.
- Describe results of a preliminary facility needs assessment including the number of classrooms, common areas, recreational space, and other specialized spaces.

1. Facility Selection Process

- Describe the school's plan, including the timeline, process and milestones to be met in locating and evaluating potential facilities and selecting a building for lease that is affordable, provides adequate space and meets all health and safety and public building code requirements.
- Provide a description of any potential facility or facilities that have been identified.

A. Transportation Plan

Describes a plan to provide transportation that meets the needs of the school and complies with Hawaii law.

1. Transportation Options

- If the school will provide its own transportation, describe the school's plan, including the timeline, process and milestones to be met in locating and evaluating potential transportation providers.
- If the resident school district will provide transportation for the school, describe any potential impacts on the school's learning program and school calendar.

2. Transportation Policies

- Describe the school's policy for providing transportation to special populations
- Describe the school's policy for providing transportation to students that live outside the resident district.

B. Budget and Financial Oversight

Describes a plan to ensure the financial viability of the school and effective management of budget and finances.

1. Five Year Operational Budget: Present a Five-Year Operational Budget to

provide reviewers with an understanding of the proposed operational budget needed to guide and control the use of public funds for the benefit of students at the new charter school (see attached template).

The Five-Year Operational Budget will be evaluated against the following criteria:

1. Standard One: Qualities of sound financial management are present.
 - 1.1. Assumptions guiding the budget development process are defensible.
 - Enrollment estimates are based upon sound interest surveys and marketing data.
 - A valid data source for assumptions about student characteristic data is described.
 - Current and historical data assist in shaping revenue and expenditure increases and inflation assumptions.
 - 1.2. Financial management strategies reflect abilities to adapt to changing fiscal conditions.
 - Budget balancing and cost-containment strategies address potential enrollment changes.
 - Replacement and improvement costs for technology, capital and supplies are adequately addressed.
 2. Standard Two: Qualities of a healthy budget are present.
 - 2.1. There is a positive general fund balance in each of the five years.
 - The budget for each year has an increasing general fund balance.
 - A fund balance exists even if inaccuracies are corrected.
 - 2.2. The budget reflects only general fund items.

Enrollment and staffing projections are consistently used throughout all sections of the application.
 3. Standard Three: The budget supports a quality school plan.

The budget contains a justification for each service option listed in the application.

 - The narrative elements of the application are completed for each option.
 - Each option requiring budget data is consistently described throughout the application.
 - 3.1. Some expenditures support the uniqueness of the school mission.
 - Special curricular expenditures are clearly supported in the narrative.
 - The budget contains unique and realistic staffing patterns.
2. Budget Narrative: Provide a comprehensive budget narrative that provides strong assumptions guiding the use of numbers and provides rationales and substantive documentation for the use of those numbers (e.g. federal funds and start-up funds are/are not included in the budget).
 - If grant or philanthropic funds are placed in the budget, have these funds been secured? If so, include a letter of verification; if not, address how the school will cover anticipated expenses without the grant/philanthropic funds.

- Address the timeline the school intends to follow in applying for Charter School Program Grant start-up funds and what the school’s contingency plan would be in the event that funds are not received.

Financial Oversight

- Describe the policies and procedures the school will use to ensure that taxpayer dollars are appropriately used and accounted for. This includes procedures for managing accounting, payroll, purchasing, and the annual audit.
- If the school intends to hire an external financial manager or other support, include this information and how potential contractors will be selected.

V. ADDITIONAL INFORMATION FOR EXISTING OPERATORS

ESP’s Current Network, Mission, and Strategic Vision

Provides background information on the ESP and its desired goals.

- 1) Describes the ESP’s genesis, and mission in serving students.
- 2) Describes the ESP’s current portfolio including:
 - Geographical areas served
 - Number of schools– provide a chart detailing the name, location, opening year (whether planned or realized), closure year (if applicable), and number of students served for each school in the portfolio. Also provide the names and contact information for all authorizers overseeing portfolio schools.
 - Provides evidence of each school’s impact on student achievement as attachment #7. State standardized test results, as well as other well-recognized test results (ie: ACT, SAT, NWEA, etc.) may be presented.
 - Provides evidence of the ESP’s financial health and long-term viability including required attachments #8 and #9.
- 3) Describes the ESP’s strategic vision and plan for growth over the next five years in Hawaii and elsewhere. Analyzes primary challenges.
- 4) Organizational chart for ESP provided.

Proposed Relationship Between ESP and Charter School

1. Provide a description of the scope of services the ESP intends to provide for the school as well as evidence of the ESP’s capacity to successfully execute all functions.
2. Includes a copy of the proposed contract as attachment.

IV. ATTACHMENTS

All applicants should attach the following items to the application:

1. Applicant Information Sheet

2. Charter School Narrative Proposal
3. Governing Board Members Proposed Bylaws
4. Founder and Board Member Conflict of Interest Forms [BOD Conflict of Interest Form](#)
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Existing Operators only should also attach the following items to the application:

12. ESP Complete Portfolio Academic Record
13. ESP Financial Statements
14. Disclosure of Current/Past Litigation Involving the ESP or Operated Charters
15. Proposed Contract Between ESP and Charter

INVITATION FOR BIDS and REQUEST FOR PROPOSALS

LH does not subscribe to one educational model and, therefore, our schools are not limited in the manner in which they choose to educate students. Rather, we endeavor to authorize a portfolio of schools with an individual and local curricular focus that answer community needs in a unique way and utilize a research-based, data-driven accountability model for children's success. Our emphasis is quality and we prioritize outcomes over process. We are open to diverse educational philosophies and approaches and believe there are multiple ways of measuring success.

LH is pleased to accept applications for all types of charter schools without restrictions on the type of model, curriculum, or location of the proposed school, so long as they demonstrate alignment with our mission authorizing philosophy.

An individual or group of individuals interested in starting a charter school are invited to apply to LH for authorization per *Hawaii Statutes*. Instructions for completing and submitting an application for a new charter school follow. Please see the Review Process, Evaluation Rubric for additional details. While the content of new school applications is the responsibility of the founding team, feel free to contact us with any questions about the process or clarifications around any of the application sections.

Instructions to applicants: To view and/or print a PDF file, you need to first download (if you do not already have the software loaded on your computer) the Adobe Acrobat Reader software. Review the solicitation notice, print all the documents, contact the designated contact persons listed if you have any questions, and submit your proposal in accordance with the instructions in the solicitation document. Detailed information regarding the application process, timeline, and submittal can be found in Lei Ho'olaha's Application Packet. All documents are available in PDF format on the Lei Ho'olaha Authorizer Website.

Thank you for your interest in Lei Ho'olaha Charter School Authorizing Program, and for your desire to provide Hawaii's children with an excellent education.

For questions, please contact:
Charter School Liaison Ipo Torio-Ka'uhane
Email: authorizer.lhcdfi.org

Section 1. SCHOOL OVERVIEW (3 page limit)

Executive Summary

1. Genesis (how and why did the founding team come together)

[Click or tap here to enter text.](#)

2. Provide an overview of the school that is planned. Summarize the proposed school's:
 - Statutory purpose(s),
 - Grade levels to be served and the total number of students per grade (at full capacity),
 - Target population (who does the school anticipate serving),
 - Intended location,
 - Educational philosophy and instructional approach,
 - How this school will meet student needs that are currently not being met in the community in which the school will be located, and
 - Community engagement that has taken place to date.

[Click or tap here to enter text.](#)

Section 2. SCHOOL FOUNDATION (40 page limit)

Need & Demand

1. Present a compelling reason for establishing the new charter school.

- a. Provide a description and evidence of the need and demand for a school in the location identified.
- b. Identify the nearby district, charter or private schools and the education programs already offered.
- c. Identify and discuss community support for an additional school in this area including a description of any interactions the founding team has had with the community to date (i.e.: ice cream socials, door-knocking, meetings, etc.) and the number of attendees if applicable. Provide evidence of community demand, engagement, and support from individuals and/or organizations in Attachment #5.

[Click or tap here to enter text.](#)

Vision & Mission

2. Provide vision and mission statements that reflect the school's goals and purpose and alignment to LH mission is present.
 - a. Mission. A mission describes the fundamental purpose of the school. The proposed school's mission statement should:
 - i. Describe the core school design components, what the proposed school will accomplish in concrete terms, and what methods it will use;
 - ii. Be attainable and consistent with high academic standards;
 - iii. Reflect the key values that teachers, administrators, and students know and support;
 - iv. Be concise and clearly describe the proposed school's purpose for the entire school community, external stakeholders, and individuals who may not be familiar with the proposed school; and
 - v. Be able to operationalize and guide the work and school culture.
 - b. Vision. The vision statement describes the proposed school's highest priorities and long-term goals, identifying what will be accomplished when the school is successful in executing its mission over the long term. The vision statement should explain what success looks like in terms of students' life outcomes and the impact on the community and society. A vision statement is a broad, powerful goal whose scope is bigger than daily activities and should indicate the school's valued measures of success.

[Click or tap here to enter text.](#)

Innovation & Purpose

3. Present how your new charter school is innovative and how the school supports two or more statutory purposes for charter schools (including the primary purpose).

- c. Based on the need identified in section 3, describe the new and unique characteristics this school would provide to students that distinguish it from other education options available to students.
- d. Identify one or more of the statutory purposes for charter schools the school intends to meet and provide a comprehensive description of how the school's vision and mission are connected to the identified purpose(s).

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Learning Program, Student Achievement & Accountability

4. Present a high-quality educational program and goals for student achievement and accountability.
 - a. Educational Philosophy, Curricula, Tools, Methods, and Instructional Techniques:
 1. Describe the guiding educational philosophy of this school and basic learning environment.
 2. Provide an overview and rationale for selection of the proposed curricula (including names of textbook sequences selected or under consideration), tools (including specialized technology if applicable), methods and instructional techniques that support the educational philosophy.
 3. Cite and explain research evidence demonstrating how these curricula, tools, techniques and methods support student achievement (if applicable, identify schools involved).
 4. Describe the process the school will use to ensure the curricula will align with Hawaii's K-12 Academic Standards See the Hawaii Department of Education Website for additional information.
 5. Identify the contribution this charter school will make in assisting educationally and economically disadvantaged and other students to succeed academically.
 6. Identify class sizes and structures including the maximum number of students in any one classroom (by grade if varied) and number/roles of adults outside of special education paraprofessionals (i.e.: team teaching structure, single teacher, teacher with classroom aides, etc.).
 7. If not covered above, describe how the systems of the school as a whole, as well as those of classroom teachers, will support and meet the diverse learning needs of individual students.
 8. Describe how the school will promote graduation for all students, including those at risk and those with special needs
 9. Blended learning schools and virtual schools only: If your school plans to supply instruction to students through virtual distance learning, online technology, or computer-based instruction, please provide specific

information on the number of hours students will spend receiving this type of instruction, how progress will be tracked, what curricular/software programs will be used, and by whom students will be overseen throughout the day.

[Click or tap here to enter text.](#)

b. **Special Populations:** Pursuant to federal and state laws, charter schools are required to serve and meet the needs of all students, including those with special needs. School personnel must participate in developing Individualized Education Plans (IEPs), identify and refer students for assessment of special education needs, maintain appropriate records, and cooperate in the delivery of special education instruction and services in the least restrictive environment.

1. Include a description of the proposed Special Education eligibility process that will be used at this school and the safeguards that will be put in place to avoid misidentification.

[Click or tap here to enter text.](#)

2. Describe how this school will provide services to students with disabilities in the least restrictive environment. Specify:
 - The specific instructional programs or practices to be used
 - How the school will ensure access to the general education curriculum
 - Plans for monitoring and evaluating progress toward IEP goals
 - Staffing plans to meet student needs

[Click or tap here to enter text.](#)

c. **Students with Limited English Proficiency:** Describe how this school will provide services to English Learners (ELs). Specify:

1. How ELs will be identified
2. The specific instructional programs or practices to be used
3. How student progress and success will be monitored
4. Staffing plans to meet student needs

[Click or tap here to enter text.](#)

d. **Gifted and At-Risk Students:** Explain how the school will identify and serve students who are intellectually gifted or are performing below grade level/are at-risk but do not qualify for special education or other services.

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e. **Supplemental Programming:** If the school will provide summer school, extra-

curricular offerings, or other supplemental programs that are integral to the mission of the school, please describe:

1. What offerings will entail
2. How often they will occur/how long they will run
3. How they will be funded

[Click or tap here to enter text.](#)

f. School Culture and Discipline

1. Describe the culture of the proposed school and how this culture will be implemented.
2. Describe the philosophy that will surround the school's discipline policy, as well as the policy itself. If the policy has not yet been developed, include information on how and when this work will be completed

[Click or tap here to enter text.](#)

g. Assessment and Accountability: LH requires that the schools we authorize be held to a high academic standard. We develop an accountability plan with the school that includes goals based on individual student growth, state standardized test scores as well as other nationally-normed assessments, all of which are contained in the LH Accountability Plan and Rubric. In addition, we request the following information about the school's commitment to assessment and accountability.

1. Describe the school's philosophical approach to assessment.
2. Describe the systems to be used in managing and disseminating student performance data in terms of processes, software (if applicable) and personnel.
3. Describe any training and support that school leadership and teachers will receive in analyzing, interpreting, and utilizing student data.
4. Describe how the school will use assessment data to drive decisions about the learning program and strategic direction of the school.
5. Identify your school's mission-specific quantifiable academic goals for students and the school.
6. Discuss how the school will know if it is successfully educating students

[Click or tap here to enter text.](#)

Alignment with Lei Ho'olaha Charter School Philosophy

5. Lei Ho'olaha will authorize charter schools that are aligned with the tenets of our Charter School Authorizing Philosophy which at its very core is Education with Aloha. Describe how the

school you are proposing be authorized by LH aligns to the Charter Authorizing Philosophy tenets listed below:

- Perpetuate Hawaiian Language, Practices, and Traditions (ʻIke Hawaii)
- Nurture the Next Generation of Aloha ʻĀina Leaders.
- Strengthen Families and Renew Communities.
- Advance the Lāhui

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Section 3. PRE-OPERATIONAL PLANNING (27 page limit)

School Founders & Proposed Board Members

1. Describe the school founders/proposed board members and how they are well positioned to develop and plan a new high-quality charter school.
 - a. Describe how the founding team came together to propose this school.
 - b. For each individual, include the following information:
 - Describe their experience and/or involvement in K-12 education;
 - Describe their experience with the design and operation of a charter school;
 - Describe their role in the planning process to date and their expected role and responsibilities during the school's pre-operational planning period;
 - Describe their experience and/or involvement with the community the school proposes to serve;
 - Indicate whether they intend to become a member of the interim board of directors;
 - Indicate if they intend to apply for employment in the new charter school; and
 - Describe the relevant work experience and expertise they bring to the founding team.
 - c. Disclose which members of the founding team have played a role in crafting the application narrative. If a consultant or employee of an Education Service Provider was used, disclose his/her name and experience.
 - d. Describe how the founding team will ensure that the school is fully developed and prepared to open after the start-up year.

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Governance

2. Describe a plan to ensure effective and accountable governance over the school's operations.

a. Governance Model

- Describe the board's governance model/board composition and how it will help advance the mission of the school. If the board plans to utilize any committees, advisory bodies, or councils, provide information on their composition (i.e.: parents, staff, community, teacher, etc.) and their reporting structure in relation to the school leadership team and governing board.
- Describe the roles and responsibilities of the board and how each member will help advance this understanding.
- Describe how the role of the board will be distinguished from the role of the school leader.
- Include information on the board's schedule both during the founding period and after the start of the school. How often has the board met? How often does it plan to meet during and after the founding period? Etc.

[Click or tap here to enter text.](#)

b. Board Recruitment: Describe specific expertise/characteristics sought in yet-to-be- recruited board members and explain the added value of those characteristics. Also describe how the school plans to recruit members with desired characteristics in an ongoing fashion.

c. Board Training: Describe the plan for initial training of the board during the school's pre-operational planning period and for ongoing board training and development once the school opens.

[Click or tap here to enter text.](#)

d. Parent, Family, and Community Involvement: Describe the board's strategy for engaging and involving parents of potential students (including stepparents, guardians, etc.) and other members of the community in the planning, program design, and implementation of this charter school.

[Click or tap here to enter text.](#)

e. Plan for Fulfilling Board Obligations

- Describe how the interim board will develop policy during the pre-operational planning period to ensure the board governs the charter public school in compliance with federal, state and local requirements.
 - Additionally, describe the specific plan and timeline for the development of:
 - Personnel policies (including the creation of job descriptions, an employee performance management program, etc.);
 - Procurement policies and procedures for contracting with vendors and consultants that are fair and open and that avoid apparent and actual conflicts of interest;
 - Conflict of interest policies; and
 - Travel approval and reimbursement policies.
 - If the founding team has already received 501(c)3 status, provide the Letter of Determination from the Internal Revenue Service, copy of the Articles of Incorporation, and signed Board Bylaws as Attachment 6. If the founding team has not received this status, indicate the anticipated timeline for doing so.
- f. Describe the process the board and school leadership will use to:
- Develop and approve the budget;
 - Monitor the financial condition of the school; and
 - Select financial managers and the auditor.

[Click or tap here to enter text.](#)

Marketing, Outreach, Enrollment & Admissions

3. Describe a marketing and outreach plan, based on the compelling need established above, to ensure open access to all and full enrollment.
- a. Identify the number of students expected to attend the school each year by grade level in the following table (add additional rows if it will take more than five years to reach full enrollment.

Complete the enrollment projection table below.

Year of Operation	Year 1	Year 2	Year 3	Year 4	Year 5	max
K						
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						

1. Describe your rationale for the growth plan depicted in the previous table (i.e.: Why start with the grade levels identified? The number of students identified?)
2. Describe your school’s marketing strategy for recruiting and retaining the school’s target population.
3. Discuss how this school will intentionally and specifically conduct outreach to educationally and economically disadvantaged and hard-to-reach populations.
4. Discuss how this school will intentionally and specifically conduct outreach to educationally and economically disadvantaged and hard-to-reach populations.
5. Describe how you will engage families and community members from the time that the school is approved through opening.
6. Describe how the school will conduct an open admissions process including the use of a lottery to provide equal access to all students who apply.

[Click or tap here to enter text.](#)

School Calendar and Schedule

4. Describe a calendar and schedule that reflects the school's goals, purposes and proposed learning program.

- a. Describe the calendar the school plans to use:
 - Identify the unique characteristics of the school's proposed calendar.
 - Describe how this proposed calendar lends itself to the school's mission, vision, and needs of the students being served.
 - Provide total number of student instructional days and professional development days.
 - Provide a copy of the school's proposed calendar for the first year of operation.
 - Provide a description or outline of a "typical day" at the new school.
 - Provide a school-wide 'master' schedule that is aligned to the program described at anticipated enrollment levels and clearly shows:
 - Arrival and dismissal times
 - Duration of various periods
 - Time devoted to each subject area
 - Number of classrooms at anticipated enrollment level
 - Teacher preparatory periods
 - Student lunch/recess periods

Keep in mind that the school-wide schedule provides an opportunity to demonstrate that the structure of the program described in your application narrative is realistic and feasible. If your program involves the use of specialists (art, music, language, etc.), be sure they are included. Applicants may include a sample schedule for a week, or for 'A' and 'B' days if rotations will occur. If certain grade levels will have a schedule that diverges from those of other students, ensure that this is reflected.

[Click or tap here to enter text.](#)

Section 4. PROGRAM IMPLEMENTATION AND BUDGET

Facility Plan

1. Describe a plan to secure a suitable facility that meets the unique needs of the school and complies with health and safety and building code requirements.
 - a. Facility Needs Planning Process
 - Describe the school’s plan, including the timeline and process for determining space needs appropriate to the program and enrollment.
 - Describe results of a preliminary facility needs assessment including the number of classrooms, common areas, recreational space, and other specialized spaces.
 - b. Facility Selection Process
 - Describe the school’s plan, including the timeline, process and milestones to be met in locating and evaluating potential facilities and selecting a building for lease that is affordable, provides adequate space and meets all health and safety and public building code requirements.
 - Provide a description of any potential facility or facilities that have been identified.

[Click or tap here to enter text.](#)

Transportation Plan

2. Describe a plan to provide transportation that meets the needs of the school and complies with Hawaii law.
 - a. Transportation Options
 - If the school will provide its own transportation, describe the school’s plan, including the timeline, process and milestones to be met in locating and evaluating potential transportation providers.
 - If the resident school district will provide transportation for the school, describe any potential impacts on the school’s learning program and school calendar.
 - b.. Transportation Policies
 - Describe the school’s policy for providing transportation to special populations
 - Describe the school’s policy for providing transportation to students that live outside the resident district.

[Click or tap here to enter text.](#)

Budget and Financial Oversight

3. Describe a plan to ensure the financial viability of the school and effective management of budget and finances.

1. Five Year Operational Budget: Present a Five-Year Operational Budget to provide reviewers with an understanding of the proposed operational budget needed to guide and control the use of public funds for the benefit of students at the new charter school (see attached template).

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 - Special curricular expenditures are clearly supported in the narrative.

- The budget contains unique and realistic staffing patterns.

[Click or tap here to enter text or insert table](#)

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[Click or tap here to enter text.](#)

SECTION 5. ADDITIONAL INFORMATION FOR EXISTING OPERATORS

Selection and Oversight of Educational Service Provider

1. Describe how the founding team became acquainted with the ESP and how the founding team determined that this particular ESP is best suited to serve the proposed group of students.
2. Indicate how the school will assess the performance of the ESP and determine whether a continued partnership is in the best interest of students.

[Click or tap here to enter text.](#)

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Provides background information on the ESP and its desired goals.

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[Click or tap here to enter text.](#)

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[Click or tap here to insert chart](#)

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Approval Criteria Baseline for: Charter School Application

Lei Ho‘olaha in its work as an authorizer is committed to on-going processes of evaluation involving all impacted stakeholders – youth, families, educational teams, operational experts, supporting communities, as well as, the authorizer team and supporting public entities and private partners. To that end, the LH “planning for authorizing” team has adopted the HAPES assessment components as a baseline assessment tool for use in the authorizing journey from proposal of a charter school concept, to review for charter contract, to preparation to launch the new charter school, to end-of-year evaluation, and ongoing through planning for continuous school improvement and evolution.

Lei Ho‘olaha will employ evaluation strategies that encourage participation (actively engage the community in all stages of the evaluation process) and build empowerment (helps equip all group stakeholders to become problem solvers).

“Participatory evaluation can help improve program performance by (1) involving key stakeholders in evaluation design and decision making, (2) acknowledging and addressing asymmetrical levels of power and voice among stakeholders, (3) using multiple and varied methods, (4) having an action component so that evaluation findings are useful to the program’s end users, and (5) explicitly aiming to build the evaluation capacity of stakeholders (Burke, 1998).”

“Empowerment evaluation is an approach to help ensure program success by providing stakeholders with tools and skills to evaluate their program and ensuring that the evaluation is part of the planning and management of the program (Fetterman, 2008).”

In terms of this LH application to effort to “build the evaluation capacity of stakeholders” starts with the use of adapted HAPES rubric for the on-going processes of evaluation involving all impacted stakeholders starts with the use of the Rubric as a reference to the applicant writing a charter school proposal for LH review and action – to LH review for acceptance or denial – to annual tracking of improvement and evolution of strong charter school environments. The Rubric gives clear and comprehensive definition of the benchmarks and expectations for stakeholders; it provides a consistent reference for evaluation. It is directly relevant to the Lei Ho‘olaha Approval Criteria and Assessment Rubric and aligns directly to expectations for excellent schools. The Rubric provides a consistent yardstick to various elements within the application process. Starting the commencement of the planning process as noted in the following:

Standard C.1: Application Process, Timeline, and Request for Proposals

- ***explain the factors that determined the decision on an application for chartering***
- Has ***fair and transparent benchmarks*** . . . and ***enables prompt notification*** to charter applicants of approval or denial while ***explaining the factors that determined the decision***;
- Clearly identifies ***approval criteria and evaluation and decision-making*** processes;
- Succinctly states the ***authorizer’s chartering priorities*** that align to its organizational goals

Standard C.2: Approval Criteria for Charter School Applications

- ***clear and comprehensive approval criteria***
 - *clear and compelling mission;*
 - *present strong academic, financial, organizational, and operational plans that are likely to satisfactorily meet the indicators, measures, and metrics Per Applicant’s performance framework - Standard C.6*
 - *clear evidence of the charter applicant’s capacity to execute its plans; and*

- *Provide distinct criteria for charter applicants who are existing school operators, proposing to contract with education service or management providers, or proposing to operate virtual charter schools.*

Standard C.3: Evaluation and Decision-Making Process

- *Provides reference for: consistent, fair, Rigorous evaluation of each charter application*
- *Documentation of evidence by evaluators to support whether a charter applicant meets each of the approval criteria*
- *ensure consistent evaluation standards and practices*
- *Contributes to clear communication of the resulting evaluation and authorizer decision and consistency in communicating/specifying reasons for approval or denial with a charter applicant*

Standard C.6: Charter School Performance Standards

- *Enables assessment of plan adequately to launch and deliver charter school proposal with clear, measurable, and attainable performance standards*
- *Define measurable and attainable academic, financial, and organizational performance standards and targets for the school to guide annual and day-to-day operations, conduct on-going evaluations for continuous school improvement, and inform annual planning*

Participatory and Empowerment approaches to evaluation are useful and are particularly meaningful when working with community informed and designed programs; both engage stakeholders; both build capacity for self-determination and advocacy for community wellbeing.

Participatory evaluation - actively engages the community in all stages of the evaluation process.

Empowerment evaluation – helps equip all group stakeholders – in this case charter school founders, and authorizing team members and state entities – HBOE, HDOE, and others - with the necessary skills to conduct their own evaluation and ensure that the program runs effectively and meaningfully for their communities.

PERFORMANCE MEASURES: ORGANIZATIONAL CAPACITY AND INFRASTRUCTURE

**Strategic Vision and Organizational Goals:
Clear and Compelling Mission**

MEASURE	GUIDING QUESTION	MEASURE ORIGIN	INDICATOR LEVEL RATINGS AND RUBRIC			
			LEVEL 0 Unsatisfactory or Incomplete	LEVEL 1 Improvements Necessary	LEVEL 2 Satisfactory	LEVEL 3 Exemplary
Charter School Application: Mission	Have a clear & compelling mission for its charter school that aligns with, supports, and advances the LH mission & vision, the intent of the HI law and lawful purposes of charter schools?	<ul style="list-style-type: none"> • HRS §302D-6(1) • LH Charter Contract 	Mission inadequately aligns with, supports, or advances the intent of the Hawai'i charter school law or the mission and purposes of the authorizer	Mission is not verified internally <ul style="list-style-type: none"> • Founding group • Application documents 	<ul style="list-style-type: none"> • Mission adequately aligns with, supports, or advances the intent of the Hawai'i charter school law and the purposes of the authorizer; it is verified by the Founding group and Application documents 	Level 2 <i>and</i> Mission is verified by external references

Options:

- Brief narrative response
- Founder Team interviews, surveys
- Other evidence in support of emphasis of proposed mission

<p>Clear and Compelling Mission Points Possible – 3. Level 0 = 0 points, Level 1 = 1 points, Level 2 = 2 points, Level 3 = 3 points</p>	<p>Total pts possible = 3</p>
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**Strategic Vision and Organizational Goals:
Comprehensive Strategic Vision**

MEASURE	GUIDING QUESTION	MEASURE ORIGIN	INDICATOR LEVEL RATINGS AND RUBRIC			
			LEVEL 0 Unsatisfactory or Incomplete	LEVEL 1 Improvements Necessary	LEVEL 2 Satisfactory	LEVEL 3 Exemplary
Charter School Application: Comprehensive Strategic Vision	Does the charter school plan include a comprehensive long-term strategic vision for charter school authorizing with clear organizational goals and timeframes for achievement that align with, support, and advance the intent of law and the purpose of charter schools?	<ul style="list-style-type: none"> ● Authorizing Contract ● LH Charter Contract 	Vision is missing, vague, inconsistent, or does not clearly state organizational goals or timeframes for achievement or Vision does not align with state law or the purpose of charter schools	Organizational goals and timeframes for achievement do not align with vision.	(a) Vision aligns with state law and the purpose of charter schools and (b) includes appropriate and measurable organizational goals with timeframes for achievement	(a) Level 2 and (b) Authorizer has ambitious organizational goals and (c) Ambitious timeframes for achievement

Options for Data Sources: <ul style="list-style-type: none"> ● Performance Evaluation Response Form: <ul style="list-style-type: none"> ○ Brief narrative response ○ Evidence of clear vision informing process for setting organizational goals and timeframes for achievement ○ Evidence of community engagement in establishing processes for strategic planning and proposal development ○ Interviews, surveys, site visits, and independent observations 	
Comprehensive Strategic Vision: Points Possible – 3. Level 0 = 0 points, Level 1 = 1 points, Level 2 = 2 points, Level 3 = 3 points	Total pts possible = 3

Strategic Vision, Organizational Goals: Evaluation Processes for Goal Attainment in the key Aspects of the Charter School: Organizational, Academic, Financial, and Operational			
A.3 MEASURE	GUIDING QUESTION	MEASURE ORIGIN	Evaluation Processes: INDICATOR LEVEL RATINGS AND RUBRIC per each: ORGANIZATIONAL, ACADEMIC, FINANCIAL, & OPERATIONAL

			LEVEL 0 Unsatisfactory or Incomplete	LEVEL 1 Improvements Necessary	LEVEL 2 Satisfactory	LEVEL 3 Exemplary
Strategic Vision and Organizational Goals: Articulation for Evaluation Processes: <ul style="list-style-type: none"> • Organizational • Academic • Financial • Operational 	Have a comprehensive strategic vision for the proposed charter school with clear organizational goals and timeframes for achievement that align with, support & advance the intent of HI law, the LH mission & vision, and the founder’s proposed charter school program	<ul style="list-style-type: none"> • Charter School Contract • Drafted Plan with commitment to excellence and sustainability in all aspects of the CS ve of rds for effective Organizations, ional practices, mic Effectiveness, and Financial Sustainability	Vision is missing, vague, inconsistent, or does not clearly state aspect goals or timeframes for achievement <i>or</i> Vision does not align with state law, the LH mission & vision, or the proposed purpose of charter school	Aspect goals and timeframes for achievement require further clarification to more clearly align with the mission, vision and goals of the proposed charter school.	(a) Aspect aligns with state law and the purpose of the proposed charter school <i>and</i> (b) includes appropriate & measurable aspect-related goals with timeframes for achievement	(a) Level 2 <i>and</i> (b) Authorizer has ambitious organizational goals to offer educational choice <i>and</i> (c) an ambitious timeframes for achievement per aspect focus
Specific Data Sources (NOTE: provide documentation/evidence for each aspect) <ul style="list-style-type: none"> • Sample Performance Evaluation Response elements: <ul style="list-style-type: none"> ○ Evidence of measurable organizational goals and timeframes for achievement from existing, operating school(s) ○ Description of proposed process for annual, self-evaluation of work against chartering vision and progress towards organizational goals (e.g., strategic plan and/or continuous improvement plans) ○ Interviews, surveys, site visits, and independent observations 					Combined Total pts possible = 12 pts	
Evaluation for Goal Attainment Process - Organizational: Points Possible – 3. Level 0 = 0 points, Level 1 = 1 points, Level 2 = 2 points, Level 3 = 3 points					Total pts possible = 3	
Evaluation for Goal Attainment Process - Academic: Points Possible – 3. Level 0 = 0 points, Level 1 = 1 points, Level 2 = 2 points, Level 3 = 3 points					Total pts possible = 3	
Evaluation for Goal Attainment Process - Financial: Points Possible – 3. Level 0 = 0 points, Level 1 = 1 points, Level 2 = 2 points, Level 3 = 3 points					Total pts possible = 3	
Evaluation for Goal Attainment Process - Operational: Points Possible – 3. Level 0 = 0 points, Level 1 = 1 points, Level 2 = 2 points, Level 3 = 3 points					Total pts possible = 3	

Strategic Vision, Organizational Goals: Structure of Operations						
A.4 MEASURE	GUIDING QUESTION	MEASURE ORIGIN	INDICATOR LEVEL RATINGS AND RUBRIC			
			LEVEL 0 Unsatisfactory or Incomplete	LEVEL 1 Improvements Necessary	LEVEL 2 Satisfactory	LEVEL 3 Exemplary

<p>Structure of Operations</p>	<p>Does the charter school proposal include a clear, initial structure of duties and responsibilities, including appropriate lines of authority and delegation of duties between decision-makers and staff; Plan for sufficient resources to support proposed operations structure</p>	<p>● LH reference</p>	<p>Structure of duties and responsibilities is unclear, inconsistent, inappropriate or illegal for a charter school, or at a level inadequate to meet the needs of the proposed charter school</p>	<p>Clear structure of duties and responsibilities exists, but staffing or resources are at a level that is not specifically tailored to meet the projected charter school needs</p>	<p>Clear structure of duties and responsibilities is defined and charted, and founder's proposed staffing and resources are specifically tailored to meet the projected charter school start up needs</p>	<p>Level 2 <i>and</i> Understanding of the structure of duties and responsibilities is verified internally by founding team and clearly presented charter school application <i>and</i> Understanding of the structure of duties and responsibilities are verified externally (such as the projected initial school governing board)</p>
<p>Specific Data Sources</p> <ul style="list-style-type: none"> • Findings from review of examples of measurable organizational goals and timeframes for achievement • Plans to engage in regular organizational evaluation of work against the chartering vision and progress towards organizational goals (e.g., strategic plan and/or continuous improvement plans) • Interviews, surveys, site visits, and independent observations 						
<p>Structure of Operations Evaluation Process: Points Possible – 3. Level 0 = 0 points, Level 1 = 1 points, Level 2 = 2 points, Level 3 = 3 points</p>						<p>Total pts possible = 3</p>

<p align="center">Strategic Vision, Organizational Goals: Charter School Leadership and Staff Expertise</p>						
<p align="center">A.5 MEASURE</p>	<p align="center">GUIDING QUESTION</p>	<p align="center">MEASURE ORIGIN</p>	<p align="center">INDICATOR LEVEL RATINGS AND RUBRIC</p>			
			<p align="center">LEVEL 0 Unsatisfactory or Incomplete</p>	<p align="center">LEVEL 1 Improvements Necessary</p>	<p align="center">LEVEL 2 Satisfactory</p>	<p align="center">LEVEL 3 Exemplary</p>

<p>Charter School Leadership and Staff Expertise</p>	<p>To what degree does the proposed charter school staff access to appropriate experience, expertise, and skills to sufficiently oversee the charter schools?</p>	<ul style="list-style-type: none"> Standard re: Human Resources 	<p>Charter school proposed staffing does not have or have access to appropriate experience, expertise, & skills in most areas essential to charter schools oversight</p>	<p>Proposed charter staff has or has access to experience, expertise, and skills in most, but not all, areas essential to charter school oversight</p>	<p>Proposed charter school staff has or has access to experience, expertise, and skills in all areas essential to charter school oversight</p>	<p>Proposed staff has strong experience, expertise, and skills to effectively oversee the charter school</p> <p><i>and</i></p> <p>Experience, expertise, and skills are specifically tailored to needs of charter school</p>
<p>Definitions</p> <ul style="list-style-type: none"> “Charter school staff” refers to both paid and unpaid individuals, including board members and contractors “Essential charter school areas” includes, but is not limited to, education leadership; curriculum, instruction, and assessment; special education, English Language Learners, and/or other diverse learning needs; performance management and accountability; law; finance; facilities; and/or nonprofit governance and management “Expertise” is defined as having knowledge, education, training, etc. in essential authorizing areas “Experience” is defined as length of time working in essential authorizing areas “Skills” is defined as effective application of experience and expertise in essential authorizing areas <p>Specific Data Sources</p> <ul style="list-style-type: none"> Resumes of proposed personnel, including contracted individuals with employment/contract terms, if any Interviews, surveys, site visits, and independent observations 						
<p>Expertise of Leadership and Staff Evaluation Process: Points Possible – 3. Level 0 = 0 points, Level 1 = 1 points, Level 2 = 2 points, Level 3 = 3 points</p>						<p>Total pts possible = 3</p>

<p>Strategic Vision, Organizational Goals: Capacity and Skill Development of Leadership and Staff/ Continuous School Improvement</p>							
	<p>A.6 MEASURE</p>	<p>GUIDING QUESTION</p>	<p>MEASURE ORIGIN</p>	<p>INDICATOR LEVEL RATINGS AND RUBRIC</p>			
				<p>LEVEL 0</p>	<p>LEVEL 1</p>	<p>LEVEL 2 Satisfactory</p>	<p>LEVEL 3 Exemplary</p>

			Unsatisfactory or Incomplete	Improvements Necessary		
Capacity and Skill Development of Leadership and Staff	To what degree does the Charter School ensure a commitment to delivery of quality educational approaches and enabling continual organizational improvement through regular professional development of its leadership and staff that is aligned with its mission, vision, and organizational goals?	<ul style="list-style-type: none"> Standard #1 – Planning and Committed to Excellence; Human Resources 	Planned proposed professional development for charter school staff is rarely noted or not noted at all	Planned proposed professional development for all leadership and staff is not clearly aligned to the charter school proposal - mission, vision, or organizational goals or Professional development for charter school leadership and staff is offered irregularly	Planned proposed Professional development is regularly noted for charter school leadership and staff and it is aligned to the charter school’s mission, vision, and organizational goals	Level 2 and Professional development is differentiated and Outcomes of professional development are measured and evaluated
A.6 SPECIFICATIONS			INDICATOR LEVEL SPECIFICATIONS			
Specific Data Sources <ul style="list-style-type: none"> Sample Performance Evaluation Response Forms <ul style="list-style-type: none"> Indication of proposed training schedule and foci for board, leadership, and staff within the first 12 months Discuss how the professional development might align with needs related to operations, vision, and/or goals of the school Interviews, surveys, site visits, and independent 						
Continuous School Improvement - Professional and Skill Development Evaluation Process: Points Possible – 3. Level 0 = 0 points, Level 1 = 1 points, Level 2 = 2 points, Level 3 = 3 points					Total pts possible = 3	

Strategic Vision, Organizational Goals: Charter School Operational Budget						
MEASURE	GUIDING QUESTION	MEASURE ORIGIN	INDICATOR LEVEL RATINGS AND RUBRIC			
			LEVEL 0 Unsatisfactory or Incomplete	LEVEL 1 Improvements Necessary	LEVEL 2 Satisfactory	LEVEL 3 Exemplary

	Charter School Operational Budget	To what degree is the charter school's actual resource allocation commensurate with its stated budget and responsibilities of supporting the charter school	<ul style="list-style-type: none"> ● Standard #1 – Financial Resources 	Resource allocations for charter school fall short of resources committed in its budget <i>and</i> Resource allocations are insufficient to fulfill charter school responsibilities	Resource allocations for charter school fall short of resources committed in its budget <i>or</i> Resource allocations are insufficient to fulfill charter school responsibilities	Resource allocations for charter school are sufficient to fulfill charter school responsibilities for the scale of the portfolio and commensurate with its stated budget	Level 2 <i>and</i> Resource allocations are sufficient to advance the charter school organizational goals
A.7 SPECIFICATIONS			INDICATOR LEVEL SPECIFICATIONS				
Specific Data Sources <ul style="list-style-type: none"> ● Performance Evaluation Response Form: <ul style="list-style-type: none"> ○ Brief narrative response addressing guiding question and evidence ○ Explanation of any significant variances between budgeted and actual expenditures ○ If applicable, explanation of how resource allocations advanced authorizer's organizational goals ● Annual budget and audited expenditures ● Interviews, surveys, site visits, and independent observations 							
Charter School Operational Budget: Points Possible – 9. Level 0 = 0 points, Level 1 = 3 points, Level 2 = 6 points, Level 3 = 9 points							Total pts possible = 9

Strategic Vision, Organizational Goals: Self-Evaluation of Capacity, Infrastructure, and Practices						
A.8 MEASURE	GUIDING QUESTION	MEASURE ORIGIN	INDICATOR LEVEL RATINGS AND RUBRIC			
			LEVEL 0 Unsatisfactory or Incomplete	LEVEL 1 Improvements Necessary	LEVEL 2 Satisfactory	LEVEL 3 Exemplary
Self-Evaluation of Capacity, Infrastructure, and Practices	To what degree does the charter school regularly self-evaluate its	<ul style="list-style-type: none"> ● HRS §302D-6(1) ● Standard #1 – Planning 	Evidence of a self-evaluation does not exist	Charter school conducts self-evaluations, but they are not	Charter school has a schedule of self-evaluations	Level 2 specifications <i>and</i>

	<p>internal ability (capacity, infrastructure, and practices) to oversee the operations of the charter school and develop continuous improvement plans to address findings of self-evaluation</p>	<p>and Commitment to Excellence</p>	<p><i>or</i> Self-evaluation does not effectively assess internal ability <i>or</i> Self-evaluation does not use external standards</p>	<p>regularly scheduled or executed <i>or</i> Continuous improvement plans are either non-existent, not designed to address the findings resulting from the self-evaluation, or not implemented</p>	<p>(both planned and executed) demonstrating regular reviews <i>and</i> Continuous improvement plans are clearly designed to address findings resulting from the self-evaluation <i>and</i> Charter school provides evidence of the implementation of continuous improvement plans</p>	<p>Evidence that charter school received external recognition for charter school practices as a result of its continuous improvement plans</p>
<p>A.8 SPECIFICATIONS</p>			<p>INDICATOR LEVEL SPECIFICATIONS</p>			
<p>Specific Data Sources</p> <ul style="list-style-type: none"> ● Performance Evaluation Response Form: <ul style="list-style-type: none"> ○ Brief narrative response addressing guiding question and evidence ○ Explanation of any significant variances between budgeted and actual expenditures ○ If applicable, explanation of how resource allocations advanced authorizer’s organizational goals ● Annual budget and audited expenditures ● Interviews, surveys, site visits, and independent observations 						
<p>Self-Evaluation of Capacity, Infrastructure, and Practices Points Possible – 9. Level 0 = 0 points, Level 1 = 3 points, Level 2 = 6 points, Level 3 = 9 points</p>					<p>Total pts possible = 9</p>	

EVALUATION AND DECISION-MAKING PROCESS

Review Process

Lei Ho‘olaha (LH) utilizes a rigorous review process to examine applications for new schools and make determinations regarding whether a proposal should be approved or declined. LH reserves the right to deny authorization of a charter school at any point in the process without providing a reason for denial.

Each application cycle consists of the following elements:

- **Receipt of Letter of Intent:** LH receives letters of intent and confirms potential mission alignment. If a Letter of Intent fails to demonstrate potential alignment with the LH mission and authorizing philosophy, after conferring with the LH Charter Accountability Board (CAB) staff may notify the founding team that the school would not qualify for LH authorization. Staff begin to plan for the application cycle ahead by putting together highly qualified teams to review applications.
- **Application Receipt and Review for Completeness:** LH receives new school applications and staff conduct a review for completion and compliance with application guidelines. Applications which clearly do not meet requirements (i.e.: are missing sections, do not adhere to application guidelines, etc.) are not reviewed. If an application is rejected during the completeness review, the founding team will be promptly notified.
- **Application Evaluation:** An evaluation team consisting of LH Authorizing Program staff, independent external evaluators, and at times other LH community members deemed appropriate based on their unique skill sets [i.e.: faculty members with particular areas of expertise] conducts a comprehensive review of the application documents utilizing the adopted scoring rubric to provide feedback.
In the case of schools applying as experienced operators, a due diligence review to assess the past performance of affiliated schools will be conducted.
Reference checks with other authorizers, state education agencies, etc. may be conducted if determined appropriate by LH. Individual evaluation team members will each make a recommendation as to whether or not the application merits further consideration and possible approval.
- **Preliminary Recommendation and Founding Team Interview:** After the application evaluation is complete, LH staff will examine application feedback and recommendations and, based on the results, invite promising founding teams for an in-person interview to assess capacity to implement the proposed educational model with fidelity and move through the start-up phase successfully. Authorizing program staff and Leadership will participate in the interview process on behalf of LH.
- **Staff Recommendation and Decision Process:** Following the application evaluation and interview process, authorizing program staff, in consultation with LH interview participants, will formulate an independent judgment regarding

whether to recommend the application for approval or denial. This recommendation, along with supporting evidence including consolidated reviewer comments and interview notes, is presented to

the Lei Ho‘olaha Board of Directors. If the recommendation is to approve the Charter application the LH President will have final authority to allow the new school to be approved and the contracting process/affidavit process to move forward.

Feedback to Founding Teams

Whether an application is approved or denied, all founding teams will receive a copy of consolidated reviewer comments and interview notes (if applicable). Founding teams are also welcome to request a meeting with LH authorizing program staff to more closely examine the feedback, ask questions, and discuss opportunities for future improvement of the application.

Evaluation Rubric

As highlighted in the Review Process section above, LH utilizes an evaluation team comprised of authorizing program staff, independent external evaluators, and at times other LH community members deemed appropriate based on their unique skill sets [i.e.: faculty members with particular areas of expertise] to conduct a comprehensive review of the application documents. Each member of the evaluation team uses the adopted scoring rubric that follows to provide feedback and make a recommendation as to whether or not the application merits further consideration and possible approval.

It is important to note that each reviewer is asked to provide a numeric rating for all of the application elements. The ratings are tallied across reviewers and an average score presented. Because reviewers have a range of relevant expertise and because we do not require reviewers to come to consensus on a group rating for each area, ratings for the same element may vary from reviewer to reviewer. LH does not have a threshold score that applicants are required to attain in order to move forward in the process. Rather, individual and average scores along with comments and questions are used as resources to inform the decision-making process. LH reserves the right to deny an application for any reason it deems appropriate.

Instructions for Application Reviewers

Please review the following criteria to rate applicant responses to the Request for Proposals. Within each section, specific criteria define the expectations for a strong response that “Meets the Standard”.

Application to Start a New Charter School Evaluation

Rating	Characteristics
<p>3 = Meets the Standard</p>	<p>The response inspires confidence in the applicant's ability to carry out the plan and reflects a thorough understanding of key issues. Information supplied is accurate, appears realistic, and responds to <i>all application elements</i>. Strengths are numerous and response is of sufficient quality and detail to suggest that implementation of plans would lead to the development of a high-quality charter school. Weaknesses, if present, are minor and unlikely to adversely impact the school's ability to develop and operate successfully.</p>
<p>2 = Approaches the Standard</p>	<p>The response addresses application elements in most areas and strengths outweigh weaknesses. However, detail in one or more areas is lacking, reflects a slightly flawed understanding of key issues, or calls into question whether the plan presented would result in a high-quality charter school.</p>
<p>1 = Partially Meets the Standard</p>	<p>The response meets the criteria in some respects but has substantial gaps in a number of areas and lacks detail. The response may contain incorrect information, appear overly optimistic/simplistic, or fail to respond to all application elements. While some strengths may be present, they are outweighed by weaknesses which appear likely to adversely impact the ability to develop and operate a high-quality charter school.</p>

<p>0 = Does Not Meet the Standard</p>	<p>The response is incomplete, inaccurate, underdeveloped, unrealistic, demonstrates a lack of preparation, or otherwise raises substantial concerns about the viability of the plan or the applicant's ability to carry it out. Weaknesses far outweigh any strengths and make it appear unlikely that the plan presented would result in a high-quality charter school.</p>
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In each section, mark the number 0-3 indicating your impression of the applicant's response. Provide brief comments to support your ratings in the right-hand column, citing page numbers from the application as appropriate to support your comments. In the "Additional Comments" box at the end of each section, please list one or more suggested interview questions.

In addition to completing this scoring sheet, please complete a brief, half-page memorandum (pg.

12) stating your overall impression of the Application, summarizing its strengths and weaknesses.

**Name of
Applicant:**

**Name of
School(s):**

**Name of
Reviewer:**

Date:

APPLICATION NARRATIVE	RATING & COMMENTS Application Page Number			
<i>Cover Sheet</i>	<i>N</i> <i>/</i> <i>A</i>			
<i>I. Executive Summary</i>				
<ul style="list-style-type: none"> · Genesis (how and why did the founding team come together), · Mission and vision, · Statutory purposes (including primary purpose and at least one secondary purpose), · Grade levels to be served and the total number of students per grade level · Target population (who does the school anticipate serving), · Intended location, · Educational philosophy and instructional approach, · How this school will meet student needs that are currently not being met in the community in which the school will be located, · Community engagement that has taken place to date. <p><i>Overall Section Comments/Suggested Interview Questions:</i></p>	<i>0</i>	<i>1</i>	<i>2</i>	<i>3</i>

II. School Foundation	
A. Need & Demand <i>Presents a compelling reason for establishing the new charter school.</i>	
<ul style="list-style-type: none"> • Well-defined understanding of educational needs and challenges of the targeted student population, and sound rationale for the decision to serve this population, including the grade levels chosen. • Identifies other educational options located in the area. • Addresses one or more Hawaii Statewide Goals under the Federal Charter Schools program (CSP) Grant Project. • Community support for an additional school in this area including a description of any interactions the founding team has had with the community to date. 	0 1 2 3
B. Mission & Vision <i>Provides clear, focused, compelling mission vision and mission statements that reflect the school's goals and purpose. Alignment with LH mission is present.</i>	
<ul style="list-style-type: none"> • Vision: Provide a vision statement that outlines what the school wants to be (something to be pursued). • Mission: Provide a mission statement that outlines what the school is now (something to be accomplished). • Aligns with the LH Charter School Board's mission, "To educate students to be morally responsible leaders who think critically, act wisely and work skillfully to advance the common good." 	0 1 2 3
C. Innovation & Purpose <i>Presents how the new charter school is innovative and how the school supports two or more statutory purposes for charter schools (including the primary purpose).</i>	
<ul style="list-style-type: none"> • Strong description of how the proposed model is fundamentally different from typical school models in at least one area (e.g., staffing, technology use, use of time, governance, etc.), including how the model goes beyond current practice and why 	0 1 2 3

<ul style="list-style-type: none"> Identify one or more of the statutory purposes for charter schools the school intends to meet (see Minn. Stat. § 124E.01, subd. 1 (2015)) and provide a comprehensive description of how the school’s vision and mission are connected to the identified purpose(s). 	
<p><i>Overall Section Comments/Suggested Interview Questions:</i></p>	
<p>III. Educational Program</p>	
<p>A. Learning Program, Student Achievement & Accountability <i>Presents a high-quality educational program and goals for student achievement and accountability.</i></p>	
<p>1) Educational Philosophy, Curricula, Tools, Methods and Instructional Techniques:</p> <ul style="list-style-type: none"> Describe the guiding educational philosophy of this school and basic learning environment. Provide an overview and rationale for selection of the proposed curricula methods and instructional techniques that support the educational philosophy. Cite and explain research evidence demonstrating how these curricula, tools, techniques and methods support student achievement (if applicable, identify schools involved). Alignment with Minnesota’s K-12 and Early Learning Academic Standards. Identify the contribution this charter school will make in assisting educationally and economically disadvantaged and other students to succeed academically. Identify class sizes and structures including the maximum number of students in any one classroom (by grade if varied) and number/roles of adults outside of special education paraprofessionals (i.e.: team teaching structure, single teacher, teacher with classroom aide, etc.). Describe how the systems of the school as a whole, as well as those of classroom teachers, will support and meet the diverse learning needs of individual students. 	<p>0 1 2 3</p>

<ul style="list-style-type: none"> • Describe how the school will promote graduation for all students, including those at risk and those with special needs. • Blended learning and virtual schools only: A clear description of the amount of instruction delivered through blended/virtual learning, how progress will be tracked, and by whom students will be overseen throughout the day. 	<i>0</i> <i>1</i> <i>2</i> <i>3</i>
<p>2) Special Populations: Pursuant to federal and state laws, charter schools are required to serve and meet the needs of all students, including those with special needs.</p> <ul style="list-style-type: none"> • Special Education: Describe how the school will participate in developing Individualized Education Plans (IEPs), identify and refer students for assessment of special education needs, maintain appropriate records, and cooperate in the delivery of special education instruction and services in the least restrictive environment. <ul style="list-style-type: none"> ○ Include a description of the proposed Child Find process that will be used at this school and the safeguards that will be put in place to avoid misidentification. ○ Describe how this school will provide services to students with disabilities in the least restrictive environment. Specify: instructional programs or practices, access to the general education curriculum, plans for monitoring and evaluating progress toward IEP goals, and staffing to meet student needs 	<i>0</i> <i>1</i> <i>2</i> <i>3</i>
<p>3) Students with Limited English Proficiency: Describe how this school will provide services to English Learners (ELs). Specifies:</p> <ul style="list-style-type: none"> • How EL students will be identified • The specific instructional programs or practices to be used • How student progress and success will be monitored <ul style="list-style-type: none"> ○ Staffing plans to meet student needs 	<i>0</i> <i>1</i> <i>2</i> <i>3</i>

<p>4) Gifted and At-Risk Students: Explain how the school will identify and serve students who are intellectually gifted or are performing below grade level/are at-risk but do not qualify for special education or other services.</p>	<p><i>0</i> <i>1</i> <i>2</i> <i>3</i></p>
<p>5) Supplemental Programming: If the school will provide summer school, extra-curricular offerings, or other supplemental programs that are integral to the mission of the school, the application describes:</p> <ul style="list-style-type: none"> • What offerings will entail • How often they will occur/how long they will run • How they will be funded 	<p><i>0</i> <i>1</i> <i>2</i> <i>3</i></p>
<p>6) School Culture and Discipline:</p> <ul style="list-style-type: none"> • Coherent plan for implementing the intended culture. • The philosophy that will surround the school's discipline policy, as well as the policy itself. If the policy has not yet been developed, include information on how and when this work will be completed. 	<p><i>0</i> <i>1</i> <i>2</i> <i>3</i></p>

<p>7) Assessment and Accountability: LH requires that the schools we authorize be held to a high academic standard. The LH accountability plan includes goals based on state standardized test scores as well as other nationally-normed assessments, all of which are contained in the LH Accountability Plan and Rubric. In addition, we request the following information about the school's commitment to assessment and accountability.</p> <ul style="list-style-type: none"> • Describe the school's philosophical approach to assessment. • Describe the systems to be used in managing and disseminating student performance data in terms of processes, software (if applicable) and personnel. • Describe any training and support that school leadership and teachers will receive in analyzing, interpreting, and utilizing student data. • Describe how the school will use assessment data to drive decisions about the learning program and strategic direction of the school. • Identify your school's mission-specific quantifiable academic goals for students and the school. • Discuss how the school will know if it is successfully educating students 	<p style="text-align: center;"><i>0</i> <i>1</i> <i>2</i> <i>3</i></p>
<p>8) Assessment and Accountability: LH requires that the schools we authorize be held to a high academic standard. The LH accountability plan includes goals based on state standardized test scores as well as other nationally-normed assessments, all of which are contained in the LH Accountability Plan and Rubric. In addition, we request the following information about the school's commitment to assessment and accountability.</p> <ul style="list-style-type: none"> • Describe the school's philosophical approach to assessment. • Describe the systems to be used in managing and disseminating student performance data in terms of processes, software (if applicable) and personnel. • Describe any training and support that school leadership and teachers will receive in analyzing, interpreting, and utilizing student data. • Describe how the school will use assessment data to drive decisions about the learning program and strategic direction of the school. • Identify your school's mission-specific quantifiable academic goals for students and the school. • Discuss how the school will know if it is successfully educating students 	<p style="text-align: center;"><i>0</i> <i>1</i> <i>2</i> <i>3</i></p>

<p>B. Alignment with LH Charter School Philosophy <i>LH will authorize only those charter schools that are aligned with the tenets of our Charter School Authorizing Philosophy</i></p>				
<p>Lei Ho‘olaha’s Authorizing Philosophy is predicated on two decades of action research of Education with Aloha. Describe how your school will :</p> <ul style="list-style-type: none"> • <i>Perpetuate the Kanaka Maoli Language, Stories, Traditions, and Practices</i> • <i>Nurture the Next Generation of Aloha `Āina Practitioners</i> • <i>Strengthen Families and Renew Communities</i> • <i>Advance the Lāhui</i> <ul style="list-style-type: none"> • What will your `Ike Hawaii offerings entail? (ie. programs, courses, PD, field-trips, school projects, community projects...) • How often they will occur/how long they will run? • What curriculum and resources will be utilized? • Describe any training and support that instructional and leadership staff will receive in `Ike Hawaii? • Provide your staffing plan, and job descriptions for `Ike Hawaii staff. 	0	1	2	3
<p>C. Governance <i>Describes a plan to ensure effective, accountable and representative governance over the school’s operations.</i></p>				

<p>1) Governance Model:</p> <ul style="list-style-type: none"> • Describes the roles and responsibilities of the board and how each member will help advance this understanding. • Describes the board’s governance model/board composition and how it will help advance the mission of the school. If the board plans to utilize any committees, advisory bodies, or councils, provide information on their composition (i.e.: parents, staff, community, teacher, etc.) and their reporting structure in relation to the school leadership team and governing board. • Describes the roles and responsibilities of the board and how each member will help advance this understanding. • Describes how the role of the board will be distinguished from the role of the school leader. • Includes information on the board’s schedule both during the founding period and after the start of the school. How often has the board met? How often does it plan to meet during and after the founding period? 	<p><i>0</i> <i>1</i> <i>2</i> <i>3</i></p>
<p>2) Board Recruitment: Describe specific expertise/characteristics sought in yet-to-be-recruited board members and explain the added value of those characteristics.</p> <p>3) Board Training: Describe the plan for initial training of the board during the school’s pre-operational planning period and for ongoing board training and development once the school opens.</p>	<p><i>0</i> <i>1</i> <i>2</i> <i>3</i></p>
<p>4) Parent, Family, and Community Involvement: Describe the board’s strategy for engaging and involving parents of potential students (including stepparents, guardians, etc.) and other members of the community in the planning, program design, and implementation of this charter school.</p>	<p><i>0</i> <i>1</i> <i>2</i> <i>3</i></p>

<p>5) Plan for Fulfilling Board Obligations:</p> <ul style="list-style-type: none"> • Describes how the interim board will develop policy during the pre-operational planning period to ensure the board governs the charter public school in compliance with federal, state and local requirements. • Describes the specific plan and timeline for the development of: <ul style="list-style-type: none"> ○ Personnel policies (including the creation of job descriptions, an employee performance management program, etc.); ○ Procurement policies and procedures for contracting with vendors and consultants that are fair and open and that avoid apparent and actual conflicts of interest; ○ Conflict of interest policies; and ○ Travel approval and reimbursement policies <p>6) Describes the process the interim board will use to:</p> <ul style="list-style-type: none"> • Develop and approve the budget; • Monitor the financial condition of the school; and • Select financial managers and the auditor. 	<p style="text-align: center;">0 1 2 3</p>
<p>D. Marketing, Outreach, Enrollment & Admissions <i>Describes a marketing and outreach plan, based on the compelling need established above, to ensure open access to all and full enrollment.</i></p>	
<ul style="list-style-type: none"> • Identify the number of students expected to attend the school each year by grade level • Describe your rationale for the growth plan depicted above (i.e.: Why start with the grade levels identified? The number of students identified?) • Describe your school’s marketing strategy for recruiting and retaining the school’s target population. • Discuss how this school will intentionally and specifically conduct outreach to educationally and economically disadvantaged and hard-to-reach populations. 	<p style="text-align: center;">0 1 2 3</p>


<ul style="list-style-type: none"> ● Describe how the school will provide employees with initial and ongoing orientation and professional development about the mission, vision and outcomes of the school. ● Provide information regarding the general professional development teachers and others will receive prior to the start of the first school year as well as the training topics the school plans to cover during its initial year of operation. ● Describe the school’s compensation strategy, particularly for teachers and leadership. This section should clearly align with the provided budget and narrative. 	<p style="text-align: center;">0 1 2 3</p>
<p><i>Overall Section Comments/Suggested Interview Questions:</i></p>	

V. Additional Information for Existing Operators Only	
A. Selection and Oversight of Educational Service Provider	
<ul style="list-style-type: none"> · Describes how the founding team became acquainted with the ESP and how the founding team determined that this particular ESP is best suited to serve the proposed group of students. · Indicates how the school will assess the performance of the ESP and determine whether a continued partnership is in the best interest of students. 	<p>0 1 2 3</p>
B. ESP's Current Network, Mission, and Strategic Vision <i>Provides background information on the ESP and its desired goals.</i>	
<p>1) Describes the ESP's genesis, and mission in serving students.</p> <p>2) Describes the ESP's current portfolio including:</p> <ul style="list-style-type: none"> • Geographical areas served • Number of schools– provide a chart detailing the name, location, opening year (whether planned or realized), closure year (if applicable), and number of students served for each school in the portfolio. Also provide the names and contact information for all authorizers overseeing portfolio schools. • Provides evidence of each school's impact on student achievement as attachment #7. State standardized test results, as well as other well-recognized test results (ie: ACT, SAT, NWEA, etc.) may be presented. • Provides evidence of the ESP's financial health and long-term viability including required attachments #8 and #9. <p>3) Describes the ESP's strategic vision and plan for growth over the next five years in Hawaii and elsewhere. Analyzes primary challenges.</p> <p>4) Organizational chart for ESP provided.</p>	<p>0 1 2 3</p>
C. Proposed Relationship Between ESP and Charter School	

<ul style="list-style-type: none"> • Provides a description of the scope of services the ESP intends to provide for the school as well as evidence of the ESP’s capacity to successfully execute all functions. • Includes a copy of the proposed contract as attachment. 	<p>0 1 2 3</p>
<p>Overall Section Comments/Suggested Interview Questions:</p>	
<p>VI. Program Implementation and Budget</p>	
<p>A. Facility Plan <i>Describes a plan to secure a suitable facility that meets the unique needs of the school and complies with health and safety and building code requirements.</i></p>	
<p>1) Facility Needs Planning Process:</p> <ul style="list-style-type: none"> • Describe the school’s plan, including the timeline and process, for determining space needs appropriate to the program and enrollment. • Describe results of a preliminary facility needs assessment. <p>2) Facility Selection Process:</p> <ul style="list-style-type: none"> • Describes the school’s plan, including milestones, timeline, and process, for locating and selecting an appropriate facility. • Provides a description of any potential facility or facilities that have been identified. 	<p>0 1 2 3</p>
<p>B. Transportation Plan <i>Describes a plan to provide transportation that meets the needs of the school and complies with Hawaii law.</i></p>	

<p>1) Transportation Options:</p> <ul style="list-style-type: none"> • If the school will provide its own transportation, describe the school’s plan, including the timeline, process and milestones to be met in locating and evaluating potential transportation providers. • If the resident school district will provide transportation for the school, describe any potential impacts on the school’s learning program and school calendar. <p>1) Transportation Policies:</p> <ul style="list-style-type: none"> • Describe the school’s policy for providing transportation to special populations • Describe the school’s policy for providing transportation to students that live outside the resident district. 	<p>0 1 2 3</p>
<p>C. Budget and Financial Oversight</p>	
<p>1) Five-Year Operational Budget Projection</p> <p>Standard One: Qualities of sound financial management are present.</p> <p>1.1 Assumptions guiding the budget development process are defensible.</p> <ul style="list-style-type: none"> • Enrollment estimates are based upon sound interest surveys and marketing data. • A valid data source for assumptions about student characteristic data is described. • Current and historical data assist in shaping revenue and expenditure increases and inflation assumptions <p>1.2 Financial management strategies reflect abilities to adapt to changing fiscal conditions.</p> <ul style="list-style-type: none"> • Budget balancing and cost-containment strategies address potential enrollment changes. • Replacement and improvement costs for technology, capital and supplies are adequately addressed. 	<p>0 1 2 3</p>

<p>2) Standard Two: Qualities of a healthy budget are present.</p> <ol style="list-style-type: none"> 1. There is a positive general fund balance in each of the three years. <ul style="list-style-type: none"> • The budget for each year has an increasing general fund balance. • A fund balance exists even if inaccuracies are corrected. 2. The budget reflects only general fund items. 3. Enrollment and staffing projections are consistently used throughout all sections of the application. 	<p style="text-align: center;"><i>0</i> <i>1</i> <i>2</i> <i>3</i></p>
<p>3) Standard Three: The budget supports a quality school plan.</p> <p>The budget contains a justification for each service option listed in the application.</p> <ul style="list-style-type: none"> • The narrative elements of the application are completed for each option. • Each option requiring budget data is consistently described throughout the application. <p>Some expenditures support the uniqueness of the school mission.</p> <ul style="list-style-type: none"> • Special curricular expenditures are clearly supported in the narrative. • The budget contains unique and realistic staffing patterns. 	<p style="text-align: center;"><i>0</i> <i>1</i> <i>2</i> <i>3</i></p>
<p>4) Budget Narrative</p> <ul style="list-style-type: none"> • The budget narrative provides strong assumptions, rationales and substantive documentation for the numbers presented in the five-year budget. • If grant or philanthropic funds are placed in the budget, have these funds been secured? If so, a letter of verification should be included; if not, the narrative addresses how the school will cover anticipated expenses without the grant/philanthropic funds. • The narrative addresses the timeline the school intends to follow in applying for Charter School Program Grant start-up funds and what the school's contingency plan would be in the event that funds are not received. 	<p style="text-align: center;"><i>0</i> <i>1</i> <i>2</i> <i>3</i></p>

<p>5) Financial Oversight:</p> <ul style="list-style-type: none"> • Describes the policies and procedures that will be used to ensure proper use of funds, including procedures for managing accounting, payroll, purchasing, and the annual audit. • Description of whether/how the school intends to hire an external financial manager or other support and how potential contractors will be selected. 	<p>0 1 2 3</p>
<p><i>Overall Section Comments/Suggested Interview Questions:</i></p>	
	
<p><i>Overall Rating and Summary Comments:</i></p>	

CATEGORY	BENCHMARK	DUE DATE	DOCUMENTATION	APPROVED BY AUTHORIZER
Students, Enrollment, and Admissions	Enrollment and admissions policies are approved by school board. <i>(If different from materials approved by the authorizer in the original application)</i>	Prior to recruiting or enrolling students	Enrollment and admissions policy	<input type="checkbox"/> Yes <input type="checkbox"/> No Comments:
	Board-approved student code of conduct is on file and provided to students and families in a Student and Family Handbook		Board-approved code of conduct Copy of Student and Family Handbook	<input type="checkbox"/> Yes <input type="checkbox"/> No Comments:
	School has procedures in place for creating, storing, securing, and using student academic, attendance, and discipline records		Evidence of protocols/systems for student records	<input type="checkbox"/> Yes <input type="checkbox"/> No Comments:
	School admissions lottery conducted according to rules and regulations and waitlist maintained appropriately (if applicable)		Required evidence to be determined by authorizer	<input type="checkbox"/> Yes <input type="checkbox"/> No Comments:
	50% of student enrollment target met		Roster of enrolled students, including name, address, grade, and prior school attended	<input type="checkbox"/> Yes <input type="checkbox"/> No Comments:
	80% of student enrollment target met		Roster of enrolled students, including name, address, grade, and prior school attended	<input type="checkbox"/> Yes <input type="checkbox"/> No Comments:

	95-100% of student enrolled target met	[Date should be early enough to allow school to submit a revised budget and for the authorizer to consider whether the school is likely to be financially viable with reduced enrollment]	Roster of enrolled students, including name, address, grade, and prior school attended. If a school does not reach 95% of planned enrollment well in advance of school opening, the school must submit a revised budget (see “Budget” section) and may be at risk of not opening.	<input type="checkbox"/> Yes <input type="checkbox"/> No Comments:
Governance	Charter contract executed by Board		Board-executed charter contract	<input type="checkbox"/> Yes <input type="checkbox"/> No Comments:
	Organization is incorporated as a not-for-profit		Copy of charter holder’s certificate of incorporation or similar documentation	<input type="checkbox"/> Yes <input type="checkbox"/> No Comments:
	Organization has secured federal tax-exempt status		Copy of tax exempt letter and federal tax identification number from IRS	<input type="checkbox"/> Yes <input type="checkbox"/> No Comments:
	Bylaws are executed by the Board		Copy of executed bylaws	<input type="checkbox"/> Yes <input type="checkbox"/> No Comments:

	Board roster (with officer designations) and organizational chart updated		Board roster and organizational chart	<input type="checkbox"/> Yes <input type="checkbox"/> No Comments:
	First board meeting conducted		Copy of board meeting minutes	<input type="checkbox"/> Yes <input type="checkbox"/> No Comments:
Educational Programs	School calendar is final, including official start date, and complies with statutory and authorizer-specific requirements (if applicable)		School calendar including all key dates	<input type="checkbox"/> Yes <input type="checkbox"/> No Comments:
Administration and Staff	Qualified school administrator hired	Within 10 days of hiring and no later than six weeks prior to school opening	Name, resume, and copies of administrator license(s) demonstrating compliance with a certification requirements (if applicable)	<input type="checkbox"/> Yes <input type="checkbox"/> No Comments:
	All key administrative/leadership roles filled		Updated organizational or staffing chart with names filled in for all administrative/leadership roles	<input type="checkbox"/> Yes <input type="checkbox"/> No Comments:
	All teaching positions filled	Two weeks prior to school opening	Copy of staff roster	<input type="checkbox"/> Yes <input type="checkbox"/> No Comments:
	Health, safety, and criminal background checks completed for all school staff and volunteers that come into contact with students			<input type="checkbox"/> Yes <input type="checkbox"/> No Comments:

	Employees meet licensure and certification requirements	Two weeks prior to school opening	Copies of valid teaching and administrative licenses for applicable teachers and administrators	<input type="checkbox"/> Yes <input type="checkbox"/> No Comments:
	Adequate Special Education and English Learner (EL) staffing in place to serve enrolled students	Two weeks prior to school opening	Documentation of students identified as requiring Special Education or EL Services and indication of how staffing will meet student needs in accordance with law and IEPs	<input type="checkbox"/> Yes <input type="checkbox"/> No Comments:
	Board-approved personnel policies are provided to all staff in an Employee Handbook		Board-approved personnel policies Copy of Employee Handbook	<input type="checkbox"/> Yes <input type="checkbox"/> No Comments:
Management Contract (if applicable)	Management contact executed		Copy of executed agreement approved by the authorizer and signed by representatives of the management company and the school's board	<input type="checkbox"/> Yes <input type="checkbox"/> No Comments:
Budget	Board-approved budget for first fiscal year	On or before July 1	Copy of board-approved budget with detailed assumptions for all key revenues and expenditures	<input type="checkbox"/> Yes <input type="checkbox"/> No Comments:
	Board-approved five-year budget		Copy of board-approved five-year budget aligned to provisions of approved charter application	<input type="checkbox"/> Yes <input type="checkbox"/> No Comments:
	Detailed monthly cash-flow projection for first year of operation		Copy of monthly cash flow projections	<input type="checkbox"/> Yes <input type="checkbox"/> No Comments:

	Revised budget if enrollment is below 95% of projections included in board-approved budget	(Date should be early enough to allow school to submit a revised budget and for the authorizer to consider whether the school is likely to be financially viable with reduced enrollment)	Revised budget that demonstrates fiscal viability of school and ability to fulfill material terms of the approved educational program with reduced enrollment. If revised budget does not demonstrate viability, the authorizer will delay or stop school opening.	<input type="checkbox"/> Yes <input type="checkbox"/> No Comments:
Financial Mangement	Completed necessary state documents and requirements to generate payments		Documentation as determined by authorizer	<input type="checkbox"/> Yes <input type="checkbox"/> No Comments:
	Board-approved fiscal controls policies and procedures		Copy of board-approved internal controls policies	<input type="checkbox"/> Yes <input type="checkbox"/> No Comments:
	Accounting system in place		Evidence of employment of or contract with accountant, bookkeeper, or person who will handle such duties	<input type="checkbox"/> Yes <input type="checkbox"/> No Comments:
Facility	Viable facility secured	120 days prior to opening		<input type="checkbox"/> Yes <input type="checkbox"/> No Comments:

	Certificate of Occupancy	30 days prior to school opening	Certificate of Occupancy	<input type="checkbox"/> Yes <input type="checkbox"/> No Comments:
	Safety and Emergency Plan finalized	2 weeks prior to school opening	Copy of Safety and Emergency Plan	<input type="checkbox"/> Yes <input type="checkbox"/> No Comments:
	Space meets program requirements to execute material elements of the education program (classrooms, technology, special purpose space, and restrooms meet requirements of program and number of students enrolled)		Inspection during pre-opening visit	<input type="checkbox"/> Yes <input type="checkbox"/> No Comments:
	Space is accessible to all students and complies with anticipated IEP requirements		Inspection during pre-opening visit	<input type="checkbox"/> Yes <input type="checkbox"/> No Comments:
Transportation	Contract with transportation provider (as applicable)	30 days prior to school opening	Copy of agreement with transportation provider (as applicable)	<input type="checkbox"/> Yes <input type="checkbox"/> No Comments:
	Final transportation plan documentation (if applicable) including related health and safety certificates	At least two weeks prior to school opening	Copy of health and safety certificates Copies of criminal background checks for provider	<input type="checkbox"/> Yes <input type="checkbox"/> No Comments:
Food Service	Food service plan (if applicable)	30 days prior to school opening	Copy of food or vendor service contract	<input type="checkbox"/> Yes <input type="checkbox"/> No Comments:

Insurance	Appropriate and required coverage obtained	30 days prior to school opening	Proof of appropriate coverage from insurance provider that meets local and statutory requirements	<input type="checkbox"/> Yes <input type="checkbox"/> No Comments:
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Pre-Opening Assurances

A school must satisfactorily meet the pre-opening criteria, the governing board of the School must certify that it has complete the following requirements:

1. **Admissions and Enrollment Policy.** The School has an Admissions and Enrollment Policy, including an admissions application, that has been approved by the Authorizer.
2. **Policies and Procedures.** The School has the following policies and procedures: Conflict of Interest, Student Conduct and Discipline, Complaints, Procurement, Accounting, Personnel, Conflict Resolution, Inventory, School Safety, Crime Reporting, and a School Closure Plan.
3. **Evidence of Enrollment.** The School has provided acceptable evidence that it has enrolled the projected number of students with the attrition rate expected and the formula used to create the attrition rate.
4. **Proof of Facility Compliance.** The School holds all of the following documentation relating to its facility, and has provided copies to the Authorizer of:
 - a. Proof of ownership or a lease for the facilities used by the School;
 - b. A current Certificate of Occupancy;
 - c. Zoning Clearance Letter;
 - d. Satisfactory fire inspection report; and
 - e. Building permit(s), if applicable;
 - f. Food permit, if applicable; ORThe School has provided, and the Authorizer has approved, a facility contingency plan.
5. **Staffing and Hiring.** The School has provided an acceptable staffing plan and evidence of intent to hire all teachers and key leadership positions.ensuring all teachers hired meet state licensing and federal "Highly Qualified" requirements.
6. **Educational Program.** The School has a plan and procedures and will implement the material elements of its Educational Program, as described in the School's Charter Contract.
7. **Education Requirements.** The School has a plan and procedures, which have been implemented, to comply with all applicable laws, rules, regulations, and provisions of the Charter Contract, relating to education requirements, including, but not limited to: academic standards; graduation requirements (if applicable); state assessment and student testing; and implementation of mandated programming as a result of state or federal funding, including funding under Title

I and Title II of the Every Students Succeeds Act ("**ESSA**").

8. **Students With Disabilities.** The School has a plan and procedures in alignment with BOE/DOE processes, which have been implemented, to comply with all applicable laws, rules, regulations, and provisions of the Charter Contract (including the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act Amendment Act) relating to the treatment of students with identified disabilities and those suspected of having a disability, including, but not limited to: equitable access and opportunity to enroll; identification and referral; appropriate development and implementation of Individualized Education Plans ("IEPs") and Section 504 plans; operational compliance including the academic program, assessments, and all other aspects of the school's program and responsibilities; discipline, including due process protections, manifestation determinations, and behavioral intervention plans; access to the school's facility and program to students in a lawful manner and consistent with students' IEPs or Section 504 plans; and appropriate use of all available, applicable IDEA resources from the BOE/DOE.
9. **English Language Learners.** The School has a plan and procedures, which have been implemented, to comply with applicable laws, rules, regulations, and provisions of the Charter Contract relating to English Language Learner ("ELL") requirements.
10. **Financial Reporting and Compliance.** The School has a plan and procedures, which have been implemented, to comply with applicable laws, rules, regulations, and provisions of the Charter Contract relating to financial reporting requirements, including, but not limited to: complete and on-time submission of financial reports, including annual budget, revised budgets (if applicable), periodic financial reports as required by the authorizer, and any reporting requirements if the School's governing board contracts with an Education Service Provider ("ESP"); on-time submission and completion of the annual independent audit and corrective action plans, if applicable; no charging of tuition; adequate management and financial controls; and all reporting requirements related to the use of public funds.
11. **Independent Audit.** The School has a plan and procedures, which have been implemented, to comply with applicable laws, rules, regulations, and provisions of the Charter Contract relating to financial management and oversight expectations as evidenced by an annual independent audit, including, but not limited to: an unqualified audit opinion; an audit devoid of significant findings and conditions, material weaknesses, or significant internal control weaknesses; and an audit that does

not include a going concern disclosure in the notes or an explanatory paragraph within the audit report. The school shall select an auditor from the approved list provided by the Authorizer.

12. **Governance.** The School has a plan and procedures, which have been implemented, to comply with applicable laws, rules, regulations, and provisions of the Charter Contract relating to governance by its board, including, but not limited to: governing board composition and membership requirements, governing board reporting requirements, and open meeting requirements, pursuant to Chapter 302D, Hawaii Revised Statutes ("HRS"). The plan includes the actions the governing board will take in developing its policies and procedures, specifically: a conflict of interest policy that is consistent with the State Ethics Code (Chapter 84, HRS); a student conduct and discipline policy; complaints procedures; a procurement policy; accounting policies and procedures; and a personnel policy. These policies and procedures will be readily accessible on the School's website and will be posted no later than June 30, 2021.
13. **Management Accountability.** The School has a plan and procedures, which have been implemented, to comply with applicable laws, rules, regulations, and provisions of the Charter Contract relating to oversight of school management, including, but not limited to: maintaining authority over management, holding it accountable for performance as agreed under a written performance agreement, and requiring annual financial reports; or oversight of management that includes holding it accountable for performance expectations that may or may not be agreed to under a written performance agreement.
14. **Data and Reporting.** The School has a plan and procedures, which have been implemented, to comply with applicable laws, rules, regulations, and provisions of the Charter Contract relating to relevant reporting requirements to the Authorizer, State Department of Education ("DOE") as the State Education Agency and sole Local Education Agency, and/or federal authorities, including, but not limited to: compliance with minimum educational data reporting standards established by the State Board of Education; maintaining and reporting accurate enrollment and attendance data; maintaining and reporting accurate personnel data; annual reporting and immediate notice requirements; and additional information requested by the Authorizer.
15. **Student Rights.** The School has a plan and procedures, which have been implemented, to comply with applicable laws, rules, regulations, and provisions of the Charter Contract relating to the rights of students, including, but not limited to: compliance with admissions, enrollment, and dismissal requirements (including nondiscrimination and rights to enroll or maintain enrollment); the collection and protection of student information (that could be used in discriminatory ways or otherwise contrary to law); due process protections, privacy, civil rights, and student

liberties requirements, including First Amendment protections and the Establishment Clause restrictions prohibiting public schools from engaging in religious instruction; conduct of discipline (discipline hearings, suspension, and expulsion); and treatment of students that qualify for services under the McKinney-Vento Act.

16. **Teachers and Staff.** The School has a plan and procedures, which have been implemented, to comply with applicable laws, rules, regulations, and provisions of the Charter Contract relating to the state licensing requirements and federal Highly Qualified Teacher and Paraprofessional requirements within Title II of ESSA, hiring of qualified non-instructional staff, criminal history background checks, and teacher/principal evaluations.
17. **Employee Rights.** The School has a plan and procedures, which have been implemented, to comply with applicable laws, rules, regulations, and provisions of the Charter Contract relating to employment considerations, including, but not limited, to those relating to state employment law, the Family Medical Leave Act, the Americans with Disabilities Act, and nondiscrimination. The School will follow collective bargaining requirements.
18. **Facilities and Transportation.** The School has a plan and procedures, which have been implemented, to comply with applicable laws, rules, regulations, and provisions of the Charter Contract relating to the school facilities, grounds and transportation, including, but not limited to: compliance with building, zoning, fire, health, and safety codes; fire inspections and related records; viable certificate of occupancy or other required building use authorization; compliance with State requirements for schools occupying DOE facilities; and student transportation.
19. **Health and Safety.** The School has a plan and procedures, which have been implemented, to comply with applicable laws, rules, regulations, and provisions of the Charter Contract relating to health and safety, including, but not limited to: health clearances and immunizations; prohibiting smoking on campus; appropriate student health services; and safety plan.
20. **Information Handling.** The School has a plan and procedures, which have been implemented, to comply with applicable laws, rules, regulations, and provisions of the Charter Contract relating to the handling of information, including, but not limited to: maintaining the security of, and providing access to, student records under the Family Educational Rights and Privacy Act and other applicable authorities; complying with the Uniform Information Practices Act and other applicable authorities; transferring of student records; and proper and secure maintenance of testing materials.

21. **Other Obligations.** The School has a plan and procedures, which have been implemented, to comply with all other legal, statutory, regulatory, or contractual requirements contained in the Charter Contract that are not otherwise explicitly stated herein, including, but not limited to, requirements from the following sources: revisions to state charter school law; consent decrees; intervention requirements by the Authorizer; and requirements by other entities to which charter schools are accountable.
22. **Report Concerns.** The School shall remedy any major concerns noted through the application and implementation phases.
23. **Charter Contract.** The School acknowledges and agrees that it will be subject to and shall comply with the provisions of Charter Contract.

STATE PUBLIC CHARTER SCHOOL CONTRACT

This Contract is executed by and between the LEI HO'OLAHA AUTHORIZER (Lei Ho'olaha), a Authorizer established under the laws of the State of Hawaii, whose mailing address is P.O. Box 1643, Kameula, Hawaii 96743 and ("School"), whose mailing address is XXX, singularly "Party" and collectively "Parties."

RECITALS

WHEREAS, Article X, Section 1 of the Hawaii State Constitution provides 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;

WHEREAS, the Hawai'i State Constitution includes a number of provisions specific to the Hawaiian language and its heritage including Article X, Section 4 requiring that the study of the Hawaiian language be promoted in the public schools; Article XII, Section 7 reaffirming and protecting traditional and customary Hawaiian rights exercised for various purposes; and Article XV, Section 4 recognizing Hawaiian as an official language of the state;

WHEREAS, over the years the Board of Education has passed a number of policies relating to distinctive standards and programs validating Hawaiian epistemology and ideology to teach language and culture;

WHEREAS, Chapter 302D, Hawaii Revised Statutes (HRS), sets forth the laws under which charter schools are created and governed;

WHEREAS, the Hawaii State Legislature through Chapter 302D supports new approaches to education that accommodate the individual needs of students and provide the State with successful templates that can dramatically improve Hawaii's educational standards for the twenty-first century, and that this Act will create genuine opportunities for communities to implement innovative models of community-based education;

WHEREAS, pursuant to Chapter 302D, HRS, Authorizers as approved by the Board of Education, have chartering jurisdiction and authority and is empowered to authorize public charter schools and enter into a charter contract with approved public charter schools;

WHEREAS, Sec. 302D-1, HRS, defines the "charter contract" as a fixed-term, bilateral, renewable contract between a public charter school and a charter school authorizer that outlines the role, powers, responsibilities and performance expectations for each party to the contract;

WHEREAS, through this Contract, the Parties are desirous of ensuring clear requirements for accountability while preserving the autonomy of the School to support new, innovative approaches to education and contribute to the development of high-quality public charter schools throughout the State;

WHEREAS, pursuant to Sec. 302D, HRS, any charter school holding a charter to operate with the State of Hawaii Charter School Commission in 2019, shall be considered a charter school for the purposes of this chapter unless the charter contract is revoked, transferred to another authorizer, or not renewed, or the charter school voluntarily closes;

WHEREAS, a number of charter schools, including those existing in the year 2000 were established and approved as Hawaiian language medium schools, Hawaiian immersion schools, Hawaiian bilingual schools, or Hawaiian culture-based schools;

WHEREAS, the School was granted a charter on XXXX which has not been revoked and therefore qualifies as an existing charter school pursuant to Sec. 302D-2, HRS; and

WHEREAS, the School desires to continue operating as a charter school.

NOW, THEREFORE, in consideration of the mutual covenants, representations, warranties and agreements contained here, the Parties hereby agree as follows:

1. General Terms

1.1. Term. The term of this Contract shall be XXX years, commencing on July 1, XXXX and terminating on June 30, XXXX.

1.2. Legal Status of School. Pursuant to Sec. 302D-25, HRS, the School is a public school and entity of the State and may not bring suit against any other entity or agency of the State. The School shall be nonsectarian in its operations.

1.3. Compliance with Laws. The School and the Authorizer shall comply with all applicable federal, State, as the same may be amended from time to time.

2. Governance of School

2.1. The School's Governing Board is the independent board of the School that is responsible for the financial, organizational, and academic viability of the School; possesses the independent authority to determine the organization and management of the School, the curriculum and the instructional methods; has the power to negotiate supplemental collective bargaining agreements with exclusive representatives of their employees and is considered the employer of School employees for purposes of chapters 76, 78 and 89; and ensures compliance with applicable laws.

2.2. The School's Governing Board shall comply with the Code of Ethics (Ch. 84, HRS) and shall adopt and adhere to a conflict of interest policy which is consistent with Ch. 84. The conflict of interest policy shall be readily accessible from the home page of the School's website or school office, as described in Section 11.4.1.

3. Educational Program

3.1. School's Control. Subject to the terms and conditions of this Contract, the School shall have control over and responsibility for the design and delivery of the educational program and for attaining the academic performance standards and targets established in the Performance Frameworks attached as Exhibit B and, subject Section 3.2, shall have the discretion to modify, amend, adapt, and otherwise change its educational program as it deems necessary to achieve the academic performance standards and targets.

3.2. Material Elements of Educational Program. The material elements of the School's Educational Program, including but not limited to the School's mission and vision statements, are

as set forth in Exhibit A to this Contract. The School shall, at all times, operate in a manner consistent with its Educational Program as defined in Exhibit A.

Revisions to the elements in Exhibit A shall be considered a material change to the Contract and shall require prior written approval by the Authorizer; where appropriate, this approval shall be informed by an analysis of the School's performance on the Performance Frameworks under Section 4.1, provided that such approval shall not be unreasonably withheld, particularly to the extent that such changes are intended to improve educational outcomes.

3.3 Academic Standards.

3.3.1 Consistent with State law, the School shall implement the Common Core or other State academic standards as may hereafter be approved by the State Board of Education (BOE), provided that for schools taught through the Hawaiian language those standards do not conflict with the Hawaiian language and its heritage, rather than English, being the content for Language Arts and Literacy in History/Social Studies, Science and Technological Subjects.

3.3.2 The School shall retain the autonomy to select a particular curricular and/or instructional approach, except that when the Common Core and other State academic standards conflict with the Hawaiian language and its heritage being the content for Language Arts and Literacy in History/Social Studies, Science and Technological Subjects, the School may select some other curricular and/or instructional approach that has a reasonable probability of ultimately producing high school graduation and college attendance rates among its students comparable to those produced by DOE schools for similar student populations.

3.4 Education of Students with Disabilities.

3.4.1 The State Department of Education (DOE) is statutorily responsible for the provision of a free appropriate public education as delegated from the State Board of Education (BOE). If the School enrolls special education students or identifies one of its students as eligible for special education, the School shall be responsible for providing the educational and related services required by a student's individualized education program. The programs and services for the student shall be determined collaboratively by the student's individualized education program team, which includes the student's parents or legal guardians.

3.4.2 If the School is unable to provide all of the required services, then the DOE is responsible for providing the student with services as determined by the student's individualized education program team. The Hawaii Department of Education (DOE) is the State of Hawaii's "state education agency" (SEA) and The Authorizer shall collaborate with the DOE to develop guidelines related to the provision of special education services and resources to each charter school. The DOE is responsible for reviewing all of the current individualized education programs of special education students enrolled in a charter school and may offer staff, funding or both, to the charter school based upon a formula implemented by the DOE and used to allocate resources for special education students in the public schools.

3.4.3 The Hawaii Department of Education (DOE) is the State of Hawaii's "state education agency" (SEA) "local education agency" (LEA) for purposes of compliance with the

Individuals with Disabilities Education Act (IDEA). All public schools, including charter schools, are part of and fall under the LEA. As such, the School shall comply with all applicable federal and State laws, rules, policies, procedures, and directives regarding the education of students with disabilities, including but not limited to Ch. 8-60, Hawaii Administrative Rules (HAR).

- 3.4.4 The Authorizer shall collaborate with the DOE to develop guidelines related to the provision of special education services and resources to each charter school.
- 3.4.5 The DOE is statutorily responsible for the provision of a free appropriate public education. If the School enrolls special education students or identifies one of its students as eligible for special education, the School shall be responsible for ensuring the educational and related services required by a student's individualized education program (IEP). If the School is unable to provide all of the services required by the student's IEP, the School will consult with the DOE to determine how services will be provided. The programs and services for the student shall be determined collaboratively by the student's individualized education program (IEP) team, which includes the student's parents or legal guardian.
- 4 Section 504 and ADA/AA. The School shall comply with Section 504 of the Rehabilitation Act of 1973 (Section 504) and the Americans with Disabilities Act Amendments Act and all related DOE rules, provide training, consultation, and advice to the School as needed with regard to Section 504 compliance, including legal interpretations, recommendations for intervention strategies, and assistance in conducting Section 504 plan and review meetings.
- 5 English Language Learners. The School shall provide services to students with limited English proficiency in compliance with all applicable federal and State laws, regulations, rules, court orders, policies, procedures, and guidance, all as may be amended from time to time, to ensure linguistic accessibility to the School's educational program. The DOE shall provide the School with technical assistance similar to those services received by other public schools. The School shall also assist Immigrant Children and Youth, as defined in Section 3301(6), Title III, Elementary and Secondary Education Act, as the same may be amended from time to time, in meeting the State academic content and student academic achievement standards that all public school students are expected to meet.

5.3 School Performance

- 5.3.1 Performance Frameworks. The School's academic, organizational, and financial performance under this Contract shall be evaluated using the Academic, Organizational, and Financial Performance Frameworks, respectively, attached as Exhibit B to this Contract. These Performance Frameworks shall supersede and replace any and all financial operation metrics, academic performance metrics, and organizational performance metrics established prior to the execution of this Contract and not explicitly incorporated into the Performance Frameworks. The specific terms, forms, and requirements of the Performance Frameworks, including any required indicators, measures, metrics, and targets, are maintained and disseminated by the Authorizer and shall be binding on the School. Material amendments to the

Performance Frameworks shall require approval by the Authorizer.

- 5.3.2 Modification to Performance Frameworks. The Parties acknowledge that specific terms, forms, and requirements of the Performance Frameworks may be modified to the extent required to align with changes to applicable State or federal accountability requirements as set forth in law or policies or based on other circumstances that make assessment based on the existing Performance Framework requirements impracticable. In the event that such modifications are needed, the Authorizer will make its best effort to apply expectations for school performance in a manner as reasonably consistent with those set forth in the Performance Frameworks and the School's Educational Program as set forth in Exhibit A to this Contract.
- 5.3.3 State Accountability System. The School shall be subject to and comply with all requirements related to the State assessment and accountability system for all public schools. The School shall administer all student testing as required by applicable federal and State law, rule, policies, and procedures. The performance designations derived from the State school assessment and accountability system are distinct from determinations made according to the Academic Performance Framework, which may include additional Authorizer-approved school-specific measures.
- 5.3.4 Board of Education Authority. Pursuant to its duties under Article X, Section 3, of the Hawaii State Constitution, the BOE has the power to formulate statewide educational policy. The School shall only be subject to BOE policies expressly identified by the BOE as applying to charter schools. If there is any conflict between an applicable BOE policy and a provision in this Contract, the BOE policy shall control.
- 5.4 Student Admission, Enrollment, Withdrawal, & Dismissal
- 5.5 Non-Discrimination. The School shall make all student recruitment, admissions, enrollment, and retention decisions in a nondiscriminatory manner and without regard to race, color, ethnicity, national origin, religion, sex, sexual orientation, marital status, income level, academic or athletic ability, disability, need for special education services, or lack of proficiency in the English language.
- 5.6 Admissions. The School shall comply with its Admission Policies and Procedures as approved by the Authorizer. If the number of applicants exceeds the School's capacity of a program, class, grade level, or building, the School shall select students to attend using a random selection process that shall be publicly noticed and open to the public; provided that if the School is a conversion charter school serving as the home school for the DOE district, then the School shall follow 302D-34(c), HRS. These policies and procedures shall be readily accessible from the home page of the School's website or office, as described in Section 11.4.1.
- 5.7 Enrollment. The School shall maintain accurate and complete enrollment data and daily records of student attendance.
- 5.8 K-12 Joint Enrollment. Only for the purpose of calculating funding based on enrollment, no student may be jointly enrolled in another public K12 school.

5.9 Enrollment Preferences. The School shall not impose enrollment preferences, except as approved by the Authorizer, pursuant to Sec. 302D-34, HRS. Any enrollment preferences shall be included in the Admissions Policy and Procedures, as described in Section 5.2.

5.10 Dismissal. The School shall not dismiss or transfer a student involuntarily, unless the dismissal or transfer is accomplished through procedures, provided that any dismissal of a student with a disability shall comply with the requirements of Ch. 8-60, HAR.

6 Operation of School

6.1 Student Conduct and Discipline. The School shall adopt, update, and adhere to written policies concerning standards of student conduct and discipline which shall comply with federal and State laws. The School shall provide copies to the School's parents and students at the start of each school year and shall make this policy readily accessible from the home page of the School's website or office, as described in Section 11.4.1.

6.2 Punishment of Pupils Limited. No physical punishment of any kind may be inflicted upon any pupil, but reasonable force may be used by a principal, principal's agent, teacher, or a person otherwise entrusted with the care or supervision for a special purpose of a minor in order to restrain a pupil in attendance at school from hurting oneself or any other person or property, and reasonable force may be used as delineated in Sec. 703-309(2), HRS.

7 Complaints Process. The School shall establish and adhere to a process for resolving public complaints which shall include an opportunity for complainants to be heard. The final administrative appeal shall be heard by the School's Governing Board, except where the complaint pertains to a possible violation of any law or term under this Contract. The complaints process shall be readily accessible from the home page of the School's website, as described in Section 11.4.1.

8 Contracting for Educational Services. The School shall not enter into a contract or subcontract for comprehensive management or administration services of its core educational program or services, unless otherwise agreed to in writing by the Authorizer or identified in Exhibit A (Educational Program). Such contracting is conditioned upon the School developing a management agreement with the educational service provider that meets the conditions in Exhibit C to this Contract; provided requirements of a School Improvement Grant or other federal grant shall control.

9 Health and Safety

9.1 Safe Environment. The School shall maintain a safe learning environment at all times. The School shall develop and adhere to a safety plan which shall be readily accessible from the home page of the School's website, as described in Section 11.4.1.

9.2 Health Clearances. The School shall comply with Secs. 302A-1154 to 302A-1163, HRS, and Ch. 11-157, HAR, requiring documentation that each student has received immunizations against communicable diseases, is free from tuberculosis in a communicable form, and has received a physical examination. Pursuant to Sec. 302A-

1161, HRS, if a child does not complete the immunizations or physical examination required within the period provided by Sec. 302A-1155, HRS, after provisional entry into school, the School shall notify the parent or guardian of the child that if the required immunizations or physical examination is not completed within thirty days of the date of the notice, the child shall not be admitted to the School.

9.3 School Employees Afflicted with Tuberculosis. The School shall not allow any person who has contracted tuberculosis, while afflicted with the disease, to teach or work at the School.

9.4 Student Health Services. The School shall provide students with appropriate school health services and safety protections, including providing first aid care for ill and injured students. The school may recommend that parents seek the help of medical professionals or appropriate health agencies for cases beyond its scope of responsibility.

9.5 Insurance. The School shall be covered under the Statewide Risk Management Program pursuant to Ch. 41D, HRS, for liability, property, crime, and automobile insurance. The School shall comply with all applicable laws, rules, policies, procedures, and directives of the Department of Accounting and General Services' Risk Management Office. The School may purchase additional insurance coverage if so desired.

10 Records

10.1 Student Records. The School shall maintain student records for current and former students in accordance with the requirements of State and federal law, including the Family Education Rights and Privacy Act, 20 U.S.C. § 1232g, as may be amended from time to time.

10.2 Records Retention. The School shall comply with all applicable federal and State record keeping requirements. As a State entity, the School shall comply with the policies and guidelines of the Department of Accounting and General Services, Archives Division, Records Management Branch, with regard to the retention and disposal of government records.

10.3 Open Records Law. The School shall comply with Ch. 92F, HRS, the Uniform Information Practices Act.

10.4 Reporting of Crime-Related Incidents. The School shall adopt policies and procedures to:

10.4.1 Require a report to appropriate authorities from a teacher, official or other employee of the School who knows or has reason to believe that an act has been committed or will be committed, which:

10.4.2 Occurred or will occur on School property during School hours or during activities supervised by the School; and

10.4.3 Involves crimes relating to arson, assault, burglary, disorderly conduct, dangerous weapons, dangerous drugs, harmful drugs, extortion, firearms, gambling, harassment,

intoxicating drugs, marijuana or marijuana concentrate, murder, attempted murder, sexual offenses, rendering a false alarm, criminal property damage, robbery, terroristic threatening, theft or trespass;

10.4.4 Establish procedures for disposing of any incident reported; and

10.4.5 Impose appropriate disciplinary action for failure to report these incidents, including probation, suspension, demotion and discharge of School officials.

11 Smoking Prohibited. As a public school, the School shall prohibit the use of tobacco at its school or at School functions.

12 Transportation. The School may provide its own transportation services or provide transportation through an agreement or contract with a private provider. The School shall ensure the safety of students in any transportation arrangement. and shall comply with state and county requirements pertaining to vehicles and drivers that transport students.

13 Facilities

13.1 Location. The School shall provide educational services, including the delivery of instruction, at the location(s) identified in Exhibit A (Educational Program); provided that the School may conduct class site visits to temporary locations not identified in Exhibit A and, with notice to the Authorizer, may provide educational services at temporary locations for a period not to exceed 30 calendar days. The School shall not operate in any other location without the prior written approval of the Authorizer.

13.2 Occupancy Rights. The School shall possess the lawful right to occupy and use the premises on which the School operates. The School shall provide the Authorizer a copy of the School's lease, deed, or other occupancy agreement for all locations identified in Exhibit A (Educational Program), except if the School occupies DOE school facilities.

13.3 Compliance with Codes. The School shall be located in facilities that comply with all applicable State and county building, zoning, fire, health, and safety code requirements.

13.4 If the School is located in facilities other than DOE facilities, the School shall obtain and maintain any necessary certificates or permits required for use and occupancy of the School's facilities from the applicable building, zoning, fire, health, and safety authorities. The School shall immediately notify the Authorizer in the event that any such certificate or permit is jeopardized, suspended, or revoked.

13.5 The School shall comply at all times with the occupancy capacity limits set by zoning, building, fire, and other applicable regulations.

13.6 Section 3.2. Upon such approval, the School's relocation or expansion shall be contingent upon its meeting the following conditions:

13.6.1 Submission to the Authorizer of a Certificate of Occupancy for the new facilities at least 30 days prior to the first day of occupancy;

- 13.6.2 Submission to the Authorizer of a lease, deed, or other document showing the School possesses the right to occupy the new premises;
- 13.6.3 Submission to the Authorizer of documentation that the new facilities meet applicable health, safety, fire, building, and zoning code requirements; and
- 13.6.4 Submission to the Authorizer of documentation that the new facilities are of sufficient size to safely house anticipated enrollment.

14 Funding

- 14.1 Per-Pupil Funding. The School's non-facility general fund per-pupil funding shall be as defined in Sec. 302D-28, HRS. The Authorizer shall distribute the School's per-pupil allocation each fiscal year pursuant to Sec. 302D-28(f), HRS, and shall provide the School with the calculations used to determine the per-pupil amount each year. All funds distributed to the School from the Authorizer shall be used solely for the School's educational purposes as appropriated by the Legislature, and the School shall have discretion to determine how such funding shall be allocated at the school level to serve those purposes subject to applicable laws and this Contract.
- 14.2 Funding Subject to Appropriation. The general fund per-pupil funding is contingent upon legislative appropriation and allocation of funds. If the Legislature fails to appropriate sufficient monies or if the appropriation is reduced by the Governor or by any other means and the effect of such non-appropriation or reduction is to provide insufficient monies for the continuation of the School, this Contract shall terminate on the last day of the fiscal year for which sufficient funds are available.
- 14.3 Adjustments to Funding. The Authorizer's disbursement of per-pupil funds may be adjusted for the following reasons: (a) To reconcile projected versus actual enrollment counts; (b) To adjust the per-pupil amount due to restriction by the Governor or other reduction action; (c) To adjust the actual enrollment count based on an audit of pupil counts and per pupil revenue that impact the funding received by the School; or (d) To withhold funds due to non-compliance in accordance with Sec. 302D-28 HRS. (e) The Authorizer shall have the discretion to determine whether to make an adjustment by: (i) Reconciling the adjusted amount in a subsequent disbursement to the School; or (ii) Either making payment to the School or requiring reimbursement from the School with at least thirty (30) days' written notice by the Authorizer.
- 14.4 Facility Funds. In each year in which funds are appropriated for charter school facility purposes, the Authorizer shall allocate the funds among eligible charter schools. All funds distributed to the School shall be restricted to the purposes of the appropriation.
- 14.5 Federal Funding. Pursuant to Sec. 302D-28, HRS, the School shall be eligible for all federal financial support to the same extent as all other public schools. The Authorizer shall timely distribute federal funds to the School based on the same methodology used by the DOE to distribute the funds to Schools.
- 14.6 Title I Funding. The Authorizer shall furnish the School with a Title I, Part A of the

Elementary and Secondary Education Act eligibility measure and shall provide Title I, Part A funds to the School based on that information. The School, if eligible, shall use Title I, Part A funds in accordance with applicable federal law and regulations including programmatic and fiscal requirements, and the Authorizer shall provide information to assist the School in understanding Title I, Part A requirements. The School shall provide a school plan that includes the components and school improvement elements required under Title I, Part A.

- 15 No Tuition. The School shall not assess tuition, contribution, or attendance fees of any kind as a condition of enrollment.
- 16 Fees. The School may charge reasonable fees, to the extent permitted by law, for summer school programs, after school programs, student activities and any other service, materials, or equipment for which other state public schools may charge a fee.
- 17 Financial Matters
 - 17.1 The School shall maintain accurate and comprehensive financial records, operate in accordance with Generally Accepted Accounting Principles, and use public funds in a fiscally responsible manner.
 - 17.2 Fiscal Year. The fiscal year for the School shall begin on July 1 and end on June 30 of the subsequent calendar year.
 - 17.3 Procurement. Pursuant to Secs. 302D-25(b) and 302D-12(d), HRS, the School and its Governing Board shall be exempt from Ch. 103D, HRS. The School's Governing Board shall develop and adhere to policies and procedures for the procurement of goods, services, and construction consistent with the goals of public accountability and public procurement practices. These policies and procedures must be made readily accessible from the home page of the School's website or office, as described in Section 11.4.1.
 - 17.4 Management and Financial Controls. At all times, the School shall maintain appropriate governance and management procedures and financial controls which shall include, but not be limited to: (a) budgets, (b) accounting policies and procedures, (c) payroll procedures, (d) financial reporting and (e) internal control procedures for receipts, disbursements, purchases, payroll, and fixed assets. The accounting policies and procedures must be made readily accessible from the home page of the School's website or office, as described in Section 11.4.1.
 - 17.5 Assets. The School shall maintain a complete and current inventory of all of its property and shall update the inventory annually. The School shall take all necessary precautions to safeguard assets acquired with public funds.
 - 17.6 Financing Agreements. The School shall comply with Ch. 37D, HRS, relating to financing agreements. "Financing agreement" means any lease purchase agreement, installment sale agreement, loan agreement, line of credit or other agreement of the department or, with the approval of the director, and any agency, to finance the improvement, use or acquisition of real or personal property that is or will be owned or

operated by one or more agencies of the State, the department or any agency, or to refinance previously executed financing agreements including certificates of participation relating thereto. The School shall not act as a guarantor of any such financing agreement.

18 Personnel

- 18.1 Collective Bargaining. The School shall be subject to collective bargaining under Ch. 89, HRS, and shall comply with the master agreements as negotiated by the State; provided that the School may enter into supplemental collective bargaining agreements that contain cost and non-cost items to facilitate decentralized decision-making. The School shall provide a copy of any supplemental collective bargaining agreement to the Authorizer.
- 18.2 Nondiscrimination. No person performing work under this Contract, including any employees or agents of the School, shall engage in any discrimination that is prohibited by any applicable federal, State, or county law, including but not limited to Sec. 378-2, HRS.
- 18.2.1 Teacher Credentials. The School's teachers shall comply with applicable State licensing requirements consistent with the Elementary and Secondary Education Act, State law, and collective bargaining agreements; as such requirements may be amended.
- 18.2.2 Teachers shall be licensed by the Hawaii Teachers Standards Board and shall meet the federal designation of "Highly Qualified" as adopted by the BOE and defined in the "*Title IIA Highly Qualified Teacher Guidelines*," updated May 2012, as may be amended. If the School receives Title I funding, the School shall ensure that 100% of teachers in core academic subjects are Highly Qualified, and federal funds shall not be used to pay for teachers who do not meet this requirement.
- 18.2.3 Evaluations. Pursuant to federal and state law and policy, the School is responsible for implementing principal and teacher evaluation systems that are based on efficiency, ability, contribution to student learning, and growth. The School may elect to implement the State-developed educator evaluation system or to develop and implement its own educator evaluation, as may be amended from time to time.
- 18.2.4 Criminal History Checks. The School shall conduct criminal history checks in accordance with Sec. 846-2.7, HRS, to determine whether a prospective employee or agent is suitable for working in close proximity to children. Information obtained pursuant to this provision shall be used exclusively by the School for the purposes of determining whether a person is suitable for working in close proximity to children. All such decisions shall be subject to applicable federal laws and regulations currently or hereafter in effect. The School may terminate the employment of any employee or deny employment to an applicant if the person has been convicted of a crime, and if the School finds by reason of the nature and circumstances of the crime that the person poses a risk to the health, safety or well-being of children.
- 18.2.5 Personnel Policies. The School shall adopt, update and adhere to personnel policies.

These policies must be made readily accessible from the home page of the School's website [or office](#), as described in Section 11.4.1.

19 Reporting & Data

19.1 The School shall provide to the Authorizer, in the format and timeframe prescribed by the Authorizer, any data necessary and reasonably required by the Authorizer to meet its oversight and reporting obligations. The Authorizer shall a list of required reports and due dates and provide this information to the School.

19.2 The Authorizer shall endeavor to reduce the reporting burden it places on the School by providing reasonable notice for requests, providing timely notification when due dates are changed, avoiding duplicate requests, and limiting requests to what is reasonably required by the Authorizer and other State entities.

19.3 Enrollment Count Reports. The School shall provide to the Authorizer actual and projected enrollment counts as required for funding and reporting purposes. The Authorizer may elect to obtain actual enrollment counts directly from the student information data system.

19.4 Financial Reports

19.5 Budget and Cash Flow. The School shall prepare and provide to the Authorizer a copy of its annual budget as approved by the School's Governing Board and cash flow projections for each upcoming fiscal year by June 15.

19.6 Quarterly Financial Reports. The School shall prepare and submit quarterly financial reports to the Authorizer within 45 days of the end of each fiscal year quarter.

19.7 Annual Audits. Each fiscal year, the School shall provide for an independent annual financial audit conducted in accordance with Generally Accepted Auditing Standards and Governmental Auditing Standards and performed by a certified public accountant (CPA); provided the Authorizer may establish an alternative reporting requirement in accordance with State law The Authorizer shall provide the guidelines and/or scope of the audit or alternative report and may require minimum CPA qualifications or that the School select from a list of qualified CPAs as provided by the Authorizer. The School shall provide the completed audit or alternative report to the Authorizer by November 15 after the conclusion of the fiscal year; provided that the Authorizer, with reasonable notice to the School, may change the deadline depending on circumstances. The School shall pay for the audit or alternative report if an appropriation is not made by the Legislature for such purpose.

19.8 Governing Board Reporting.

19.8.1 The School shall submit its current Governing Board Member list to the Authorizer by September 1 of each year.

19.8.2 The School shall notify the Authorizer within 14 business days of any membership changes on the Governing Board.

19.8.3 The School shall make the following documents readily accessible from the home page of its website or school office, by the respective due dates:

- a. The schedule of Governing Board meetings by September 1 of each year;
- b. Revisions to schedule Governing Board meetings not less than six days prior to the changed meeting date;
- c. Governing Board meeting notices and agendas not less than six days prior to the Governing Board meeting; and
- d. Governing Board meeting minutes within 30 days of the Governing Board approval.
- e. Conflict of interest policy, as described in Sec. 2.2;
- f. School Policies and Procedures. The School shall make the current ly accessible from the home page of its website or school office:
 - e. Admissions and enrollment, as descried in Secs. 5.2 and 5.5;
 - f. Student conduct and discipline policy, as described in Sec. 6.1;
 - g. Complaints procedures, as described in Sec. 6.3;
 - h. Safety plan, as described in Sec. 6.5.1;
 - i. Procurement policy, as described in 9.3;
 - j. Accounting policies and procedures, as described in 9.4; and
 - k. EEO Personnel policies, as described in 10.7.

19.8.4 Other Reporting. Upon request, the School shall provide the Authorizer any other Information determined by the Authorizer to be relevant to any term or condition of this Contract.

19.8.5 Educational Data. Pursuant to Sec. 302D-23, HRS, the School shall comply with the minimum educational data reporting standards established by the Board of Education (BOE) and with additional data reporting required by the Authorizer in its oversight of this Contract and shall ensure all data is accurate and complete. Schools shall have the ability to validate data, pursuant to Sec 302D5 part B1 and B2. The authorizer shall act as point of contact for data inconsistencies.

19.8.6 Personnel Data. The School shall maintain accurate and complete personnel and payroll information and shall provide such information to the Authorizer, in the format and timeframe prescribed by the Authorizer, as required for the Legislature or any State agency including but not limited to the Department of Budget & Finance, Employees' Retirement System and the Hawaii Employer-Union Health Benefits Trust Fund. The School shall ensure each employee receiving State benefits qualifies for such benefits.

19.8.7 Authorizer's Annual Report. The Authorizer shall publish and provide an annual report on the School's performance in accordance with the Performance Frameworks.

19.8.8 Immediate Notice. The School shall immediately notify the Authorizer (and other appropriate authorities) of any of the following:

19.8.8.1 School closure. The School shall notify the Authorizer of any circumstance requiring the closure of the School, including, but not limited to, a natural disaster,

such as an earthquake, storm, tsunami, flood or other weather related event, other extraordinary emergency or destruction of or damage to the School facility.

19.8.9 Other events. The School shall immediately notify the Authorizer of the following:

- a. Any condition that may cause the School to vary from the terms of this Contract or applicable requirements, federal and/or State law;
- b. The arrest of any members of the School Governing Board or School employees for a crime punishable as a felony or any crime related to the misappropriation of funds or theft;
- c. Misappropriation of funds;
- d. Any complaint, citation or default filed against the School by a government agency or lessor;
- e. Any inaccuracy found in enrollment count or other data provided to the Authorizer;
- f. The School receives a notice or is otherwise informed that the School or Authorizer is a party to a legal suit;
- g. The discipline of employees at the School arising from misconduct or behavior that may have resulted in harm to students or others, or that constituted violations of law;
- h. A default on any obligation, which shall include debts for which payments are past due by ninety (90) days or more; or
- i. The School's enrollment at any time decreases by 10% or more compared to the most recent pupil count submitted to the Authorizer.

20. Monitoring & Intervention. The Authorizer shall continually monitor the performance and legal compliance of the School. The Authorizer shall have the authority to conduct or require oversight activities that enable the Authorizer to fulfill its responsibilities under Ch. 302D, HRS, including conducting appropriate inquiries and investigations, so long as those activities are consistent with the intent of Ch. 302D, HRS, and adhere to the terms of this Contract.

21. DOE Monitoring. To meet its oversight and reporting obligations, the DOE, as the State Education Agency or Local Education Agency, may monitor the School for compliance with IDEA or federal funding, including requiring reports or other documentation, under federal or State law in conjunction with the authorizer.

22. Access to Records. Consistent with the school's obligations under the Family Education Rights and Privacy Act, 20 U.S.C. § 1232g the School shall make all School records open to inspection by the Authorizer, the DOE, the Office of the Auditor, law enforcement officials, contracted evaluators or any other federal or State regulatory agency within FERPA required timelines, or sooner if required by law.

23. Site Visits. The Authorizer may visit the School informally at any time and may, at its discretion, conduct announced formal school visits. When appropriate, the Authorizer shall make reasonable efforts to provide notice of visits. Such site visits may include any activities reasonably related to fulfillment of the Authorizer's oversight responsibilities

including, but not limited to, inspection of the facilities,; audit of financial books and records,; inspection of records maintained by the School,; interviews and observations of the principal, staff, school families, and community members,; and observation of classroom instruction.

24. Intervention. If the Authorizer finds deficiencies in the School's performance or legal compliance the Authorizer and the School shall follow the Intervention Protocol attached as Exhibit D. Intervention may be initiated when the Authorizer finds that the School has failed to:

- a) Comply with applicable laws, rules, policies or procedures;
- b) Comply with the terms and conditions of this Contract; or
- c) Meet performance expectations as set forth in the Performance Frameworks.

Failure to invoke the Intervention Protocol shall not be (i) construed as a waiver or relinquishment of any requirement under applicable laws, rules, policies, procedures, contractual terms and conditions or performance expectations; or (ii) deemed a necessary precedent to non-renewal or revocation.

25. Closure and Dissolution

25.1. School-Initiated Closure. Should the School choose to voluntarily surrender this Contract before the end of the Contract term, it may do so in consultation with the Authorizer at the close of any school year and upon written notice to the Authorizer given at least ninety (90) days before the end of the school year.

25.2. Dissolution. In the event that the School ceases operation for any reason, including but not limited to non-renewal, revocation or voluntary surrender of this Contract, the School agrees to continue to operate its educational program until the end of the school year; provided that if the School voluntarily surrenders this Contract due to lack of funds, the School shall cooperate with the Authorizer in scheduling cessation of operations. The School shall cooperate with the Authorizer in ensuring the orderly closure of the School and shall comply with the Authorizer's closure policies and protocol.

25.3. Remaining Assets. In the event that the School closes, the School shall return any remaining public assets to the State, provided that any outstanding obligations of the School are fulfilled first pursuant to Sec. 302D-19, HRS.

26. Miscellaneous Provisions.

26.1. Entire Contract. The Parties intend this Contract, including all attachments and exhibits, to represent a final and complete expression of their agreement, which shall be considered the Contract. All prior representations, understandings and discussions are merged herein, and no course of prior dealings between the Parties shall supplement or explain any terms used in this document. The Parties recognize that amendments to this Contract may be approved from time to time hereafter.

26.2. Amendments. Any amendment to this Contract shall be effective only if approved by a majority vote of the Authorizer at a public meeting.

26.3. The School may submit any proposed requested amendment to the Authorizer in accordance with instructions provided by the Authorizer. The School shall not take action related to the requested amendment until the Authorizer has approved said

amendment.

- 26.4. Changes in operation that require the School to obtain an amendment to this Contract include but are not limited to the following changes:
- a) To any material term of the School's Educational Program (Exhibit A);
 - b) In school location (relocation of site or adding or terminating sites);
 - c) In School management arrangement (such as intention to hire or terminate a management provider);
 - d) In admissions or enrollment policies or procedures.
27. Governing Law. This Contract shall be governed by and construed in accordance with the laws of the state of Hawaii, including all requirements imposed by policy and regulation, and all applicable federal laws of the United States.
28. Conflict Between Contract, Law and Administrative Rules. In the event of a conflict between this Contract, State law, applicable BOE policies and regulations and the dually promulgated administrative rules pertaining to charter schools, the order of precedence shall be State law, applicable BOE policy and regulations, followed by dually promulgated administrative rules, followed by the terms and conditions of this Contract.
29. Disputes Resolution. It is the intent of the parties to communicate on a regular basis in a positive and effective manner. The parties agree to communicate areas of concern as they arise and to address those concerns in a professional manner. Any disputes between the Authorizer and the School which arise under, or are by virtue of, this Contract and which are not resolved by mutual agreement, shall be decided by the full Authorizer in writing, within 90 calendar days after a written request by the School for a final decision concerning the dispute; provided that where a disputes resolution process is defined for a particular program area (e.g., IDEA, Section 504, etc.), the Parties shall comply with the process for that particular program area; and further provided that the parties may mutually agree to utilize the services of a third-party facilitator to reach a mutual agreement prior to decision by the full Authorizer. Subject to the availability of an appeal under Ch. 302D, HRS, or BOE administrative rules or procedures, any such decision by the full Authorizer shall be final and conclusive.
30. Non-Assignability. The School shall not assign or subcontract any duty, obligation, right or interest under this Contract without prior written approval of the Authorizer. A violation of this provision shall be considered material and substantial and shall be grounds for immediate revocation of this Contract.
31. Notices. Unless otherwise specified by law, any written notice required to be given by a Party to this Contract shall be delivered: (a) personally, (b) by United States first class mail, postage prepaid to the 'Parties' mailing addresses first indicated in this Contract; as described under Sec. 12.1. A notice shall be deemed to have been received three business days after mailing or at the time of actual receipt, whichever is earlier. Parties are responsible for notifying each other in writing of any change of mailing address.
32. Severability. In the event that any provision of this Contract is declared invalid or unenforceable by a court, such invalidity or unenforceability shall not affect the validity

or enforceability of the remaining terms of this Contract.

33. Waiver. The failure of either Party to insist upon the strict performance of or compliance with any term, provision or condition of this Contract shall not constitute or be deemed to constitute a waiver or relinquishment of the Parties' right to enforce the same in accordance with this Contract.
34. No Third-Party Beneficiary. The enforcement of the terms and conditions of this Contract shall be strictly reserved to the Authorizer and the School. Nothing contained in this Contract shall give or allow any claim or right of action whatsoever by any other person. It is the express intent of the Parties to this Contract that any person receiving services or benefits hereunder shall be deemed an incidental beneficiary only, without enforceable rights against a Party to this Contract.

Exhibit 3: Statement of Assurances

Please print this form and initial each item in the box provided. The form must be SIGNED by an authorized representative of the Applicant Governing Board.

The Applicant Governing Board agrees to comply with all of the following provisions, specifically, if approved the governing board and school:

- will operate in compliance with all applicable state and federal laws, including, but not limited to, HRS Chapter 302D;
- will operate as a public, nonsectarian, non-religious public school with control of instruction vested in the governing board of the school under the general supervision of the Authorizer and in compliance with the Charter Contract and HRS Chapter 302D;
- will operate in accordance with and comply with all of the requirements of Master Collective Bargaining Agreements, pursuant to HRS Chapter 89, and negotiate any supplemental agreements necessary;
- will, for the life of the Charter Contract, participate in all data reporting and evaluation activities as requested by the U.S. Department of Education and the Hawaii Department of Education, including participation in any federal or state funded charter school evaluations or studies, final grant report documentation, and financial statements;
- will provide special education services for students as provided in Title 49, Chapter 10, and Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, and Part B of the Individuals with Disabilities Education Act;
- will ensure that a student's records and, if applicable, a student's individualized education program, as defined in Section 602(11) of the Individuals with Disabilities Act, will follow the student, in accordance with applicable law (P.L. 107-110, section 5208);
- will comply with all provisions of Every Student Succeeds Act, including, but not limited to, provisions on school prayer, the Boy Scouts of America Equal Access Act, the Armed Forces Recruiter Access to Students and Student Recruiting Information, the Unsafe School Choice Option, the Family Educational Rights and Privacy Act, and assessments [P.L. 107-110];
- will follow all federal and state laws and constitutional provisions prohibiting discrimination on the basis of disability, race, creed, color, national origin, religion, ancestry, or need for special education services, including, but not limited to, the Age Discrimination Act of 1975, Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and Part B of the Individuals with Disabilities Education Act;
- will adhere to all provisions of federal law relating to students who are limited English proficient, including Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act of 1974, that are applicable to it;
- will ensure equitable program participation, as required under Section 427 of the General Education Provision Act;

- will follow any federal and state court orders in place in the local school district;
- will comply with federal and state applicable health and safety standards;

- will permit the Authorizer to audit, review, and inspect the operator’s activities, books, documents, papers, and other records;
- will comply with all federal and state audit requirements and ensure that arrangements have been made to finance those mandatory audits;
 - (1) will employ individuals to teach who hold a license to teach in a public school in Hawaii or meet the minimum requirements for licensure as defined by the State Board of Education;
- will operate on a July 1 to June 30 fiscal year and will adopt and operate under an annual budget for such fiscal year;
- will maintain its accounts and records in accordance with generally accepted accounting principles;
- will prepare and publish an annual financial report that encompasses all funds and includes the audited financial statements of the charter school; and
- will read, understand, and agree to comply with all parts of the Charter Contract, including, but not limited to, the performance standards and requirements established by the Charter Contract and attached performance framework.

Certification

Name of Proposed School:
Name of Authorized Representative:

I, the undersigned, do hereby agree to the assurances contained above.

Signature of Authorized Representative Date

EXHIBIT B

ORGANIZATIONAL PERFORMANCE FRAMEWORK

The Organizational Performance Framework serves as the means by which the Lei Ho'olaha addresses one of an authorizer's core responsibilities: protecting the public interest. The framework ensures that charter schools meet all applicable federal, state, and local laws and regulations as well as contractual requirements.

The Lei Ho'olaha pledges to exercise its best efforts to meet NACSA's standards on performance evaluation and compliance monitoring by implementing an accountability system that effectively streamlines federal, state, and local performance expectations and compliance requirements while protecting schools' legally entitled autonomy and minimizing school's administrative and reporting burdens.

The Organizational Performance Framework requires the School to complete the Assurance of Compliance Statement (included in this framework) on an annual basis. The Assurance of Compliance Statement identifies the specific federal, state, and local laws and regulations and contractual requirements that the School is accountable to. Regardless of the specific references to law, rule, regulation, or contractual provision contained in the Statement, the School is required comply with all relevant laws and regulations at all times.

The Lei Ho'olaha will evaluate and assess performance under the framework by:

1. Conducting audits of any compliance requirements associated with the references identified in the Statement;
2. Conducting at least one school site visit during the term of the Charter Contract;
3. Requiring submission of documentation verifying compliance through the Lei Ho'olaha's online compliance management system; and
4. Reporting on the School's fulfillment of compliance requirements specified in this framework.

The level of oversight the School will receive may vary during the term of the Charter Contract. If the School does not comply with the requirements of this Organizational Performance Framework, the School is subject to the Intervention Protocol, provided in **Exhibit D** of this Charter Contract.

Within the first quarter of each fiscal year, the Lei Ho'olaha will provide an annual Organizational Framework Report to the School that covers the previous year. The report will include a narrative of the School's performance under the framework, including any compliance breaches and actions required through the Intervention Protocol.

ASSURANCE OF COMPLIANCE STATEMENT

This document provides assurances to the Lei Ho'olaha that the School is in compliance with the laws, rules, regulations, policies, and Charter Contract provisions set forth below. This document will be assigned to the School through the Lei Ho'olaha's online compliance management system and must be completed, signed, and dated by the School's board chair and school leader annually.

In addition to this Assurance of Compliance Statement, the School is required to comply with all relevant laws and regulations at all times, regardless of the specific references in this document.

The School should read through each reference below, and then check the corresponding box to assure the Lei Ho'olaha that the School is in compliance with the specified items identified below for the specified school year. A School with compliance breaches that require the Intervention Protocol will need to resolve the compliance breach by the end of the school year or be in the process of implementing a corrective action plan that resolves the compliance breach.

GOVERNANCE

- Section 302D-12(a), HRS: Governing Board Composition
- Section 302D-12(c), HRS: Governing Board Composition- Chair
- Section 302D-12(b), HRS: Governing Board Recruitment
- Section 302D-12(f), HRS: Oversight
- Section 302D-12(g), HRS: Procurement
- Section 302D-12(h), HRS: Open Meeting Requirements
- Section 302D-12(i), HRS: State Code of Ethics

HEALTH AND SAFETY

- Charter Contract Section 11.4: Facilities- Compliance with Codes
- Charter Contract Section 9.1: Safe Environment
- Chapter 12-45.2, Hawaii Administrative Rules: State Fire Code

ACCESS AND EQUITY

- Section 302D-34(a), HRS: Enrollment
- Charter Contract Section 7.3- Admissions
- Americans with Disabilities Act: 42 U.S.C. 12101
- Individuals with Disabilities Educational Act: 20 U.S.C. 1400 et seq.
- Section 302D-30, HRS: Special Education Services
- Section 504 of the Rehabilitation Act of 1973: 29 U.S.C 794

- Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act of 1974

STUDENT CONDUCT AND DISCIPLINE

- Section 302A-1132, HRS: Compulsory Education Law
- Section 302A-1134, HRS: Exclusion from School
- Section 302A-1134.6, HRS: Zero Tolerance Policy
- Section 302A-1141, HRS: Punishment of Students
- Section 302A-1141.3, HRS: Seclusion and Chemical and Mechanical Restraint Prohibited
- Section 302A-1141.4, HRS: Use of Physical Restraint Limited
- Section 709-309(2), HRS: Use of force by persons with special responsibility for care, discipline, or safety of others

PERSONNEL

- Section 302D-33, HRS: Criminal History Record Checks
- Section 302A-804, HRS: Teacher Credentials
- Charter Contract Section 9.4: Reporting Crime-related Incidents

SCHOOL OPERATIONS

- Family Educational Rights and Privacy Act (FERPA) of 1974
- Charter Contract Section 7.5: Attendance
- Charter Contract Section 7.8: Withdrawal and Transfer
- Charter Contract Section 8.6: Complaints Process
- Charter Contract Section 8.9: School Policies
- Board of Education Policy 102-15: High School Graduation Requirements and Commencement (*if applicable*)
- Section 286-181, HRS: Pupil Transportation Safety (*if applicable*)

School Governing Board Chair Date

School Director Date

Lei Ho'olaha Monitoring Terms:

Monitoring

The Authorizer shall continually monitor the performance and legal compliance of the School. The Authorizer shall have the authority to conduct oversight activities that enable the Authorizer to fulfill its responsibilities under Chapter 302D, HRS, including conducting appropriate inquiries and investigations, so long as those activities are consistent with the intent of Chapter 302D, HRS, and adhere to the terms of this Contract.

Monitoring Related to Federal Programs

The School shall allow the DOE access to and provide any information needed to meet its oversight and reporting obligations as the SEA or LEA. The DOE may monitor the School for compliance with programmatic or fiscal requirements, including requiring reports or other documentation, under any applicable law related to federal programs, including but not limited to special education.

Access to Records

Consistent with the school's obligations under FERPA, the School shall make all School records open to inspection by the Authorizer, the DOE, the Office of the Auditor, law enforcement officials, contractors, or any other federal or State regulatory agency within five business days after request is made, or sooner if required by law.

Site Visits

The Authorizer may visit the School at any time and may, at its discretion, conduct site visits and monitoring. When appropriate, the Authorizer shall make reasonable efforts to provide notice of visits. Such site visits may include any activities reasonably related to fulfillment of the Authorizer's oversight responsibilities including, but not limited to, inspection of the facilities; audit of financial books and records; inspection of records maintained by the School; interviews and observations of the principal, staff, school families, staff of an affiliated nonprofit or educational service provider and community members; and observation of classroom instruction.

Intervention

Intervention(s) may be initiated when the Authorizer finds that the School has failed to:

- a. Comply with applicable laws, rules, policies, or procedures;
- b. Comply with the terms and conditions of this Contract; or
- c. Meet performance expectations as set forth in any of the Performance Frameworks.

Upon finding that a School has failed to meet legal or contractual compliance obligations, the Authorizer and the School shall follow the Intervention Protocol. Failure to invoke the Intervention Protocol shall not be (i) construed as a waiver or relinquishment of any requirement under applicable laws, rules, policies, procedures, contractual terms and conditions, or performance expectations; or (ii) deemed a necessary precedent to non-renewal or revocation.

RENEWAL, NON-RENEWAL, REVOCATION, CLOSURE, AND DISSOLUTION

Renewal and Non-renewal

Charter contract renewal and non-renewal shall follow the requirements set in Section 302D-18, HRS. The Authorizer's renewal and non-renewal criteria and processes are provided within this charter contract as Exhibit E.

Revocation

The Authorizer may revoke a charter contract pursuant to Section 302D-18, HRS, and Chapters 8-5-505-15, HAR.

School-Initiated Closure

Should the School choose to voluntarily surrender this Contract before the end of the Contract term, it may do so in consultation with the Authorizer at the close of any school year and upon written notice to the Authorizer given at least ninety (90) days before the end of the school year.

Dissolution

In the event that the School ceases operation for any reason, including but not limited to non-renewal, revocation, or voluntary surrender of this Contract, the School shall cooperate with the Authorizer in scheduling cessation of operations and shall comply with the Authorizer's closure policies and protocol.

Financial Insolvency

Pursuant to Section 302D-28.5, HRS, any public charter school that becomes financially insolvent shall be deemed to have surrendered its charter. For the purpose of this provision, the School shall be determined to be financially insolvent when it is unable to pay its staff when payroll is due. The School shall cooperate with the Authorizer in ensuring the orderly closure of the School. The School shall comply with the Authorizer's closure policies and protocol, once adopted by the Authorizer.

Remaining Assets

In the event that the School closes, the School shall return any remaining public assets to the State, provided that any outstanding obligations of the School are fulfilled first pursuant to Section 302D-19, HRS.

Lei Ho'olaha understands its public obligation to monitor charter schools' progress against established and agreed-upon expectations and must communicate concerns and require corrections within the parameters of established autonomies. Interventions will be initiated for school deficiencies or violations that are considered material. In accordance with NACSA's national best practice. The intervention protocols below are included in the charter contract (Exhibit F) and are consistent with the current Commissions interventions for continuity should legal action be required.

Lei Hoolaha

INTERVENTION PROTOCOL

In accordance with Section 302D-17, HRS, this Intervention Protocol is established pursuant to the Authorizer authority and responsibility to monitor the performance and legal compliance of charter schools in accordance with the terms of this Charter Contract and consistent with nationally recognized principles and standards for quality authorizing. It enables the Lei Ho'olaha to take timely and appropriate action to notify the School about performance and/or compliance concerns and provide the School a reasonable opportunity to remedy such problems.

NOTICE OF CONCERN PROTOCOLS

1. Upon finding that the School has failed to meet legal or contractual compliance obligations (including any goals, objectives, or outcomes set in the performance frameworks), Lei Ho'olaha may issue a Notice of Concern, pursuant to Section 2.10 Notices of this Charter Contract.
2. Upon receiving a Notice of Concern, the School's Governing Board will be required to provide a written response to the Authorizer within fourteen calendar days and the response must include at least one of the following:
 - i. a description of the remedy of the compliance breach, if the breach has been completely remedied, including evidence of such remedy;
 - ii. a written notification disputing the determination that a compliance breach has occurred with accompanying evidence in support of that assertion;
 - iii. a Corrective Action Plan designed to remedy the compliance breach that includes timelines and persons responsible for each action within the plan. If the submitted Corrective Action Plan is not mutually agreeable to both the School and the Lei Ho'olaha staff, the matter will be brought to the Authorizer at a General Business Meeting.
3. If the School disputes the Notice of Concern, Lei Ho'olaha will consider the matter at a General Business Meeting and retract, modify, or uphold the Notice of Concern.
4. The Authorizer shall be updated on the issuance, remedy, and progress towards implementation of Corrective Action Plans in the Director's Report during General Business Meetings.

ESCALATION OF NOTICES OF CONCERN

If the School fails to respond or make progress towards correcting the breach in the time as stated in the Corrective Action Plan, repeatedly fails to comply with applicable law or Contract provision(s), or when the breach presents an immediate concern for student or employee health and safety, the Lei Ho'olaha may take any or all of the following actions:

1. Issue a Notice of Deficiency which may include prescriptive, specific action plans and conditions for the School; or
2. Issue a Notification of Warning which initiates revocation proceedings in accordance with Chapter 302D, HRS, and applicable administrative rules.

In accordance with Section 302D-17(c), HRS, this Intervention Protocol shall not apply in any circumstance in which Lei Ho'olaha determines that a problem or deficiency warrants revocation, in which case Chapter 302D, HRS, and the established rules, procedures and protocols for revocation shall apply.

RENEWAL, NON-RENEWAL, REVOCATION, CLOSURE, AND DISSOLUTION

Renewal and Non-renewal

Charter contract renewal and non-renewal shall follow the requirements set in Section 302D-18, HRS. The Authorizer's renewal and non-renewal criteria and processes are provided within this charter contract as Exhibit E.

Revocation

The Authorizer may revoke a charter contract pursuant to Section 302D-18, HRS, and Chapters 8-5-505-15, HAR.

School-Initiated Closure

Should the School choose to voluntarily surrender this Contract before the end of the Contract term, it may do so in consultation with the Authorizer at the close of any school year and upon written notice to the Authorizer given at least ninety (90) days before the end of the school year.

Dissolution

In the event that the School ceases operation for any reason, including but not limited to non-renewal, revocation, or voluntary surrender of this Contract, the School shall cooperate with the Authorizer in scheduling cessation of operations and shall comply with the Authorizer's closure policies and protocol.

Financial Insolvency

Pursuant to Section 302D-28.5, HRS, any public charter school that becomes financially insolvent shall be deemed to have surrendered its charter. For the purpose of this provision, the School shall be determined to be financially insolvent when it is unable to pay its staff when payroll is due. The School shall cooperate with the Authorizer in ensuring the orderly closure of the School. The School shall comply with the Authorizer's closure policies and protocol, once adopted by the Authorizer.

Remaining Assets

In the event that the School closes, the School shall return any remaining public assets to the State, provided that any outstanding obligations of the School are fulfilled first pursuant to Section 302D-19, HRS.

HŌ'IKE CAPSTONE PROJECT CONTINUUM



PĀPIO

PĀ'Ū'Ū

ULUA

HFCS Cultural Competency

KŪ'AUHAU: Use lessons from the past to navigate challenges impacting our/my future.

COMMUNITY WELL-BEING Dimension

use understanding about place/history/school community to identify a real world problem

use understanding about place/history/community to design a solution to a real world problem

use understanding about place/history/community to implement a solution to a real world problem

HFCS Cultural Competency

KUKUPU: Problem solve using data, experiences, and relationships to better understand and meet new kuleana.

INQUIRY PROCESS Dimension

teachers generate questions and observations that prompt new ideas to move from wondering to understanding and further questioning.

students generate questions and observations that prompt new ideas to move from wondering to enacted understanding and further questioning.

students use new understanding from the inquiry process to activate community engagement and change.

STUDENT ACCOUNTABILITY Dimension

apply kumu feedback from HFCS hō'ike capstone project rubric to adjust project

analyze and interpret kumu and peer feedback from HFCS hō'ike capstone project rubric to enhance project

actively seek, analyze, and interpret feedback from an authentic source outside of school and HFCS hō'ike capstone project rubric to enhance project

HFCS Cultural Competency

HŌ'IKE: Demonstrate readiness to progress to a higher level of kuleana.

STUDENT VOICE AND ADVOCACY Dimension

teacher selected topics/learning artifacts are presented to teacher/class/family communities

teacher and student selected topics/learning artifacts are presented to the larger school community

student selected topics/learning artifacts are presented to targeted audiences to influence policies and programs

QUALITY LEARNING ARTIFACTS Dimension

create evocative cultural artifacts/academic work/ performances that make student knowledge visible

create evocative cultural artifacts/academic work/ performances that make student knowledge visible and connect to school mission/vision

create evocative cultural artifacts/academic work/ performances that make student knowledge visible, connects to school mission/vision and community

DEVELOPING A POSITIVE FUTURE STORY Dimension

research and articulate aspirations that include 'ohana/community input

develop short term hō'ike capstone project goals that connect to long term college, career, community goals

implement short term hō'ike capstone project goals that impact the acquisition of long term college, career, community goals

HAWAIIAN-FOCUSED CHARTER SCHOOL PROCESS RUBRIC

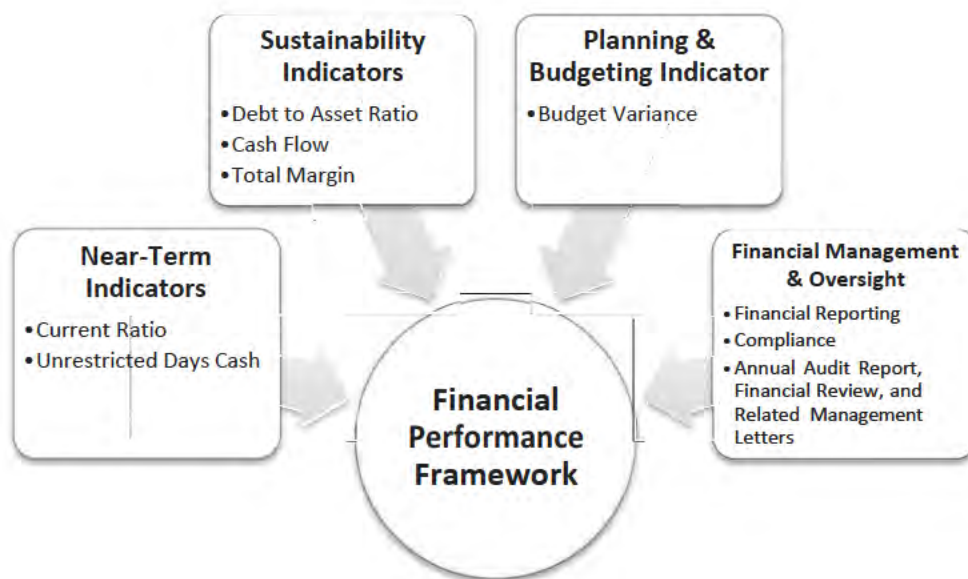
Appendix B

3 Cultural Competencies, Community/College/Career Readiness, Growth-focused Assessments

NĀ HOPENA A'O STRAND				
HAWAII: school processes are grounded in HFCS Vision of the Graduate and reflect HFCS Cultural Competencies: Kuauhau, Kukupu, Hō'ike				
SCHOOL PROCESS DIMENSION	MU'O emerging	LIKO developing	PEPE'E implementing	MAHOLA exemplary
Kuauhau: 'Āina-based Learning	process includes learning experiences related to the school's location	process includes learning experiences that address ecological issues in general terms (ex. scarcity)	process includes relevant learning experiences focused on the past, present, and future state of natural and cultural resources of the surrounding community (refer to Kupukupu Framework and External Review Process)	process includes relevant learning experiences focused on the past, present, and future state of natural and cultural resources beyond the surrounding community
Kukupu: Community Kuleana	process includes data, experiences, and relationships that students use to problem solve and fulfill kuleana to self	process includes data, experiences, and relationships that help students recognize their responsibility and the importance of their choices to others	process includes use of data, experiences, and relationships to problem solve and fulfill kuleana to promote greater community wellbeing (refer to Kupukupu Framework and External Review Process and Hō'ike Capstone Project Continuum)	process includes data, experiences, and relationships that students use to initiate and lead community projects to promote greater community well-being
Hō'ike: Demonstrate Understanding	process includes isolated student hō'ike in classroom settings (ex. teacher led in classroom)	process includes regular opportunities for student hō'ike in classroom settings (ex. grade level team)	process includes opportunities at key transition years for students to communicate learning through Hō'ike Capstone Projects connected to the school's vision of a graduate and inclusive of families and community members (refer to Kupukupu Framework and External Review Process and Hō'ike Capstone Project Continuum)	process includes routine opportunities for all students to communicate learning through school wide Hō'ike Capstone Projects inclusive of families and community members (systematic, institutionalized) connected to the school's vision of a graduate. Hō'ike process is embedded in program, includes post hō'ike staff reflection and impacts curriculum
NĀ HOPENA A'O STRAND				
PO'OKELA: school processes use a variety of curricula, instruction, and assessments to communicate student achievement in meaningful ways.				
Grounded in Hawaiian Values	process includes kula articulation of school mission vision, and/or values	process includes place for isolated classroom learning activities reflective of school mission, vision, and/or values	process includes articulation of units/lessons [including curriculum, instruction and assessment] that target an aspect of the HFCS Vision of the Graduate (refer to Kupukupu Framework , Kupukupu Unit Plan , Kupukupu External Review Process)	process includes articulation of year-long curriculum with units / set(s) of lessons [including curriculum, instruction and assessment] that target an aspect of the HFCS Vision of the Graduate
Grounded in Cultural Competencies	process includes rubric conversations about HFCS Cultural Competency areas: Kuauhau, Kukupu, Hō'ike	process includes rubric drafts reflective of HFCS Cultural Competency area(s): Kuauhau, Kukupu, Hō'ike	process includes implementation of schoolwide aligned rubrics reflective of HFCS Cultural Competency area(s): Kuauhau, Kukupu, Hō'ike (refer to Kupukupu Framework and External Review Process and Hō'ike Capstone Project Continuum)	process includes implementation of system crossing (HFCS/DOE, OH/English, HFCS/KS), aligned rubrics reflective HFCS Cultural Competency area(s): Kuauhau, Kukupu, Hō'ike
Kula Observation System	process includes administrator reflection about Cultural Competency teaching and learning in HFCS Cultural Competency areas: Kuauhau, Kukupu, Hō'ike	process includes administrator and teacher reflection about Cultural Competency teaching and learning in HFCS Cultural Competency areas: Kuauhau, Kukupu, Hō'ike	process includes administrator, teacher, and student reflections about Cultural Competency learning in HFCS Cultural Competency areas: Kuauhau, Kukupu, Hō'ike (refer to Kupukupu Framework and External Review Process)	process engages a variety of observers (students, teachers, administrators, community) in reflecting about Cultural Competency learning in HFCS Cultural Competency areas: Kuauhau, Kukupu, Hō'ike and is systemized schoolwide
Hō'ike Capstone Project Reliability and Validity	process includes conversations about Hō'ike Capstone Project(s) and rubrics.	process includes calculated interrater reliability of Hō'ike Capstone Project rubric(s).	process includes external review of Hō'ike Capstone Project rubric(s) and 3 years of data (refer to School Assessment Profile Instructional Guide)	process includes use of longitudinal Hō'ike Capstone Project rubric data on School Assessment Profile to inform continuous school improvement.
Balanced Assessment System	process utilizes only state mandated standardized assessments	process utilizes teacher generated, formative and summative assessments that have a generic connection to student outcomes and provides minimal student feedback	process utilizes authentic assessments, both formative and summative, that are aligned to HFCS Vision of the Graduate including teacher generated and student self-assessments that provide individual student feedback (refer to School Assessment Profile Instructional Guide)	process utilizes authentic assessments, both formative and summative, that are aligned to HFCS Vision of the Graduate including teacher, student self, and peer generated assessments inclusive of individual student feedback developed collaboratively
Data Analysis System	process includes occasional informal assessment of student learning within the Cultural Competency areas: Kuauhau, Kukupu, Hō'ike	process includes schoolwide assessment of student work within the Cultural Competency areas: Kuauhau, Kukupu, Hō'ike	process includes annual/semi-annual schoolwide meetings for assessment data analysis as a catalyst for improving the outcomes of student learning in HFCS Cultural Competency areas: Kuauhau, Kukupu, Hō'ike (refer to School Assessment Profile Instructional Guide)	process includes longitudinal assessment data of student learning in HFCS Cultural Competency areas: Kuauhau, Kukupu, Hō'ike
NĀ HOPENA A'O STRAND				
KULEANA and ALOHA: school processes include student short and long term goals based on a variety of learning experiences and assessments.				
Hawaiian Leadership	process includes opportunities for students to engage in leadership at the classroom level	process includes opportunities for students to engage in leadership at the school level	process includes opportunities for students to engage in leadership and contribute to healthy communities at home, school, and beyond	process includes opportunities for students to demonstrate responsible behavior as a foundation for servant leadership.
Reaching Full Potential	process focuses on short term goals and/or goals driven by others' expectations	process engages students in guided self-assessment using performance rubrics and other sources of information to set relevant goals	process engages students in identifying goals and strategies using a variety of assessments to monitor progress and persevere to meet learning goals (refer to School Assessment Profile Instructional Guide)	process engages students in meeting short-term goals that lead to long term goals
Career Goals	process includes little or no tools and resources for career exploration	process includes tools and resources for career exploration	process includes support to help students articulate areas of interest, explore career pathways selected by students	process moves students toward implementation of career pathways selected by students that benefits community
Successful Transitions	process includes minimal attention to transition planning	process includes elements of transition plan within the school but not between schools	transition process is aligned with program model for sending/receiving students within and across grade levels/schools (ES, MS, HS, post high)	process supports students initiating and leading transition plans within, across, beyond schools
NĀ HOPENA A'O STRAND				
MĀLAMA and PILINA: school processes include adequate support systems for students to achieve short and long term goals that contribute to self, 'ohana, 'āina, community and world.				
Student Voice and Advocacy	process is primarily school/teacher directed and static	process includes students in Student Success Plan development	process includes student's active role in Student Success Plan development, is responsive to student and 'ohana input, and is revised regularly	process supports students initiating and leading the implementation of Student Success Plan
Student Resiliency	process recognizes a need for students to build strategies for resilience	process includes a plan for building student resilience	process includes a system of support for students to build resilience	process includes students in building strategies for resilience and seeing challenges as opportunities for growth
Supportive Resources	process assumes learning is dependent on support of the educational staff	process supports groups of learners and is primarily reliant on educational staff	process engages students in identifying resources beyond the classroom to support learning	process supports students in building a network of resources, peers, experts, and teachers to guide and support learning

EXHIBIT B FINANCIAL PERFORMANCE FRAMEWORK

The Financial Performance Framework (“Framework”) serves as a tool for the Lei Ho’olaha to assess the financial health and viability of charter schools in its portfolio. The framework intends to provide a financial frame of reference based on current and past financial performance of charter schools. The indicators used in the framework are based on industry standard financial measures (e.g. ratios, variances) designed to be viewed in the aggregate with other complementary and supplementary information (e.g. timely and accurate financial and reporting practices, management practices). No single indicator or point in time data point gives a full picture of the financial situation of a school. Taken together, however, the indicators provide a qualitative assessment of the school’s near-term financial health, mid-term capacity, and long-term financial sustainability.



Risk-Based Approach

The framework adopts a risk assessment model as part of ongoing oversight and monitoring of charter schools’ fiscal activities, and renewal decision-making. The model aligns the framework to the unique funding and governance environment for charter schools in the State of Hawai’i. This risk-based approach will help identify areas of strength and weakness, highlighting controls that are designed to mitigate risks.

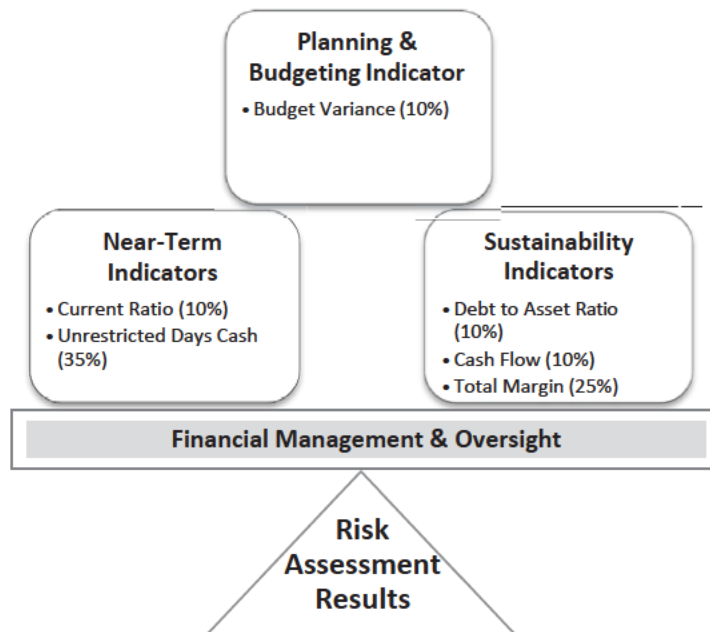
School(s) will be closely monitored if there is heightened risk of financial problems. Financial monitoring may include, but not limited to, request for reports or other documentation, inquiries through written or telephone communications, desk audits, or on-site visits, announced or otherwise. Moreover, a school may be requested to develop an appropriate corrective action plan in accordance with the Intervention Protocol (Exhibit D) to address any monitoring issues identified during the risk assessment. The corrective action plan provides a school an opportunity to explain the issue(s); identify measurable solution(s); identify person(s) who will be responsible for each solution; set timelines; and monitor the progress of the corrective action plan.

Annual Risk Assessment Process

The annual risk assessment evaluates whether the financial viability of a school is at-risk based on the Lei Ho’olaha’s review of financial information which will be drawn from the school’s annual audited financial statements or financial review. The inclusion of a “component unit” (an affiliated non-profit entity) may apply when a school’s annual audited financial statements include the presentation of reporting the audited component unit. The Lei Ho’olaha’s assessment may also include other financial information and/or a more detailed examination of the school’s financial position and practices, as needed. The Lei Ho’olaha may also consider the more current and more detailed information to determine whether the risk assessment result is still applicable throughout the assessment period and the degree to which it is, in fact, an indication of financial risk or distress or mitigation.

The risk assessment will focus on six indicators, or measures based on the National Association of Charter School Authorizers (NACSA) standards. Each indicator will be assessed on a scale from 1 to 5, with 1 being the lowest risk and 5 the highest risk. All six indicators will collectively make up a school’s overall risk level. The annual risk assessment result for a school will be determined using a balanced weighted formula utilizing the individual scores calculated for each indicator as follows:

$$(Current\ Ratio \times 0.10) + (Unrestricted\ Days\ Cash \times 0.35) + (Debt\ to\ Asset\ Ratio \times 0.10) + (Cash\ Flow \times 0.10) + (Total\ Margin \times 0.25) + (Budget\ Variance \times 0.10)$$



The individual and final risk assessment results will be represented as one of five categories based on the school’s risk assessment calculations as color-coded below and will be rounded to the nearest whole number.

Low	Acceptable	Moderate	High	Significant
1	2	3	4	5

Near Term Indicators

Current Ratio

$$\text{Current Ratio} = \text{Current Assets} \div \text{Current Liabilities}$$

The current ratio shows the relationship between a school's current assets and current liabilities. Current assets are balance sheet accounts (e.g. cash, receivables) that include the value of all assets that are expected to be converted to cash through normal operations within the current fiscal year. Current liabilities represent obligations (e.g. payables, accrued payroll, accrued vacation) that are payable in cash within a fiscal year. This ratio gives an indication of a school's ability to pay its obligations over the next twelve months. A school may be at-risk if it is unable to meet its current obligations.

This indicator accounts for 10 percent of a school's aggregate final risk assessment.

Low	Acceptable	Moderate	High	Significant
Ratio is greater than (>) 1.5	Ratio is between 1.35 – 1.5	Ratio is between 1.2 – 1.35	Ratio is between 1.0 – 1.2	Ratio is less than (<) 1.0

Unrestricted Days of Cash on Hand

$$\text{Unrestricted Days Cash} = \text{Days Cash} \div [(\text{Total Expenses} - \text{Depreciation Expense}) \div 365]$$

The unrestricted days of cash on hand provides the number of days a school can pay its current expenses without another inflow of cash. Cash balances fluctuate since schools can expend and receive money on an almost daily basis. It indicates whether a school maintains a sufficient cash balance to meet its cash obligations. A school may be at-risk if there is insufficient cash to meet its cash obligations.

The indicator looks at a fixed point in time (the time the financial statement is prepared) and a trend over a period of time. Although this indicator is at a fixed point in time, it tells whether a school may have challenges in meeting its cash obligations. Note that this indicator looks at unrestricted cash, not cash that already has been earmarked for a specific purpose, such as renovations or facilities.

This indicator accounts for 35 percent of a school's aggregate final risk assessment.

Low	Acceptable	Moderate	High	Significant
Days Cash is more than 60 days and having an upward or downward trend over three years or more	Days Cash is between 50 – 60 days and having an upward or downward trend over three years or more	Days Cash is between 30 – 50 days and having an upward or downward trend over three years or more	Days Cash is between 20 – 30 days and having an upward or downward trend over three years or more	Days Cash is less than 20 days and having a downward trend over three years or more

Sustainability Indicators

Debt to Asset Ratio

$$\text{Debt to Asset Ratio} = \text{Total Liabilities} \div \text{Total Assets}$$

The Debt to Asset Ratio compares a school's financial liabilities against the assets it owns. A lower ratio generally indicates stronger financial health. A higher ratio indicates that the school may be at-risk of not being able to pay back its debts. It is generally accepted indicator of potential long-term financial issues.

This indicator accounts for 10 percent of a school's aggregate final risk assessment.

Low	Acceptable	Moderate	High	Significant
Ratio is less than ($<$) 0.2	Ratio is between 0.2 – 0.4	Ratio is between 0.4 – 0.5	Ratio is between 0.5 – 0.75	Ratio is greater than ($>$) 0.75

Cash Flow

$$\text{Cash Flow} = \text{Year-end Cash Balance} - \text{Beginning Year Cash Balance}$$

Cash Flow measures a school's change in cash balance from one period to another. This indicator is similar to days' cash on hand, but it provides insight into a school's long-term stability, as it helps to assess a school's sustainability over a period of time in an uncertain funding environment. A positive cash flow over time generally indicates increasing financial health and sustainability.

This indicator and accounts for 10 percent of a school's aggregate final risk assessment.

Low	Acceptable	Moderate	High	Significant
Current Year Cash Flow is positive (+) and having an upward trend over three years or more	Current Year Cash Flow is positive (+) and having an upward or a down trend over three years or more	Current Year Cash Flow is either positive or negative (+/-) and having an upward or a downward trend over three years or more	Current Year Cash Flow is negative (-) and having an upward or a downward trend over three years or more	Current Year Cash Flow is negative (-) and having a downward trend over three years or more

Total Margin

$$\text{Total Margin} = \text{Net Income} \div \text{Total Revenue}$$

Total Margin measures the surplus or deficit a school yields out of its total revenues. This indicator is important because a school cannot operate at a deficit for a sustained period of time without the risk of closure. The intent of this indicator is not for the schools to be profitable, but is important for charter schools to operate within its available resources in a particular year and to build a reserve to support growth and sustainability.

This indicator is calculated by dividing net income by total revenue and accounts for 25 percent of a school's aggregate final risk assessment.

Low	Acceptable	Moderate	High	Significant
Current Year Margin is positive (+) and having an upward trend over three years or more	Current Year Margin is positive (+) and having an upward or a downward trend over three years or more	Current Year Margin is either positive or negative (+/-) and having an upward or a downward trend over three years or more	Current Year Margin is negative (-) and having an upward or a downward trend over three years or more	Current Year Margin is negative (-) and having a downward trend over three years or more

Planning & Budgeting

Budget Variance

$$\text{Budget Variance} = \text{Actual Total Revenues} \div \text{Projected Total Revenues in the Charter School's Board-Approved Budget}$$

The budget variance depicts actual versus projected incoming revenues for a fiscal year. This indicator is important because revenues drive the development of a school's budget. While the per-pupil funding is the primary revenue source for charter schools, there are other sources (e.g. federal funds, grants, other state funds) that provide the basis for determining costs such as staffing and supplies. A budget based on revenues that are significantly more than its actual revenues may be at-risk of not meeting all of its budgeted expenses. Budgeted revenues that do not exceed actual revenues would not have a significant impact to the risk assessment rating scale.

This indicator accounts for 10 percent of a school's aggregate final risk assessment.

Low	Acceptable	Moderate	High	Significant
Variance is greater than (>) 99%	Variance is between 96% – 98%	Variance is between 94% – 95%	Variance is between 91% – 93%	Variance is less than (<) 90%

Financial Management and Oversight

Compliance

The Lei Ho'olaha ensures that the school complies with applicable laws, rules, regulations and provisions of the charter contract relating to financial reporting requirements, and to financial management and oversight expectations as evidenced by an annual independent audit or review, including but not limited to:

- Complete and on-time submission of financial reports, including annual budget, revised budgets (if applicable), periodic financial reports as required by the authorizer and any reporting requirements if the board contracts with an Education Service Provider (ESP)
- On-time submission and completion of the annual independent audit and corrective action plans, if applicable
- No charging of tuition
- Adequate management and financial controls
- All reporting requirements related to the use of public funds
- An unqualified audit opinion
- An audit devoid of significant findings and conditions, material weaknesses or significant internal control weaknesses
- An audit that does not include a going concern disclosure in the notes or an explanatory paragraph within the audit report

If the School does not comply with the requirements of this Financial Performance Framework, the School is subject to the Intervention Protocol, provided in Exhibit D of this Charter Contract.¹

As provided in the Charter Contract:

14.1 Monitoring. The Lei Ho'olaha shall continually monitor the performance and legal compliance of the School. The Lei Ho'olaha shall have the authority to conduct or require oversight activities that enable the Lei Ho'olaha to fulfill its responsibilities, so long as those

¹ in accordance with **§302D-17 Ongoing oversight and corrective actions;**

(a) An authorizer shall continually monitor the performance and legal compliance of the public charter schools it oversees, including collecting and analyzing data to support ongoing evaluation according to the Charter Contract.

responsibilities are consistent with the intent of Chapter 302D, HRS, and adhere to the terms of this Charter Contract.

Exhibit G Renewal Process Report

Contract Dates	
Date of this Report	
Name of School:	
Address of School:	
Name of Contact:	
Title of Contact:	
Title Office Phone:	
Title Mobile Number	
Title Email Address	
Name of Board Chair	
Chair Mobile Number	
Chair Email Address	

LEI HO'OLAHA Oversight Team Members	Member Member Primary Responsibility

Dates of site visits to the school during the _____ school year and LEI HO'OLAHA persons participating.

Dates of LEI HO'OLAHA attendance at board meetings and LEI HO'OLAHA member attending. Identify if it was in person or by electronic means.

Specific issues to be addressed in addition to the oversight of the five areas in the attached.

The LEI HO'OLAHA oversight process is thorough and addresses how the school is implementing the five major areas which include:

1. Is the school operating consistent with the approved contract including providing a learning environment which includes the state curriculum standards;
2. Is the governance of the school providing quality policy leadership consistent with the laws and the contract;
3. Is the performance of the students and the school meeting expectations:
4. Is the financial management of the school making appropriate use of taxpayer dollars and is the school planning for the future; and
5. Are the day-to-day operations of the school meeting statutory and contract requirements?

Performance Measures Scale

The following are the performance measures used by the LEI HO’OLAHA Team for oversight of this school. The names of the individuals or the method used to determine the conclusions reached are identified for each section and are noted in the “Comments” section following each area.

The following scale is to be used when rating each of the performance indicators:

0 – 1.9	Intervention	None or an insignificant amount of the information is evident which provides the reviewer evidence that the indicator is being met.
2 – 2.9	Progressing Toward Target Bench marks	Not all of the key aspects of the meeting the performance indicators is evident. The school was generally unable to present evidence that this indicator is being satisfactorily met consistently over time.
3 – 3.9	Meets Target Benchmarks	The information is evident and the indicator is being satisfactorily being met.
4 – 5.0	Exceeds Target Benchmarks	All of the information is evident and the indicator is being met in an exemplary manner.

Section 1: Mission & Goals of the School Program Model

Performance Indicators

a. The program model implemented is consistent with that described in its charter application including any amendments.	Rating	
(1) Is the school program model as described in the contract clearly evident in practice? (2) Are the staff, board, leaders, etc. reasonably able to articulate what it is?		
How determined and comments:		
. .		
LEI HO’OLAHA Findings:		

b. The School program is aligned with the primary purpose of Charter Schools	Rating	
(1) The purposes are in the contract. Does the board, teachers, leadership know what they are for their school? (2) Is it clear the purposes are being addressed at the school?		
How determined and comments:		
LEI HO’OLAHA Findings:		

c. The school curriculum aligns with its mission and primary program purpose in all curricular areas.	Rating	
(1) Are the staff and board able to articulate the mission?		
How determined and comments:		
LEI HO’OLAHA Findings:		

d. All state standards, and authorizer requirements are embedded into the curriculum of the school.	Rating	
(1) Does the school curriculum support the mission/model of the school? (2) Is the curriculum adequate including digital to carry-out the mission?		
How determined and comments:		
.		
LEI HO'OLAHA Findings:		

e. Staff development is on-going, aligned with strategic plan, and ensures program fidelity.	Rating	
(1) Is there a central place where and how each standard is taught (grade/course). This should be an electronic system for easy updating. (2) Do teachers know which standards they are accountable for teaching? Is this documented by the teacher?		
How determined and comments:		
LEI HO'OLAHA Findings:		

f. Locally Determined Measurements.	Rating	
(1)		
How determined and comments:		
LEI HO'OLAHA Findings:		

Section 1: Composite Rating for Mission & Goals of the School Program Model	Section Composite Rating	
a. The program model implemented is consistent with that described in its charter application including any amendments.		
b. The School program is aligned with the primary purpose of Charter Schools		
c. The school curriculum aligns with its mission and primary program purpose in all curricular areas.		
d. All state standards, and authorizer requirements are embedded into the curriculum of the school.		
e. Staff development is on-going, aligned with strategic plan, and ensures program fidelity.		
f. Locally Determined Measurements.		

Name of LEI HO'OLAHA Member Reviewing Section 1:	
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**Section 2: Governance of the School Performance Indicators:
Performance Indicators**

<p>a. The board organization complies with the requirements in the charter school law.</p>	<p>Rating</p>	
<p>(1) The <i>ongoing board</i> must be elected prior to the completion of the schools 3rd year of operation consistent with the Bylaws. (2) Board must consist of at least five members who are not related to each other. (3) At least one member must be a licensed teacher at the school. (4) At least one member must be a parent/legal guardian of a student attending the school. (5) At least one member must be an interested community member who is neither an employee of the school or a parent of a student at the school. (6) Charter school employees may not serve on the board other than for a teacher who is (2) or (3) above. (7) Neither the schools administrator nor the financial officer may be on the board in other than in an ex-officio capacity. (8) Contractors (or employees of contractors) providing facilities services, goods to the school may not serve on the board.</p>		
<p>How determined and comments:</p>		
<p>LEI HO'OLAHA Findings:</p>		
<p>b. Criminal background checks have been conducted on each board member .</p>	<p>Rating</p>	
<p>How determined and comments: .</p>		
<p>LEI HO'OLAHA Findings:</p>		
<p>c. No board members have any conflict of interest as defined in law and statements are filed annually.</p>	<p>Rating</p>	
<p>(1) An individual may not serve on the board if the individual, an immediate family member, or the individual's partner is an owner, employee or an agent of, or a contractor with a for profit or not-profit entity or an individual with whom the school contract directly or indirectly for professional services, goods, or facilities. (2) Written statement (see contract appendix) is filed each year by each board member. (3) If a conflict of interest exists, any contract that is entered into is void. (4) An employee, agent or board member of the authorizer who participates in the initial process or decision-making may serve on the board of any school chartered by that authorizer.</p>		
<p>How determined and comments:</p>		
<p>LEI HO'OLAHA Findings:</p>		
<p>d. The Board complies with all provisions of the Hawaii Open Meeting Law.</p>	<p>Rating</p>	
<p>How determined and comments:</p>		
<p>LEI HO'OLAHA Findings:</p>		
<p>e. The Board By-Laws are consistent with charter school law.</p>	<p>Rating</p>	
<p>How determined and comments:</p>		

LEI HO'OLAHA Findings:		

f. The Board has reviewed and adopted all policies related to school operations.		Rating	
(1) By-laws are adhered to (see Appendix 2 of the contract)		Yes or No	
(2) (All By-law changes are submitted to LEI HO'OLAHA for approval prior to adoption by Board)		Yes or No	
How determined and comments:			
LEI HO'OLAHA Findings:			

g. The board has in place a strategic plan that includes its vision, and goals.		Rating	
(1) The Board has adopted the required policies and maintains them in a policy manual.		Yes or No	
(2) The Board has a process for at least annually adopting required policies and the school leadership is able to articulate that process.		Yes or No	
(3) The board minutes validates that the board has adopted policies as required by law.		Yes or No	
(4) The school has a written policy manual		Yes or No	
How determined and comments:			
LEI HO'OLAHA Findings:			

h. The Board meetings are conducted in an orderly process following an agenda, appropriate posting in compliance with HI statute.		Rating	
How determined and comments:			
LEI HO'OLAHA Findings:			

i. Board passes its annual budget no later than July 1 each year. Reports are provided to the board.		Rating	
(1) Sets the policy of the school;		Yes or No	
(2) Sets performance expectations consistent with the contract with the authorizer for the school and the director;		Yes or No	
(3) Adopts an annual budget and monitors/reviews the budget regularly;		Yes or No	
(4) Approves all expenditures or has authorized leadership to do so;		Yes or No	

(5) Reviews and accepts the annual audit;		Yes or No
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(6) Reviews student/school performance regularly		Yes or No
(7) Reviews the annual report and adopts a school improvement plan.		Yes or No
(8) Other		Yes or No
How determined and comments:		
LEI HO'OLAHA Findings:		

j. The Board has a development plan including annual training for members.		Rating	
(1) An agenda is provided to each board member at least three (3) days prior to each meeting as well as being posted and the minutes of the previous meetings are approved and published.		Yes or No	
How determined and comments:			
LEI HO'OLAHA Findings:			

k. Locally Determined Measurements.		Rating	
.		Yes or No	
How determined and comments:			
LEI HO'OLAHA Findings:			

l. Locally Determined Measurements		Rating	
.		Yes or No	
.		Yes or No	
How determined and comments:			
LEI HO'OLAHA Findings:			

Section 2: Governance of the School Performance Indicators		Section Composite Rating	
a. The board organization complies with the requirements in the charter school law.			
b. Criminal background checks have been conducted on each board member.			
c. No board members have any conflict of interest as defined in law and statements are filed annually.			
d. The Board complies with all provisions of the Hawaii Open Meeting Law.			
e. The Board By-Laws are consistent with charter school law.			

f. The Board has reviewed and adopted all policies related to school operations.	
g. The board has in place a strategic plan that includes its vision, and goals.	
h. The Board meetings are conducted in an orderly process following an agenda, appropriate posting in compliance with HI statute.	
i. Board passes its annual budget no later than June 15 each year. Reports are provided to the board.	
j. The Board has a development plan including annual training for members.	
k. Locally Determined Measurements.	
l.	

Name of LEI HO'OLAHA Member Reviewing Section 2:	
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Section 3: Evaluation of School/Student Performance Indicators

A. General Provisions

a. Student academic achievement levels in math and reading is given to each student within 2 weeks of entering school.	Rating	
How determined and comments:		
LEI HO'OLAHA Findings:		

b. The school has met target performance goals including academic achievement.	Rating	
How determined and comments:		
LEI HO'OLAHA Findings:		

c. The school has reduced overall student performance gaps.	Rating	
How determined and comments:		
LEI HO'OLAHA Findings:		

d. Students who are continuously enrolled for 3 years are making annual growth of 1 year as measured by the assessment.	Rating	
How determined and comments:		
LEI HO'OLAHA Findings:		

e. The school meets the graduation rate as established by the state and ESSA.	Rating	
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How determined and comments:
LEI HO'OLAHA Findings:

f. 75% of continuously enrolled students will perform at or above the national median on the MAP.	Rating	
How determined and comments:		
LEI HO'OLAHA Findings:		

g. Average daily membership exceeds 85% but is less than 90%.	Rating	
How determined and comments:		
LEI HO'OLAHA Findings:		

h. Students' level of satisfaction with their school is greater than 85% but less than 90%.	Rating	
How determined and comments:		
LEI HO'OLAHA Findings:		

i. Parents' level of satisfaction with their school is greater than 85% but less than 90%.	Rating	
How determined and comments:		
LEI HO'OLAHA Findings:		

j. Teachers' level of satisfaction with the school is greater than 85% but less than 90%.	Rating	
(1)		

How determined and comments:
LEI HO'OLAHA Findings:

k. The school meets all the criteria required Hawaii workforce laws	Rating	
How determined and comments:		
LEI HO'OLAHA Findings		

l. The School will conduct, at least semi-annually, a follow-up survey of all students.	Rating	
How determined and comments:		
LEI HO'OLAHA Findings:		

m. Locally Determined Measurements.	Rating	
How determined and comments:		
LEI HO'OLAHA Findings:		

	Rating	
How determined and comments		
LEI HO'OLAHA Findings:		

	Rating	
How determined and comments:		
LEI HO'OLAHA Findings:		
	Rating	
How determined and comments:		
LEI HO'OLAHA Findings:		
	Rating	
How determined and comments:		
LEI HO'OLAHA Findings:		
	Rating	
How determined and comments:		
LEI HO'OLAHA Findings:		
	Rating	

LEI HO'OLAHA Findings:		
	Rating	
LEI HO'OLAHA Findings:		

	Rating	
How determined and comments:		
LEI HO'OLAHA Findings:		

Section 3: Evaluation of School/Student Performance Indicators		Section Composite Rating
A.General Provisions		
a. Student academic achievement levels in math and reading is given to each student within 2 weeks of entering school.		
b. The school has met target performance goals (as stated in their SIP) including academic achievement.		
c. The school has reduced overall student performance gaps.		
d. Students who are continuously enrolled for 3 years are making annual growth of 1 year as measured by the assessment..		
e. The school meets the graduation rate as established by the state and ESSA.		
f. 75% of continuously enrolled students will perform at or above the national median on the MAP.		
g. Average daily membership exceeds 85% but is less than 90%.		
h. Students' level of satisfaction with their school is greater than 85% but less than 90%.		

i. Parents' level of satisfaction with their school is greater than 85% but less than 90%.	
j. Teachers' level of satisfaction with the school is greater than 85% but less than 90%.	
k. The school meets all the criteria required Hawaii workforce laws	
l. The School will conduct, at least semi-annually, a follow-up survey of all students.	
m. Locally Determined Measurements.	

Name of LEI HO'OLAHA Member Reviewing Section 2:	
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Section 4: Financial Performance Indicators

A. General Provisions

a. Preliminary approval of the school budget is approved prior to July 1 of each year.	Rating	
How determined and comments:		
LEI HO'OLAHA Findings:		

b. The finances are appropriately managed either by the school or a finance management company. School invoices are being paid within 30 days.	Rating	
How determined and comments:		
LEI HO'OLAHA Findings:		

c. The school has maintained a fund balance between 10 and 15%.	Rating	
How determined and comments:		

LEI HO'OLAHA Findings:

d. State finance reports are filed appropriately and on time?	Rating	
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How determined and comments:

LEI HO'OLAHA Findings:

e. All state/Federal taxes, pensions, insurance, etc. are paid in a timely manner and as required.	Rating	
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How determined and comments:

LEI HO'OLAHA Findings:

f. The Board is provided budget information at its monthly meetings; reviews and approves payments.	Rating	
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How determined and comments:

LEI HO'OLAHA Findings :

g. The School audit is completed on time, posted on-line and filed with the MDE as required.	Rating	
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How determined and comments:

LEI HO'OLAHA Findings:

h. The budget includes a funds for anticipated future needs such as technology, curriculum, salary, etc?	Rating	
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How determined and comments:

LEI HO'OLAHA Findings:

i. Fund Balance	Rating	
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(1) Is 20% or higher, or the school has a plan for meeting that threshold (Yes or No)
 (2) Is better or comparable to the district in which the school is located or neighboring districts. Include a statement of the fund balances for the current year and the preceding two (2) years.

How determined and comments:

LEI HO'OLAHA Findings:

<p>j. The patterns of expenditures are consistent with the mission, program, and goals of the school. (Address the percentage of administrative costs).</p>	Rating	
How determined and comments:		
LEI HO'OLAHA Findings:		

<p>k. The school audit information is filed as scheduled. The audit is completed on time and the audit does not identify any material weaknesses and includes a copy of all School agreements for corporate management services. (Yes or No)</p> <p>If the audit report identifies one or more findings of a material weakness the school must submit a written report to the commissioner how the material weakness will be resolved. (Yes, No, Not applicable)</p>	Rating	
How determined and comments:		
LEI HO'OLAHA Findings:		

<p>l. All findings of previous year's audits have been appropriately addressed and do not reappear in the current audit.</p>	Rating	
How determined and comments:		
LEI HO'OLAHA Findings:		

Section 4: Financial Performance Indicators		Section Composite Rating
<p>a. Preliminary approval of the school budget is approved prior to July 1 of each year</p>		
<p>b. The finances are appropriately managed either by the school or a finance management company. School invoices are being paid within 30 days.</p>		
<p>c. The school has maintained a fund balance between 10 and 15%.</p>		
<p>d. State finance reports are filed appropriately and on time?.</p>		
<p>e. All state/Federal taxes, pensions, insurance, etc. are paid in a timely manner and as required.</p>		
<p>f. The Board is provided budget information at its monthly meetings; reviews and approves payments..</p>		
<p>g. The School audit is completed on time, posted on-line and filed with the MDE as required.</p>		
<p>h. The budget includes a funds for anticipated future needs such as technology, curriculum, salary, etc?.</p>		

i. Fund Balance	
j. The patterns of expenditures are consistent with the mission, program, and goals of the school.	
k. The school audit information is filed as scheduled with the MDE. The audit is completed on time and the audit does not identify any material weaknesses and includes a copy of all School agreements for corporate management services.	
l. All findings of previous year's audits have been appropriately addressed and do not reappear in the current audit	

Name of LEI HO'OLAHA Member Reviewing Section 4:	
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Section 5: Operations of School Performance Indicators

A. General Provisions

a. All school employees' qualifications, licensure, and criminal background checks are in compliance with state, federal and authorizer requirements.	Rating	
How determined and comments:		
LEI HO'OLAHA Findings:		

b. Staff assignments align with areas of licensure.	Rating	
How determined and comments:		
LEI HO'OLAHA Findings:		

c. Procedures for student enrollment in the school are consistent with Hawaii Statute.	Rating	
How determined and comments:		
LEI HO'OLAHA Findings:		

d. A system of transportation is in place and meets all criteria as described in Hawaii Statute.	Rating	
(1) If a grade(s) are over subscribed, is a lottery held? (2) If a lottery is held is it fair.		
How determined and comments:		
LEI HO'OLAHA Findings		

e. Resolution procedures to address key stakeholder complaints are in place and posted on the web sit	Rating	
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How determined and comments:

LEI HO'OLAHA Findings:

f. Board policies have been established in accordance with Hawaii Statute	Rating	
How determined and comments:		
LEI HO'OLAHA Findings:		

g. The school has insurance in place as required in Hawaii Statutes.	Rating	
How determined and comments:		
LEI HO'OLAHA Findings:		

h. State and federal laws such as those related to special education, ESL, student discipline, discrimination	Rating	
are being followed		
How determined and comments:		
LEI HO'OLAHA Findings:		

i. Processes and procedures are in place to ensure that the required immunizations for students are on	Rating	
How determined and comments:		
LEI HO'OLAHA Findings:		

j. The school is nonsectarian in all aspects of its operations consistent with Hawaii Statute.	Rating	

How determined and comments:
LEI HO'OLAHA Findings:

(k) The school has the capacity to manage all state reporting requirements with submittals made on a time	Rating	
How determined and comments:		
LEI HO'OLAHA Findings:		

(l) The school adheres to all health and safety requirements.	Rating	
How determined and comments:		
LEI HO'OLAHA Findings:		

(m) The school has entered into a lease agreement in accordance with Hawaii Statute.	Rating	
How determined and comments:		

LEI HO'OLAHA Findings		

(n) Measurements to be determined	Rating	
How determined and comments:		
LEI HO'OLAHA Findings:		

(o)	Rating	
How determined and comments:		
LEI HO'OLAHA Findings:		

(p)	Rating	
How determined and comments:		
LEI HO'OLAHA Findings:		

e. Management Systems 3. State reporting is completed accurately and timely basis.	Rating	
How determined and comments:		
LEI HO'OLAHA Findings:		

f. Facilities 1. Health and Safety laws are being adhered to including Fire Department standards	Rating	
How determined and comments:		
LEI HO'OLAHA Findings:		

f. Facilities 2. The school has adequate space and provides an environment conducive to learning	Rating	
How determined and comments:		
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LEI HO'OLAHA Findings:		

f. Facilities 3. The lease was approved by the department and is being followed.	Rating	
How determined and comments:		
LEI HO'OLAHA Findings:		

f. Facilities 4. The lease is not with a <i>related party</i> as defined in HI Law.	Rating	
How determined and comments:		
LEI HO'OLAHA Findings:		

Section 5: Operations of School Performance Indicators	Section Composite Rating	
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A. General Provisions	
a. All school employees' qualifications, licensure, and criminal background checks are in compliance with state, federal and authorizer requirements.	
b. Staff assignments align with areas of licensure.	
c. Procedures for student enrollment in the school are consistent with Hawaii Statute	
d. A system of transportation is in place and meets all criteria as described in Hawaii Statute	.
e. Resolution procedures to address key stakeholder complaints are in place and posted on the web site.	le.l
f. Board policies have been established in accordance with Hawaii Statute	
g. The school has insurance in place as required in Hawaii Statutes	
h. State and federal laws such as those related to special education	
i. Processes and procedures are in place to ensure that the required immunizations for students are on file.	file.
j. The school is nonsectarian in all aspects of its operations consistent with Hawaii Statute	
k. The school has the capacity to manage all state reporting requirements ...	
l. The school adheres to all health and safety requirements.	
m. The school has entered into a lease agreement in accordance with Hawaii Statute	
n. Measurements to be determined	
o. Management Systems	
e. Management Systems 2. The school has internal operations that result in well managed school including mgt. chart; position descriptions; professional performance/improvement evaluations; functioning committees, etc.	

e. Management Systems 3. State reporting is completed accurately and timely based on MDE information.	
f. Facilities 1. Health and Safety laws are being adhered to including Fire Marshall standards	
f. Facilities 2. The school has adequate space and provides an environment conducive to learning	
f. Facilities 3. The lease was approved by the department and is being followed.	
f. Facilities 4. The lease is not with a <i>related party</i> as defined in HI Law	

Name of LEI HO'OLAHA Member Reviewing Section 5:	
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	Rating
<p>How reviewed and conclusions:</p>	
<p>LEI HO'OLAHA Findings:</p>	

	Rating	
LEI HO'OLAHA Findings:		

	Rating	
(Specify)		
LEI HO'OLAHA Findings		

Review Composite Scores

The following are the composite scores of this review

Section 1: School Model	
Contract Issues needing to be addressed:	

Section 2: Governance	
Contract Issues needing to be addressed:	

Section 3: Performance	
Contract Issues needing to be addressed:	

Section 4: Finance	
Contract Issues needing to be addressed:	

Section 5: Operations	
Contract Issues needing to be addressed:	

Section 6: Other	
Contract Issues needing to be addressed:	

Member Final Comments about School

Attachment H

Lei Ho'olaha Action Plan for Charter School Closure¹

IMMEDIATE ACTIONS

ACTION ITEM	RESPONSIBILITY FOR COMPLETING ACTION	COMPLETION DATE ²	STATUS
<p>1 Create "Charter School Closure: Frequently Asked Questions" Document General document from authorizer outlining Authorizing Board's policies, commitment to quality authorizing through supporting the transition of students and staff to new settings, overview of transition steps, general timelines, checklist for parents transitioning to a new school in the next school year and authorizer contact information.</p>	Authorizer Lead	Prior to the authorizing board's vote to close the charter school	
<p>2 Establish Transition Team and Assign Roles A team dedicated to ensuring the smooth transition of students, staff and close down of the school's business populated by authorizer staff in conjunction with board members and staff of the closing charter school.</p> <p>Team to include: -Lead person from Authorizer Staff; -Charter School Board chair; -Lead Administrator from the Charter School; -Lead Finance person from the Charter School; -Lead person from the Charter School Faculty; and, -Lead person from the Charter School Parent Organization.</p>	Authorizer Lead and Charter School Board Chair	Within 24 hours of the authorizing board's vote to close the charter school	
<p>3 Assign Transition Team Action Item Responsibilities Distribute contact information to all transition team members, set calendar for meetings and assign dates for completion of each charter school closure action item.</p>	Authorizer Lead and Charter School Board Chair	Within 48 hours of the authorizing board's vote to close the charter school	
<p>4 Initial Closure Notification Letter: Parents & School Distribute letter to faculty, staff and parents outlining:</p> <p>-Closure decision; -Timeline for transition; and -Help Line information.</p>	Authorizer Lead and Charter School Board Chair	Within 24 hours of the authorizing board's vote to close the charter school	

<p>5 Initial Closure Notification Letter: State & Local Agencies Letter to state education agency as well as local school districts (as necessary by statute or to inform local district for purposes of enrolling students from the closing school) to include:</p> <ul style="list-style-type: none"> -notification materials distributed to parents; -notification materials distributed to faculty and staff; and -authorizing board decision materials, resolution to close school, copy of any termination agreement (if applicable). <p>Copy local public school districts as required by quality practice, state statute and regulation.</p>	<p>Authorizer Lead and Charter School Board Chair</p>	<p>Within 24 hours of the authorizing board's vote to close the charter school</p>	
<p>6 Talking Points Create talking points for parents, faculty, community and press. Focus on communicating plans for orderly transition of students and staff. Distribute to transition team.</p>	<p>Authorizer Lead and Charter School Board Chair</p>	<p>Within 24 hours of the authorizing board's vote to close the charter school</p>	
<p>7 Press Release Create and distribute a press release that includes the following:</p> <ul style="list-style-type: none"> - history of school; -authorizing board closure policies; -reason(s) for school closure; -outline of support for students, parents and staff; and -a press point person for the authorizer and for the school. 	<p>Authorizer Lead and Charter School Board Chair</p>	<p>Within 24 hours of the authorizing board's vote to close the charter school</p>	

<p>Continue Current Instruction</p> <p>8 Continue instruction under current education program per charter contract until end of school calendar for regular school year.</p>	Charter School Administrator Lead	Continuous after the authorizing board's closure vote until end of classes as designated in authorizing board's closure resolution	
<p>Terminate Summer Instruction Program</p> <p>9 Take appropriate action to terminate any summer instruction, such as canceling teaching contracts.</p>	Charter School Board Chair and Administrator Lead	Within 48 hours of the authorizing board's vote to close the charter school	
<p>Secure Student Records</p> <p>10 Ensure all student records are organized, up to date and maintained in a secure location.</p>	Charter School Administrator Lead	Within 24 hours of the authorizing board's vote to close the charter school	
<p>Secure Financial Records</p> <p>11 Ensure all financial records are organized, up to date and maintained in a secure location.</p>	Charter School Financial Lead	Within 24 hours of the authorizing board's vote to close the charter school	
<p>Parent Contact Information</p> <p>Create Parent Contact List to include:</p> <p>1 _student name;</p> <p>2 _address;</p> <p>_telephone; and</p> <p>_email, if possible.</p> <p>Provide a copy of the parent contact information to the authorizer.</p>	Charter School Administrator Lead	Within 24 hours of the authorizing board's vote to close the charter school	
<p>Faculty Contact Information</p> <p>Create Faculty Contact List that includes:</p> <p>1 _name;</p> <p>3 _position;</p> <p>_address;</p> <p>_telephone; and email.</p> <p>Provide a copy of the list to the authorizer.</p>	Charter School Faculty Lead	Within 24 hours of the authorizing board's vote to close the charter school	

<p>1 4</p>	<p>Convene Parent Closure Meeting Plan and convene a parent closure meeting.</p> <ul style="list-style-type: none"> -Make copies of “Closure FAQ” document available; -Provide overview of authorizer board closure policy and closure decision; -Provide calendar of important dates for parents; -Provide specific remaining school vacation days and date for end of classes; -Present timeline for transitioning students; -Present timeline for closing down of school operations; and -Provide contact and help line information. 	<p>Authorizer Lead, Charter School Administrator and Charter School Parent Organization Leads</p>	<p>Within 72 hours of the authorizing board’s vote to close the charter school</p>	
<p>1 5</p>	<p>Convene Faculty/Staff Meeting Board Chair to communicate:</p> <ul style="list-style-type: none"> -commitment to continuing coherent school operations throughout closure transition; -plan to assist students and staff by making closing as smooth as possible; -reasons for closure; -timeline for transition details; -compensation and benefits timeline; and -contact information for ongoing questions. <p>Provide the authorizer copies of all materials distributed at the Faculty/Staff Meeting.</p>	<p>Charter School Board Chair, Charter School Administrator Lead and Charter School Faculty Lead</p>	<p>Within 72 hours of the authorizing board’s vote to close the charter school</p>	
<p>1 6</p>	<p>Establish Use of Reserve Funds If school is required to maintain closure reserve funds, identify acceptable use of such funds to support the orderly closure of the school.</p>	<p>Authorizer, Charter School Board Chair and Charter School Financial Lead</p>	<p>Within one week of the authorizing board’s vote to close the charter school</p>	

<p>1 7</p>	<p>Maintenance of Location and Communication Establish if the school will maintain the current facility as its locus of operation for the duration of closing out the school’s business, regulatory and legal obligations. In the event the facility is sold or otherwise vacated before concluding the school’s affairs, the school must relocate its business records and remaining assets to a location where a responsive and knowledgeable party is available to assist with closure operations. The school must maintain operational telephone service with voice message capability and maintain custody of business records until all business and transactions are completed and legal obligations are satisfied. The school must immediately inform the authorizer if any change in location or contact information occurs.</p>	<p>Charter School Board Chair</p>	<p>Ongoing until closure complete</p>	
<p>1 8</p>	<p>Insurance The school’s assets and any assets in the school that belong to others must be protected against theft, misappropriation and deterioration. The school should:</p> <ul style="list-style-type: none"> - maintain existing insurance coverage until the disposal of such assets under the school closure action plan; - continue existing insurance for the facility, vehicles and other assets until 1) disposal or transfer of real estate or termination of lease, and 2) disposal, transfer or sale of vehicles and other assets; - negotiate facility insurance with entities that may take possession of school facility (lenders, mortgagors, bond holders, etc.); - continue or obtain appropriate security services; and - plan to move assets to secure storage after closure of the school facility. <p>If applicable under state statute, the school should maintain existing directors and officers liability (D&O) insurance, if any, until final dissolution of the school.</p>	<p>Charter School Board Chair and Charter School Financial Lead</p>	<p>Ongoing until all business related to closure is completed</p>	

Appendix B
NOTIFICATIONS

ACTION ITEM	RESPONSIBILITY FOR COMPLETING ACTION	COMPLETION DATE ²	STATUS
<p>1 9</p> <p>Parent/Guardian Closure Transition Letter Distribute letter with detailed guidance regarding transition plan. Notification should include, but not be limited to:</p> <ul style="list-style-type: none"> -date of the last day of regular instruction; -cancellation of any planned summer school; -notification of mandatory enrollment under state law; -date(s) of any planned school choice fair(s); -listing of the contact and enrollment information for charter, parochial, public and private schools in the area; -information on obtaining student records pursuant to the state Freedom of Information Law before the end of classes; and -contact information for parent/guardian assistance/questions. <p>Provide the authorizer with a copy of the letter.</p>	<p>Charter School Board Chair and Charter School Administrator Lead</p>	<p>Within 10 days of the authorizing board's vote to close the charter school</p>	
<p>2 0</p> <p>Staff/Faculty Closure Transition Letter Outline transition plans and timelines for staff, including but not limited to:</p> <ul style="list-style-type: none"> -commitment of school's board to transitioning staff; -commitment to positive transition of children into new educational settings; -any transition to new employment assistance board anticipates providing (such as job fairs); -timelines for compensation and benefits; -timelines for outstanding professional development issues; -COBRA information; -pertinent licensure information; 	<p>Charter School Board Chair</p>	<p>Within 10 days of the authorizing board's vote to close the charter school</p>	

<ul style="list-style-type: none"> -faculty lead contact information; and -transition team member contact information. <p>Provide the authorizer with a copy of the letter and any accompanying materials.</p>			
<p>2 1</p> <p>Agency Notifications The school must satisfy statutory and regulatory obligations to ensure a smooth transition for students. Check requirements under state statute and regulation. Agency notifications may include:</p> <ul style="list-style-type: none"> -state charter school oversight department; -school finance; -grants management; -federal programs office; -state teacher retirement system; -non-instructional staff retirement system; -local school district superintendent(s); -state auditor/comptroller/budget office (depending on revenue flow); -assessment and testing -data reporting (student information); -child nutrition; and transportation. 	<p>Authorizer Lead and Charter School Board Chair</p>	<p>Within 10 days of the authorizing board's vote to close the charter school</p>	

<p>Union Notification Pursuant to any Collective Bargaining Agreement If applicable, the school should contact legal counsel and work with them to notify any unions of termination of collective bargaining agreements (CBAs) and the pending cessation of instruction, pursuant to the notice requirements set forth in any existing CBA or notice requirements of applicable federal, state and local law. The school should:</p> <p>2 - consult with legal counsel with respect to notice requirements for terminating 2 the CBA and the legal implications with respect to termination of CBAs and the termination of employees connected to the CBAs; - provide a copy of the latest CBA to the authorizer - provide a copy of the notice to the authorizer; and - keep the authorizer informed of the implications, penalties and damages in connection with any termination of a CBA and ongoing discussions and negotiations with the union in connection with termination.</p>	<p>Charter School Board Chair</p>	<p>Within one week of the authorizing board's vote to close the charter school</p>	
<p>Notification of Employees and Benefit Providers The school should establish an employee termination date and:</p> <p>2 - notify all employees of termination of employment and/or contracts; - notify benefit providers of pending termination of all employees; - notify employees and providers of termination of all benefit programs; 2 - terminate all programs as of the last date of service in accordance with 3 applicable law and regulations (i.e., COBRA), including: - health care/health insurance; - life insurance; - dental plans; - eyeglass plans; - cafeteria plans; - 401(k) retirement plans; and - pension plans.</p> <p>Specific rules and regulations may apply to such programs, especially teachers' retirement plans, so legal counsel should be consulted. Provide the authorizer copies of all materials.</p>	<p>Charter School Board Chair and Charter School Financial Lead</p>	<p>Within 45 days of the authorizing board's vote to close the charter school</p>	<p>B-246</p>

<p>2 4</p>	<p>Notification of Management Company/Organization and Termination of Contract The school must:</p> <ul style="list-style-type: none"> -notify management company/organization of termination of education program by the school’s board, providing the last day of classes and absence of summer programs; -provide notice of non-renewal in accordance with management contract; -request final invoice and accounting to include accounting of retained school funds and grant fund status; and -provide notice that the management company/organization should remove any property lent to the school after the end of classes and request a receipt of such property. Provide a copy of this notification to the authorizer. 	<p>Charter School Board Chair</p>	<p>Within three weeks of the authorizing board’s vote to close the charter school</p>	
<p>2 5</p>	<p>Notification of Contractors Agreement The school must formulate a list of all contractors with contracts in effect and:</p> <ul style="list-style-type: none"> -notify them regarding school closure and cessation of operations; -instruct contractors to make arrangements to remove any contractor property from the school by a certain date (copying machines, water coolers, other rented property); -retain records of past contracts as proof of full payment; and -maintain telephone, gas, electric, water and insurance (including Directors and Officers liability insurance) long enough to cover the time period required for all necessary closure procedures to be complete. <p>Provide the authorizer written notice of such notification.</p>	<p>Charter School Financial Lead</p>	<p>Within three weeks of the authorizing board’s vote to close the charter school</p>	

2 6	<p>Notification to Creditors Solicit from each creditor a final accounting of the school's accrued and unpaid debt. Compare the figures provided with the school's calculation of the debt and reconcile. Where possible, negotiate a settlement of debts consummated by a settlement agreement reflecting satisfaction and release of the existing obligations. Provide the authorizer a written summary of this activity.</p>	Charter School Financial Lead	Within one month of the authorizing board's vote to close the charter school	
2 7	<p>Notification to Debtors Contact all debtors and demand payment. If collection efforts are unsuccessful, consider turning the debt over to a commercial debt collection agency. All records regarding such collection or disputes by debtors regarding amounts owed must be retained. Provide the authorizer a written summary of this activity.</p>	Charter School Financial Lead	Within one month of the authorizing board's vote to close the charter school	

ACTION ITEM	RESPONSIBILITY FOR COMPLETING ACTION	COMPLETION DATE ²	STATUS
<p>Disposition of Records If the school's board has a records retention policy, or if records retention in charters is governed by state law, follow the appropriate policy and/or law. In all cases, the school board shall maintain all corporate records related to:</p> <ul style="list-style-type: none"> -loans, bonds, mortgages and other financing; -contracts; -leases; -assets and asset sales; -grants (records relating to federal grants must be kept in accordance with 34 CFR 8042.) -governance (minutes, by-laws, policies); -employees (background checks, personnel files); -accounting/audit, taxes and tax status; -employee benefit programs and benefits; and -any items provided for in the closure action plan. <p>If the school does not have a records retention policy, and no state law governs records retention in charter schools, or if the school's board abdicates responsibility for records, authorizers that seek to take possession of personnel, non-student and non-personnel records should consult legal counsel about liabilities.</p>	<p>Charter School Board Chair</p>	<p>Within two months of the end of classes and ongoing</p>	
<p>Final Report Cards and Student Records Notice The school must ensure that:</p> <ul style="list-style-type: none"> -all student records and report cards are complete and up to date; -parents/guardians are provided with copies of final report cards and notice of where student records will be sent (with specific contact information); and -parents/ guardians receive a reminder letter or post card reminding them of the opportunity to access student records under Freedom of Information law. Provide the authorizer with a copy of the notice. 	<p>Charter School Administrative and Faculty Lead</p>	<p>One week after the end of classes</p>	

30	<p>Transfer of Student Records As required by state statute, the school must transfer all student records to students' new schools, a state agency or another entity. Student records to include:</p> <ul style="list-style-type: none"> -grades and any evaluation; -all materials associated with Individual Education Plans; -immunization records; and -parent/guardian information. <p>The school must contact the relevant districts of residence for students and notify districts of how (and when) records—including special education records—will be transferred. In addition, the school must create a master list of all records to be transferred and state their destination(s).</p>	<p>Charter School Administrative Lead, Charter School Faculty Lead and Charter School Parent Organization Lead</p>	<p>Within one month after the end of classes</p>	
31	<p>Documenting Transfer of Records Written documentation of the transfer of records must accompany the transfer of all student materials. The written verification must include:</p> <ul style="list-style-type: none"> -the number of general education records transferred; -the number of special education records transferred; -the date of transfer; -the signature and printed name of the charter school representative releasing the records; and -the signature and printed name of the district (or other entity) recipient(s) of the records. Provide copies of all materials documenting the transfer of student records to the authorizer. 	<p>Charter School Board Chair and Charter School Administrative Lead</p>	<p>Within one month of the end of classes</p>	
32	<p>Transfer of Testing Materials The school must determine state requirements regarding disposition of state assessment materials stored at the school and return as required. Provide authorizer with letter outlining transference of testing materials.</p>	<p>Charter School Administrative Lead</p>	<p>One week after the end of classes</p>	

ACTION ITEM	RESPONSIBILITY FOR COMPLETING ACTION	COMPLETION DATE ²	STATUS
<p>3 U.S. Dept. of Education Filings 3 File Federal form 269 or 269a if the school was receiving funds directly from the United States Department of Education. See 34 CFR 80.41.</p>	Charter School Financial Lead	One week after the end of classes	
<p>IRS Status If the school has 501(c)(3) status, it must take steps to maintain that status including, but not limited to, the following:</p> <p>3 -notification to IRS regarding any address change of the School Corporation; and 4 -filing of required tax returns or reports (e.g., IRS form 990 and Schedule A).</p> <p>If the school corporation proceeds to dissolution, notify the IRS of dissolution of the education corporation and its 501(c)(3) status, and provide a copy to the authorizer.</p>	Charter School Board Chair and Charter School Financial Lead	Date to be determined depending on 501(c)(3) status	
<p>UCC Search If required under state statute, the school should perform a Uniform Commercial Code (UCC) search to determine if there are any perfected security interests and to what assets security interests are attached.</p> <p>Provide a copy of the search to the authorizer.</p>	Financial Lead	Within 30 days of the authorizing board's vote to close the charter school	
<p>Audit 3 The school must establish a date by which to complete a final 6 close out audit by an independent firm or state auditor as determined by statute. Provide a copy of the final audit to the authorizer.</p>	Charter School Board Chair and Charter School Financial Lead	Within 120 days of the end of classes	
<p>Vendors The school must:</p> <p>3 -create vendor list; and 7 -notify vendors of closure and cancel or non-renew agreements as appropriate.</p> <p>Provide the authorizer with a copy of all documents.</p>	Charter School Financial Lead	Within 45 days of the authorizing board's vote to close the charter school	

3 8	<p>Inventory The school must:</p> <ul style="list-style-type: none"> -create a fixed asset list segregating state and federal dollars; -note source codes for funds and price for each purchase; and, -establish fair market value, initial and amortized for all fixed assets. Provide the authorizer with a copy of all documents. 	Charter School Financial Lead	Within 45 days of the authorizing board's vote to close the charter school	
3 9	<p>Disposition of Property Check with the state department of education regarding proper procedures for the disposition of property purchased with federal funds.</p>	Authorizer and Charter School Financial Lead	Within 45 days of the authorizing board's vote to close the charter school	
4 0	<p>Disposition of Inventory Establish a disposition plan (e.g., auction), and establish a payment process (e.g., cash, checks, credit cards) for any remaining items. Provide the authorizer with a copy of all documents.</p>	Charter School Financial Lead	Within 45 days of the authorizing board's vote to close the charter school	

<p>4 1</p>	<p>Property Purchased with Public Charter School Program (PCSP) Funds Establish under state or individual school agreements required disposition of property purchased with PCSP funds. Generally, property purchased with PCSP funds must first be offered to other charter schools within the same region in which the closing school is located, with requisite board resolutions consistent with the purpose of the PCSP. If no schools want the property, an auction must be held to dispose of the PCSP assets. The school must:</p> <ul style="list-style-type: none"> -ensure public notice of the auction is made widely; -price items at fair market value, as determined from inventory and fixed assets policy; and -determine with the state education department how to return funds if any remain. <p>Provide the authorizer board resolutions and minutes of any transfer of assets with a dollar value of zero (0) to another school.</p>	<p>Charter School Financial Lead</p>	<p>Within 60 days of the end of classes</p>	
<p>4 2</p>	<p>Disposition of Real Property (i.e., Facilities) Determine state requirements for real property acquired from a public school district to determine right of first offer and other applicable requirements for disposition.</p>	<p>Charter School Financial Lead</p>	<p>Within 45 days of the authorizing board's vote to close the charter school</p>	
<p>4 3</p>	<p>Payment of Funds The school should work with the authorizer to prioritize payment strategy considering state and local requirements. Using available revenue and any funds from auction proceeds, pay the following entities:</p> <ul style="list-style-type: none"> -retirement systems; -teachers and staff; -employment taxes and federal taxes; -audit preparation; -private creditors; -overpayments from state/district; and -other as identified by authorizer. <p>Provide the authorizer with a copy of all materials associated with this action.</p>	<p>Authorizer and Charter School Financial Lead</p>	<p>Plan complete within 45 days of the authorizing board's vote to close the charter school and ongoing activity until completed</p>	
<p>4 4</p>	<p>Expenditure Reporting Ensure that Federal Expenditure Reports (FER) and the Annual Performance Report (APR) are completed. Provide the authorizer a copy of all materials.</p>	<p>Charter School Financial Lead</p>	<p>Within 45 days of the end of classes</p>	

<p>4 5</p>	<p>Itemized Financials Review, prepare and make available:</p> <ul style="list-style-type: none"> -fiscal year-end financial statements; -cash analysis; -list of compiled bank statements for the year; -list of investments; -list of payables (and determinations of when a check used to pay the liability will clear the bank); -list of all unused checks; -list of petty cash; and -list of bank accounts. <p>Additionally, collect and void all unused checks as well as close accounts once transactions have cleared.</p>	<p>Charter School Financial Lead</p>	<p>Within 30 days of the end of classes</p>	
<p>4 6</p>	<p>Payroll Reports The school must generate a list of all payroll reports including taxes, retirement or adjustments on employee contracts. Provide the authorizer with copies of all materials.</p>	<p>Charter School Financial Lead</p>	<p>Within 30 days of the end of classes</p>	
<p>47</p>	<p>List of Creditors and Debtors Formulate list of creditors and debtors and any amounts accrued and unpaid with respect to such creditor or debtor. The list should include:</p> <ul style="list-style-type: none"> -contractors to whom the school owes payment; -lenders; -mortgage holders; -bond holders; -equipment suppliers; -secured and unsecured creditors; -persons or organizations who owe the school fees or credits; -lessees or sub-lessees of the school; and -any person or organization holding property of the school. 	<p>Charter School Financial Lead</p>	<p>Within three weeks of the authorizing board's vote to close the charter school</p>	
<p>ENDNOTES 1 NACSA ACTION PLAN ADOPTED BY LEI HO'OLAHA AUTHORIZER</p>				



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R E S U M E
PETER K. HANOHANO, JR.

Address: [REDACTED]
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Home: [REDACTED] Cell: (808) [REDACTED]
Work Contact: Lei Ho`olaha CDFI, [REDACTED]
Work Email: [REDACTED], Work Phone: [REDACTED]

EDUCATION

Doctor of Philosophy (Ph.D.), October 2001

University of Alberta
Edmonton, Alberta, Canada
Major: First Nations/Indigenous Peoples Education
Dissertation Topic: Restoring the Sacred Circle - Education for Culturally Responsive Native Families

Juris Doctorate (J.D.), April 1981

J. Reuben Clark Law School
Brigham Young University
Provo, Utah
Major: Law

Master of Education (M.Ed.), August 1981

Brigham Young University
Provo, Utah
Major: Educational Psychology (Counseling)

Bachelor of Science (B.S.), June 1976

Brigham Young University - Hawaii
Laie, Hawai`i
Major: Sociology

EXPERIENCE

Executive Director, November 2015 to present

Lei Ho`olaha CDFI (Community Development Financial Institute), Kamuela, Hawaii

Responsible for the overall administration of the CDFI in providing financial products & development services to rural, low income & Native Hawaiian communities; and provide training & technical assistance, & administer grants in collaboration with other nonprofits.

Capacity Building Manager, July 2011 to November 2015

Hi`ilei Aloha LLC, Honolulu, Hawaii

Responsible for the Ho`okahua Capacity-Building Program that provided training and technical assistance to start-up Native Hawaiian businesses and nonprofit organizations seeking to achieve greater success and long-term sustainability. The program focused on building a network of successful and inter-connected Native Hawaiian businesses and nonprofits to help

Hawaiians to help themselves.

Senior Grants Specialist, February 2010 to June 2011

Office of Hawaiian Affairs, Honolulu, Hawaii

Responsible for Grant Initiatives that provide funding, approximately \$13 million, to advance OHA's strategic priorities of Education, Health, Economic Self-Sufficiency, Land and Water, Governance and Culture to better the conditions of Native Hawaiians.

Lead Advocate for Education, August 2007 to January 2010

Office of Hawaiian Affairs, Honolulu, Hawaii

Advocate for Native Hawaiian education in developing programs and services for the improvement of academic success and outcomes for Native Hawaiian children, families and communities. Worked directly with Hawaiian Charter & Immersion Schools, place-based education, and the establishment of a parallel Native Hawaiian education system.

Community Services Director, October 2006 to June 2007

Maui Economic Opportunity, Inc., Wailuku, Hawaii

Responsible for the administration of 22 county, state, federal and private grant programs that provide a variety of services to the community with a focus on low income, immigrants, homeless, disabled, and senior citizen individuals. Supervised services for outreach & recruitment, needs assessment, case management, program orientation, employment training, job development and placement, support services, emergency rental assistance, & senior citizens.

Executive Director, March 2000 to March 2005

Native Hawaiian Education Council, Honolulu, Hawaii

Provided leadership to the Council, which was established by Congress to coordinate, assess and make recommendations for the improvement of educational programs and services for Native Hawaiians. The Council is comprised of 25 members drawn from community and educational organizations from across the State, and include seven Island Councils representing the islands of Hawaii, Maui, Lanai, Molokai, Oahu, Kauai, and Niihau.

Graduate Research Assistant, June 1999 to December 2000

Northern Alberta Native Teacher Education Program, University of Alberta, Edmonton, Alberta

Provide research assistance, workshop presentations, and grant funding proposals for the development of a teacher education program for remote Native communities in northern Alberta.

Aboriginal Student Advisor, September 1997 to August 1999

Native Student Services, University of Alberta, Edmonton, Alberta

Provide pre-admission counseling to prospective students, academic advising and program planning, personal counseling and crisis intervention, financial planning assistance, and educational and career planning to undergraduate aboriginal students attending the University of Alberta. Assist the office in providing cultural sensitivity training to university departments.

Educational Specialist, June 1997 to August 1997

University of Hawai'i Community Colleges, Honolulu, Hawai'i

Provide administrative and technical support to Director in activities, program evaluation, and community benchmarks. Assisted with the Native Hawaiian Education Summit, June 1997.

Director, Multicultural Center, September 1995 to August 1997

Southern Utah University, Cedar City, Utah

Provide comprehensive counseling support services for multicultural students including personal, academic and financial concerns. Develop and implement programs that increased the involvement of African-American, Hispanic, Asian and Pacific Islander, and Native American students in campus living. Recruit & retain multicultural students, planned and implemented Multicultural Student Orientation; ethnic/diversity focus weeks such as International Week, Human Rights Week, Black History Month, & Native American Week.

Minority Student Specialist, July 1992 to August 1995

Minority Achievement Program, Hawaii Community College, Hilo, Hawaii

Administered a program for personal and financial aid counseling, academic advising and support services to multicultural students at Hawaii Community College. Serving primarily Native Hawaiians, Filipinos, Micronesians, Pacific Islanders, African-Americans, Hispanics and other under-represented students to achieve their educational and career goals.

Coordinator/Retention Specialist, August 1988 to June 1992

Hawaiian Vocational Education Achievement Program, University of Hawaii at Hilo, Hawaii

Coordinator of a federally-funded program, through the Carl Perkins Vocational Education Act, that provided counseling and support services to Native Hawaiian vocational education students at the college. Provided academic, financial aid, career and personal counseling to help Native Hawaiian increase their recruitment, retention, achievement, and leadership development. Co-Instructor of a summer "bridge" program that assisted academically at-risk Native Hawaiian students make the transition to college by integrating Hawaiian values and student success skills.

Attorney, September 1987 to January 1989

Dixon & Okura, Attorneys at Law, Hilo, Hawaii

General practice law office specializing in criminal, family, real estate, and wills and trusts law.

Attorney, February 1987 to September 1987

Law Offices of Garcia, Hanohano & Valdriz, Wailuku, Maui, Hawaii

General law practice with emphasis in criminal, family, real estate, business & landlord-tenant.

Deputy Public Defender, May 1985 to February 1987

Office of the Public Defender, Wailuku, Maui, Hawaii

Trial attorney for criminal defendants in all stages of traffic, juvenile, misdemeanor and felony cases. Extensive pre-trial, trial, research, and advocacy experience.

Judicial Law Clerk, August 1984 to May 1985

Wailuku, Maui, Hawaii

Performed administrative duties and legal research, supervised court hearings, trials, settlement conferences, and jury deliberations.

Attorney, February 1984 to August 1984

Law Offices of James Gibson, Las Vegas, Nevada

Associate in a general practice law firm. Performed research and trial work in personal injury, business, family, contract, probate and bankruptcy cases.

Attorney, July 1983 to February 1984

Law Offices of Vannah & Roark, Las Vegas, Nevada

Associate in personal injury law firm. Performed research and work on the MGM Grand Hotel and the Hilton Hotel fire litigation cases.

Appeals Referee, April 1983 to July 1983

Utah Department of Employment Security, Salt Lake City, Utah

Conducted administrative hearings on unemployment compensation, and issued written decisions on appeal either granting or denying employment benefits.

Staff Attorney, September 1981 to February 1983

Native Hawaiian Legal Corporation, Honolulu, Hawaii

Assigned to real property division, represented clients in all aspects of quiet title actions, eminent domain proceedings, adverse possessions, land use disputes and leasehold conversion cases.

Law Clerk, January 1980 to April 1981

Utah Legal Services, Provo, Utah

Did legal research, represented indigent clients in administrative hearings, and in contract, landlord-tenant, domestic, public benefits, and consumer law cases.

Assistant Director, January 1977 to June 1978

BYU, Multicultural Education Department, Provo, Utah

Provided personal, financial and academic counseling and career education workshops to approximately 500 American Indian, Mexican, and Polynesian students.

Assistant Manager, August 1973 to July 1975

Polynesian Cultural Center, Laie, Hawaii

Assisted operations manager in supervising approximately 300 students and full-time employees responsible for the cultural presentation of Hawaiian, Samoan, Maori, Fijian, Tahitian, and Tongan programs, and village tours to thousands of visitors and school children.

COURSES TAUGHT

- History 201 (Brigham Young University-Hawaii) – History of Civilization to 1500. Introductory study of the major world civilizations from antiquity to 1500; with developing an emphasis in information literacy. Fall term 2003, Fall term 2004, 3 credits/term.
- History 202 (Brigham Young University-Hawaii) – History of Civilization since 1500. The study of civilization in the modern world; an exploration of dilemmas between world communities, examination of catastrophic events in world history, with an emphasis in developing methods of textual analysis. Winter term 2003, Winter term 2004, 3 credits/term.
- Hawaiian Studies 492 (Brigham Young University-Hawaii) – Hawaiian Public History. Applied Hawaiian history from 1900 to the present, that examined archival, oral history and museum presentations of the monarchy, transitional periods of the Republic to modern-day Hawaii, Indigenous Research Methodologies, and Guidelines for Conducting Community-Based Research in Native Communities. Winter term 2002, Fall term 2002, 3 credits/term.
- Hawaiian Studies 301 (Brigham Young University-Hawaii) – Of Hawaii – Introductory

Hawaiian Studies course focusing on Kanaka (the individual), `ohana (family), lāhui (the Hawaiian people), kōkua (helpfulness), laulima (cooperation), ho`oponopono (dispute resolution) and other cultural practices and teachings of the Hawaiian people. Compared Native American practices and teachings. Winter term 2001, Fall term 2001, 3 credits/term.

- Educational Policy Studies 411 (University of Alberta) – Cross Cultural Studies in Education. The ethnographic study of education and cultural change, and its impact in the classroom and teaching methodology. Winter term 1999, Fall term 1999. 3 credits/term.
- Educational Policy Studies 410 (University of Alberta) – Ethics and Law In Teaching – A course designed to examine the ethical and legal responsibilities of teachers. Topics included: punishment and child abuse, freedom of speech and academic freedom in schools, parents' rights and teachers' professional code of conduct, issues of diversity and equality, fairness in assessment, teachers' private lives and public obligations, and the teaching of values. Winter term 1998, Fall term 1998, 3 credits/term.
- Human Development 100 (Hawaii Community College) – a self-development course designed for Native Hawaiian students to help them examine the application of cultural values, practices, beliefs, traditions to modern life and society, with a view to developing a native sense of self and place in the college setting. 1990 – 1995.
- Hawaiian Studies 111 (University of Hawaii at Hilo) – The Hawaiian Family System – the culture of the Hawaiian people as expressed in the home and lifestyle of the family is explored. The position of the family as the basis of the larger Hawaiian society and culture, and the role that the family plays in helping Hawaiians make the transition into modern society is examined and emphasized. 1990 – 1995.
- University 101 (University of Hawaii at Hilo) – Freshman Year Experience - an extended orientation course designed to help new and transfer students become more familiar with campus programs, services, and resources. Students learn about their role as students, the skills they will need to be successful students, expectations of their professors and the institution, career options and opportunities, and their contribution to the multicultural setting of the university. 1990 – 1995.

RELATED EXPERIENCE

Delegate, 2019 World Indigenous Nations Higher Education Consortium (WINHEC) & World Indigenous Nations University (WINU) Annual General Meetings, National Dong Hwa University, Hualien, Taipei, August 2019.

Grant Reviewer, Washington, DC, Native Language Preservation & Maintenance Program, Administration for Native Americans (ANA), U.S. Department of Health & Human Services, May 2019.

Workshop Co-Presenter, **WINUHP's PhD in Indigenous Science & Social Development – Indigenous Control of Indigenous Education**, Native Hawaiian Education Association Annual Convention, UH Maui College, March 2019.

Participant, He Au Honua – International Indigenous Research Conference, UH Maui College, March 2019.

Elder in Residence for Hawaii International Study Tour, University of Saskatchewan's Master of Education in Indigenous Land-Based Education Program, January 2019.

Chair, Joint World Indigenous Nations Higher Education Consortium (WINHEC) / National Indigenous Accreditation Board Site Visit Team to Old Sun Community College, Siksika Blackfoot Nation, Alberta, Canada, July 2018.

Honorary Ambassador, World Indigenous Business Forum, Santiago, Chile, October 2017.

Delegate, World Indigenous Nations Higher Education Consortium (WINHEC) and World Indigenous Nations University (WINU) Annual Meetings, Toronto, Quebec, Canada, July 2017.

Delegate, World Indigenous Peoples Conference on Education, Toronto, Quebec, Canada, July 2017.

Chair, World Indigenous Nations Higher Education Consortium (WINHEC) Accreditation Site Visit Team to Yellowhead Tribal College, Edmonton, Alberta, Canada, July 2017.

Participant, WASC Senior College & University Commission (WSCUC) 2017 Academic Resource Conference, San Diego, California, April 2017.

Participant, Opportunity Finance Network Annual Conference, for training and technical assistance support, Atlanta, Georgia, October 2016.

Regional Director, World Indigenous Nations University (WINU), Te Wananga o Raukawa, Otaki, New Zealand, September 2016.

Ambassador, World Indigenous Business Forum, Saskatoon, Saskatchewan, Canada, August 2016.

Panel Review Chairperson, Native Language Preservation & Maintenance Programs, Administration for Native Americans, US Department of Health & Human Services, April 2016.

Accreditation Review Committee Chair, World Indigenous Nations Higher Education Consortium (WINHEC) to the Wollotuka Institute, University of Newcastle, Newcastle, New South Wales, Australia, May 2015.

Presenter, "The Aloha Response – Reconciliation with Aloha," 5th Indigenous Scholars Conference, Mobilizing Indigenous Epistemologies: Re-visioning Reconciliation, University of Alberta, Edmonton, Alberta, Canada, March 2015.

Education Director, World Indigenous Nations University - Hawaii Pasifika (WINU-HP), Honolulu, Hawaii, November 2014 to the present.

Delegate, World Indigenous Nations Higher Education Consortium (WINHEC) Annual Meeting, Ko Olina, Oahu, Hawaii, August 2014.

Presenter, "Indigenous Higher Education models for the 21st Century," World Indigenous

Peoples Conference on Education (WIPCE), Honolulu, Hawaii, August 2014.

Co-Facilitator, International Study Institute of Hawaii 2014, Land-Based Indigenous Education cohort, Master of Education Program, University of Saskatchewan, January 2014.

Delegate, World Indigenous Nations Higher Education Consortium (WINHEC) Annual Meeting, Crownpoint, New Mexico, August 2013.

Grant Reviewer, Native Languages Preservation and Maintenance, Administration for Native Americans, U.S. Department of Health and Human Services, June 2013.

Commissioner, Hawaii State Charter School Commission, June 2012 to October 2016.

Grant Reviewer, Washington, DC, Alaska Native Education Program, U.S. Dept Ed, June 2012.

Chair, World Indigenous Nations Higher Education Consortium (WINHEC) Accreditation Site Visit Team to Shingwauk Kinomaage Gamig – Center of Excellence in Anishinaabe Education, April 2012.

Presenter, “Hawaiian Approaches to Indigenous Education,” the University of Minnesota-Duluth, a seminar presentation to the faculty & students of the Indigenous Doctoral Program, November 2011.

Presenter, “Life Is A Ceremony – Indigenous Approaches to Evaluation,” Hawaii-Pacific Evaluation Association (H-PEA) Annual Convention, September 2011.

Delegate, World Indigenous Nations Higher Education Consortium (WINHEC) Annual General Meeting, Cuzco, Peru, August 2011.

Participant, World Indigenous Peoples Conference on Education (WIPCE), Cuzco, Peru, August 2011.

Grant Reviewer, Denver, Colorado, Social & Economic Development Strategies (SEDS) Governance Projects of the Administration for Native Americans (ANA), U.S. Department of Health and Human Services, May 2010.

Hawaii Facilitator, Hawaii Seminar of the Land-based Master of Education (ME.d.) program, University of Saskatchewan, January 2010.

Visiting Scholar, Embedding Indigenous Studies Across the Curriculum, Gumurrii Indigenous Student Support Centre, Griffith University, September 2009.

Visiting Scholar, Indigenous Content in Undergraduate Programs, David Unaipon College of Indigenous Education and Research, University of South Australia, September 2009.

Delegate, World Indigenous Nations Higher Education Consortium (WINHEC) Annual General Meeting, Tyendinaga, Ontario, Canada, August 2009.

Presenter, Summer Institute on “Trends and Issues in Indigenous Education,” Integrated Master of Education, Land-based Program, University of Saskatchewan, August 2009.

Chair, First Nations Technical Institute (FNTI) Site Review Team for World Indigenous Nations Higher Education Consortium (WINHEC) Accreditation, April 2009.

Delegate, World Indigenous Nations Higher Education Consortium (WINHEC) Annual General Meeting, La Trobe University, Melbourne, Australia, December 2008.

Co-Presenter, "Place as Community," RED Center Research Summit, Haskell Indian Nations University, August 2008.

Coordinator, Summer Field Course, Study Abroad Hawaii Program, Haskell Indian Nations University, July 2008.

Delegate, World Indigenous Nations Higher Education Consortium (WINHEC) Annual General Meeting, October 2007.

Participant, Indigenous Voices in Social Work Conference, sponsored by the University of Hawaii's School of Social Work, Makaha, Hawaii, June 2007.

Presenter, First Annual First Nations Studies Visioning Retreat, University of Northern British Columbia, Prince George, British Columbia, May 2007.

Member, State Approval of Teacher Education (SATE) Program Review, Hawaii Teacher Standards Board, review team for University of Hawaii Manoa (College of Education) Masters of Education in Teaching, Hawaiian Language Immersion Teacher Education Program, March 2007.

Member, World Indigenous Nations Higher Education Consortium (WINHEC) Board of Accreditation/Affirmation, review team for Masters of Indigenous Knowledge/Indigenous Philosophy, Seven Generations Education Institute, Fort Frances, Ontario, Canada, August 2006.

Grant Reviewer, Washington, DC, April 2006, Native Language Preservation Program of the Administration for Native Americans (ANA), U.S. Department of Health and Human Services.

Presenter, 2006 Native Hawaiian Education Association Annual Convention, Leeward Community College, Honolulu, Hawaii, Kuleana – Ours is the Responsibility to Spiritually Guide Our Families and Communities to Greater Well-Being, March 2006.

Facilitator, Elders Symposium, 2005 World Indigenous Peoples Conference on Education (WIPCE), Hamilton, New Zealand, November 2005.

Participant, 2005 Annual WINHEC Executive Board Meeting and the WINHEC Accreditation Board Meeting, Glenview Conference Center, Te Wananga o Aotearoa, Hamilton, New Zealand.

Participant, 36th National Indian Education Association (NIEA) Annual Convention, Denver, Colorado, October 2005.

Presenter, Opaskwayak Cree Nation, Manitoba, Canada, June 2005, Revitalizing Indigenous Languages – the Native Hawaiian Language Immersion Program.

Presenter, First Nations and Aboriginal Counseling Degree Program, Brandon University, Brandon,

Manitoba, Canada, June 2005, Indigenous Hawaiian cultural beliefs, practices and traditions.

Grant Reviewer, Washington, DC, April 2005, Native Language Preservation Program of the Administration for Native Americans (ANA), and the Alaska Native Education Program Grant Review, United States Department of Education.

Presenter, 2004 National Indian Education Association Convention, Phoenix, Arizona, October 2004, Cultural Pathways for Indigenous Education Success.

Participant, 2004 Annual WINHEC Executive Board Meeting, Griffith University, Brisbane, Australia, August 2004, Promoting Indigenous-Controlled Institutions of Higher Education.

Presenter, 2004 International SIDS Conference, hosted by NECHI Training, Research and Health Promotions Institute, Hawaiian Hula as Health and Healing, July 2004.

Grant Reviewer, Washington, DC, May 2004, Social and Economic Development Strategies (SEDS) with the Administration for Native Americans (ANA).

Convener, 2003 Annual WINHEC Executive Board Meeting, Honolulu, Hawaii, August 2003, Adoption and Implementation of the WINHEC Accreditation Handbook.

Co-Presenter, Third International Conference on Diversity, East-West Center, University of Hawaii, February 2003, WINHEC: Advancing Indigenous Tribal Colleges and Universities Globally.

Executive Board member, World Indigenous Nations Higher Education Consortium (WINHEC), Alberta, Canada, August 2002, Declaration On Indigenous People's Higher Education.

Presenter, 6th World Indigenous Peoples Conference on Education (WIPCE), Alberta, Canada, August 2002, Kahua Ola (The Living Foundation): Culturally Responsive Native Families.

Presenter, Native Hawaiian Education Association Annual Conference, Leeward Community College, Honolulu, HI, March 2002, Culture as Research Methodology: Hawaiian Perspectives.

Presenter, 2001 National Indian Education Association Convention, Billings, Montana, October 2001, Building on the Spirit of Community with the Native Hawaiian Education Council.

Presenter, 2000 National Indian Education Association Convention, Sioux Falls, South Dakota, October 2000, Growing In Wisdom with the Native Hawaiian Education Council.

Presenter, Native Hawaiian Education Association Annual Conference, Maui Community College, Kahului, Maui, July 2000, Ho`oulu I Ka `Uthane – The First Step – A Spirit Centered Life.

Presenter, 1999 World Indigenous Peoples Conference on Education, Hilo, Hawaii, August 1999, Restoring the Sacred Circle - Empowering Native Families to Walk in Harmony, and Developing Indigenous Scholars for the New Millennium: The First Nations Education Program.

Graduate Student Member, Editorial Board of the Canadian Journal of Native Education, University of Alberta, 1998 to 2001.

Facilitator, 1997 Native Hawaiian Education Summit, sponsored by the Native Hawaiian

Community-Based Education Learning Centers, Honolulu, Hawaii, June 1997.

Presenter, 1996 World Indigenous Peoples Conference on Education, Albuquerque, New Mexico, Indigenous Education: A Voyage of Rediscovery - Looking Back, Moving Forward, October 1996.

Presenter, 1993 World Indigenous Peoples Conference: Education at Wollongong, Australia, Culture and Education: Foundations of A Modern Indigene - the Native Hawaiian Experience, Dec. 1993.

PERSONAL

Married with 6 children and 14 grandchildren; served LDS church mission 1969-1971 living and working with the southwestern American Indian tribes; spoke Navajo; has a passion and interest in Native American/Indigenous languages, cultures and education; enjoys meeting people of all cultures and backgrounds; interested in Indigenous Education, Native Hawaiian Education, cultural diversity, and in helping Indigenous peoples to achieving their educational goals and aspirations. Formerly licensed to practice law in the State of Hawaii (currently inactive status).

Please feel free to contact the following individuals for character references:

Dr. Patrick Macy
Office of Talent Management
Department of Education, State of Hawaii
Honolulu, HI 96817
Ph. [REDACTED]
Email: [REDACTED]

Dr. Peter Mataira
Hawaii Pacific University
Honolulu, HI 96744
Phone: [REDACTED]
Email: [REDACTED]

Dr. Alexandria Wilson
Director of Aboriginal Education Research Center
University of Saskatchewan
Saskatoon, Saskatchewan, Canada
Ph. [REDACTED]
Email: [REDACTED]

Nalani Takushi
Veteran's Administration Hawaii Office
Homeless Veterans Services
Honolulu, HI
Ph. [REDACTED]
Email: [REDACTED]

Charlene Hoe



Profile

Solid background in enhancing community empowerment and education; educational experience includes working with early childhood to adult seniors, teaching and administration, planning and development; all of the above activities executed with a strong emphasis in facilitation and cultural context alignment. Consistently strive to connect learning activities with community capacity-building to enable sustainable, community-based efforts to maintain healthy communities. Experienced in handling strategic and tactical planning initiatives in an inclusive model.

Education

M.Ed. Educational Leadership, Chaminade University	<i>In Progress</i>
M.Ed. Curriculum and Instruction, University of Hawai'i Manoa	<i>August, 1996</i>
B.A. Education and Art, Macalester College – St. Paul, Minnesota	<i>May 1968</i>

Career History

Hakipu'u Learning Center, a Hawai'i Public Charter School (HLC)

*February 2007–
retired October 2017*

Administrative Team and Instructional Staff – position from which retired

- Serve on the Administrative Team to oversee program operations, educational program design and implementation, and personnel training, development and monitoring
- Member of the teaching team for Marine and Canoe Education emphasizing stewardship and whole environment wellbeing
- Facilitation of development of the HLC standards reference document, project-based learning handbook, accountability plan and advisory decision making model
- Coordination of network of field learning laboratory sites, current campus restoration and new campus planning and development
- Facilitated community planning sessions that articulated the founding Detailed Implementation Plan which was chartered by the Hawai'i Board of Education in 2001

TOWNSCAPE, INC. – Environmental and Community Planning

*July, 2007 – June
2009*

Consultant to Townscape for the Kamehameha Schools Punalu'u Ahupua'a Planning Project

- Serve on the Planning Team and perform professional services in connection with the above noted project
 - Participate in Team meetings and meetings with the client
 - Schedule and conduct meetings with key community leaders and small groups to gather community input to inform the plan development
 - Facilitate focus group and community meetings as needed through each phase of the projected year-long planning process
-

The Kamehameha Schools (KS),
Large Education Organization, *Honolulu, HI*

August 1986—
retired January 2007

Director of the Community Building Division – position from which retired

Served in a number of different capacities over 20+ years outlined below in chronological order:

- Director of Community Building Division – headed the Kamehameha Schools (KS) efforts to work with the community to meet the educational targets of the KS Strategic Plan 2000-2015 and the Education Strategic Plan of 2005
- Head of the Community Outreach Education Division – coordinated all KS community-focused education initiatives: Early Childhood Education, Extension Education, Initiation of the Prenatal to Eight Year Old Strategic Focus
- Served as the Interim Vice President of Education - oversaw all KS education strategies: campus-based to extension education
- Director of the Office of Strategic Planning – began the design and implementation of on-going strategic planning processes and procedures to insure alignment and implementation of the KS Strategic Plan 2000-2015
- Served as a Core Facilitator of the KS Strategic Plan- designed and implemented the KS planning process, coordinated with consultants and facilitated an iterative planning process that included involvement of over 4,000 stakeholders
- Classroom teacher, Specials Chair, numerous educationally related committees and professional groups within and external to KS

Hawai`i Department of Land and Natural Resources (DLNR)

1985-1986

Consultant to implement planning for Kahana State Park

- Coordinated planning between State departments holding responsibility for various aspects of the Kahana lands
- Facilitated community and government planning sessions to articulate plans for the framework, focus and program roles of valley residents to implement park activities
- Interviewed individual resident families to incorporate their issues, experiences and expertise into the planning process

KEY Project, Community Service Center *Kahalu`u, HI*

August 1979-Sept. 1987

Executive Director

- Oversaw all programs and services developed and implemented at the Center: Senior Center, Alternative Education Program, after-school programs, summer enrichment and youth employment programs, community planning and development initiatives, etc.
- Developed budget, managed and developed grants to support program delivery and site management
- Supported the Board and coordinated relationships with community, funders and collaborators

Hawai`i Constitutional Convention, *Honolulu, HI*

1978

Delegate of the Kahalu`u to Kahuku Community

- Selected by the community to run as a representative to address water and land development issues impacting the community
- Integrated an inclusive community process to inform work at the Constitutional Convention

Waiahole Poi Factory, <i>Waiahole, HI</i>	<i>1971-1979</i>
<ul style="list-style-type: none">• Co-owned and ran an Arts Gallery highlighting Hawai'i artists both traditional and contemporary• Ran Hawaiian-focused classes with kupuna and practitioners at the gallery for community participation	
<hr/>	
Peace Corp, <i>Micronesia</i>	<i>1968-1970</i>
<ul style="list-style-type: none">• Served as Peace Corps volunteer for education on Lukunor Island, Truk and Saipan, Marianas• Coordinated Micronesia-wide Arts Festival that culminated in an event in Saipan and then traveled throughout Micronesia	

Ipo Torio-Ka`uhane

Educator, Community Planner/Developer, Cultural Practitioner, Entrepreneur



EXPERIENCE

Kanu I Ka Pono Inc, Hawaii — C.E.O.

July 2018 - PRESENT

- Community-based Non Profit Organization
- Provide administrative and fiscal support to Kanuikapono PCS,
- Culturally relevant curriculum development and teacher training
- Provide Business Incubation to local business owners
- Hawaiian Focused Charter School Annual Conference Planner

Kanuikapono Public Charter School, Anahola—*Founder and Head of School*

August 2001 - July 2018

- Facilitated community input and authored a detailed implementation plan for a charter school for Anahola
- Neegotiated a long term lease with Department of Hawaiian Lands
- Developed a Community Learning Center Campus
- Developed culture and aina based curriculum and assessments
- Developed an indigenous academic framework and blueprint
- Developed the capacity through coaching and ongoing training of school board members, faculty, and teachers.
- Developed and operationalized a unique school culture
- Co-founder, Nā Lei Na`auao Native Hawaiian Charter School Alliance
- Co-founder and Board Member, Hawaii Association of Charter Schools (Network - HCSN)

Anahola Homesteaders Council, Anahola — *Project Director*

August 1999 - July 2001

Non-profit working for Native Economic Development

- Grantwriting and Fundraising - Raised more than \$750,000 in two years
- Established a financial system and operational procedures and trained personnel.
- Designed and implemented a paid Native Internship summer program in partnership with KCC

SKILLS

Proficient in Quickbooks, Kiss Flow, Adobe Publisher, Final Draft

Native Hawaiian speaker and practioner

Rural Planning and Development

Public Speaking

Curriculum Development

AWARDS

Outstanding Community Contributor, 2010 Purehearts

Outstanding Educator, 2017 Hui Na`auao

LANGUAGES

Hawaiian, Japanese

EDUCATION

Chaminade, Honolulu — *Educational Leadership Masters Program, Level II Certificate*

July 2014 - May 2015

Coursework focus on Hawaii Charter School Administration and Leadership

Chaminade, Honolulu — *Masters in Business Administration*

July 1996 - June 1999

Concentration in Marketing, Promotions, and Business Law

University of Hawaii, Honolulu — *Bachelors Arts*

July 1991 - June 1994

Hawaiian Studies, Certificate in Ethnic Studies

PROJECTS

`Ike `Āina Curriculum — *Development of curriculum Units featuring the Wahi Pana of Anahola. Piloting curriculum at Kalalea Uka native plants nursery with charter school students and teachers.*

Kalalea Studios — *Produce Album of Kauai mele and oli to be used with curriculum projects.*



Administrative Assistant Position

The administrator clerk organizes and manages the administration, support systems, and daily activities that facilitate the effective running of all grant programs. The Administrative Clerk works to support admissions, quality assurance, data management and examinations, and other tasks related to the efficient running of the program.

Duties:

- Secretarial support to all program activities;
- Assisting with recruitment, public or alumni relations and marketing activities;
- Administering the 'student lifecycle' from registration or admission to graduation or leaving;
- Providing administrative support to an academic team of lecturers, tutors or teachers;
- Drafting and interpreting policy and procedures;
- Coordinating examination and assessment processes;
- Maintaining high levels of quality assurance, including course evaluation and course approval procedures;
- Using information systems and preparing reports and statistics for internal and external use;
- Participating in the development of future information systems;
- Contributing to policy and planning;
- Purchasing goods and equipment, as required;
- Communicating and liaising with other administrative staff, academic colleagues and students;
- Communications and Liaison with partner institutions, other institutions, external agencies, government departments and prospective students; and
- Organizing and facilitating a variety of educational or social activities.
- Coordinate travel as needed

Name of Proposed Authorizer: Lei Ho'olaha

PART A: ORGANIZATIONAL PLAN

Standard A.1: Authorizer Mission

1. CLARIFICATION REQUESTED: Lei Ho 'olaha's ("LH") application for chartering authority ("Application") states that the "current mission of Lei Ho'olaha is to improve the educational and economic status of Native Hawaiians and low-income people" (p. 4), LH's "purpose is to empower Native Hawaiians and economically disadvantaged people" (p. 5), and one of LH's "authorizing program goals" is to "[d]evelop and grow a portfolio of charter schools who service Native Hawaiian and low-income students" (p. 6). Clarify LH's targeted student population. (i.e., Does LH intend to authorize charter schools that serve only economically disadvantaged Native Hawaiian students, both economically disadvantaged Native Hawaiians and other non-Native Hawaiian economically disadvantaged students, both Native Hawaiian (regardless of economic status) and non-Native Hawaiian economically disadvantaged people, or either Native Hawaiians (regardless of economic status) or non-Native Hawaiian economically disadvantaged students?)

APPLICANT RESPONSE: No, LH does not intend on authorizing charter schools that serve only economically disadvantaged Native Hawaiian students. Yes, LH intends on authorizing charter schools that serve both economically disadvantaged Native Hawaiians and other non-Native Hawaiian economically disadvantaged students, both Native Hawaiians (regardless of economic status) and non-Native Hawaiian economically disadvantaged people, as well as Native Hawaiians (regardless of economic status) and non-Native Hawaiian economically disadvantaged students. LH's mission purpose and goals all align to empower Native community and economically disadvantaged people however that does not exclude LH from serving other populations. Its service of community will not be exclusive however targeted. LH considers the charter schools as economically disadvantaged and therefore the students its serves as underserved specifically regarding facilities development and financial services.

Standard A.2: Strategic Vision and Organizational Goals

1. CLARIFICATION REQUESTED: Clarify the goal to use the expertise and resources of the U.S. Department of the Treasury Community Development Finance Institution ("CDFI") to "provide training and financial expertise to community-based charter schools" (p. 5). Will the CDFI provide the training and financial expertise directly to the schools or will LH? How does LH envision integrating these services into its role as an authorizer?

APPLICANT RESPONSE: *CLARIFICATION REQUESTED: Identify the specific "mission-driven financial institutions" referenced in the Application, and clarify how they will "take a market-based approach to [support] economically disadvantaged charter school communities to acquire appropriate facilities" (p. 5). How will LH "support [the] established charter school community's alignment" with these institutions?*

A Community Development Financial Institution (CDFI) is a class of financial institution that caters to and provides assistance to underserved and low-income communities. CDFIs, which are certified by the U.S. Treasury Department, can be community banks, credit unions, nonprofit organizations, venture capital funds or loan funds. They typically raise the money they lend through grants, low-interest loans, foundations, the government or banks looking to satisfy Community Reinvestment Act requirements. CDFIs are very focused on community, targeting their funding to small businesses, microenterprises, nonprofit organizations, commercial real estate and affordable housing. Lei Hoolaha, a certified CDFi is targeting Hawaii charter schools.

Many CDFIs have revolving loan funds that target a specific state or geographic region, making low interest loans to small business owners and micro-entrepreneurs that might not qualify for a bank loan. Like old-fashioned bankers,

this is a high-touch model, and funding often comes with mentoring and other support (that's one reason why CDFI loan portfolios held up relatively well throughout the financial crisis compared to bank portfolios).

The CDFI Fund plays an important role in generating economic growth and opportunity in some of our nation's most distressed communities. By offering tailored resources and innovative programs that invest federal dollars alongside private sector capital, the CDFI Fund serves mission-driven financial institutions that take a market-based approach to supporting economically disadvantaged communities. These mission-driven organizations are encouraged to apply for CDFI Certification and participate in CDFI Fund programs that inject new sources of capital into neighborhoods that lack access to financing.

Each business financed, each job created, and each home built represents a critical step in the transformation of a life, a family, and a community. This is real change. This is the CDFI Fund. Through various awards programs, the CDFI Fund supports financial institutions (CDFIs and CDEs) recognized for their expertise in providing service and support to low-income communities. In turn, these organizations leverage the resources awarded to them by the CDFI Fund to draw in new or increased sources of private funding. This approach represents a thriving model of public-private partnership where limited federal resources are used to attract private sector investment into low-income communities. Better still, this strategic relationship not only injects vital sources of new capital into economically underserved areas, it also ensures that important investment decisions are made locally by the organizations that know their communities best. CDFIs and CDEs use the combined investment to provide flexible financing for projects that fulfill crucial community needs—important initiatives like: the developing of community facilities and schools.

The CDFI Fund's award programs encourage economic and community development in low-income and distressed communities across the country. And, because the CDFI Fund's award recipients must match the awards they receive with private sector investments, your taxpayer dollars get more bang for the buck! The CDFI Fund's awardees have leveraged billions of dollars of private investment. This approach represents a thriving model of public-private partnership where limited federal resources are used to attract private sector investment into low-income communities. The CDFI Fund's awardees have leveraged billions of dollars of private investment.

Mission driven incentive federal programs include:

[Bank Enterprise Award Program](#) › The BEA Program provides awards to FDIC-insured institutions for eligible investments.

[CDFI Bond Guarantee Program](#) › The CDFI Bond Guarantee Program is a source of long-term, patient capital for CDFIs.

[CDFI Program](#) › The CDFI Program provides Financial and Technical Assistance awards to CDFIs.

[Capacity Building Initiative](#) › The Capacity Building Initiative is a source of training and technical assistance for CDFIs.

[Capital Magnet Fund](#) › The Capital Magnet Fund encourages the development of affordable housing in low-income communities.

[Native Initiatives](#) › The Native Initiatives provides awards, training, and technical assistance to CDFIs serving Native Communities.

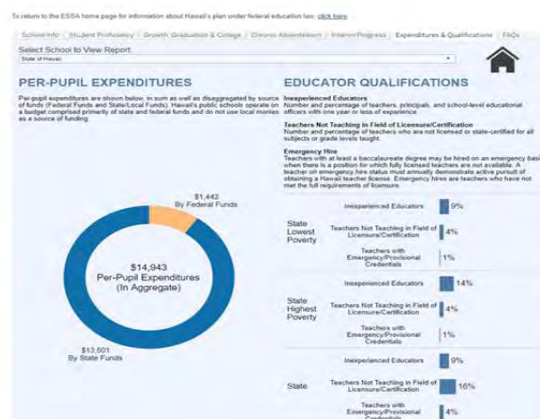
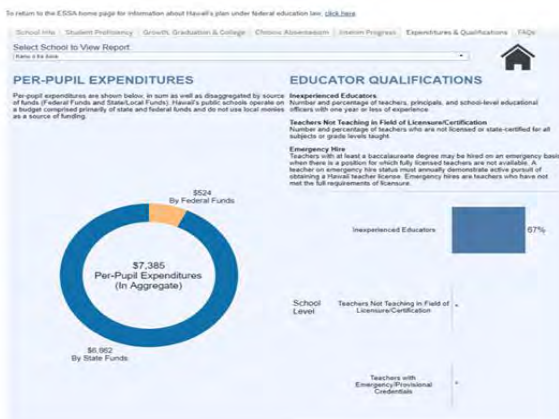
[New Markets Tax Credit Program](#) › The New Markets Tax Credit encourages economic and community development in low-income communities.

USDA Rural Development - investments through the [Community Facilities Direct Loan Program](#) following their commitment to improve the foundations of rural communities.

USDOE - The State Charter School Facilities Incentive Grants Program provides grants to eligible States to help them establish or enhance, and administer, a *per-pupil facilities aid program for charter schools in the State*, that is specified in State law, and provides annual financing, on a per-pupil basis, for *charter school* facilities.

QZAB Program - The State Charter School Facilities Incentive Grants Program provides grants to eligible States to help them establish or enhance, and administer, a *per-pupil facilities aid program for charter schools in the State*, that is specified in State law, and provides annual financing, on a per-pupil basis, for *charter school* facilities. the QZAB program was conceived largely as a way of subsidizing school renovations in low-income communities by allowing schools to shift the interest payments on their financing from the borrower (i.e., the school) to the federal government. QZABs differ from tax-exempt bonds, for which the borrower pays interest, albeit at a relatively lower rate, since the investor does not have to pay tax on QZAB earnings. The U.S. Department of Treasury is supposed to set a tax credit rate on QZABs so that, on average, school districts that use the program will pay no interest.

LH wants to extend a hand up to those communities that are ready and help facilitate facilities development. The basic needs are still not provided to all charter school students today as we move into our 20th year of existence. The data below is from the DOE website – Kanu received 49% of resources compared to traditional DOE students. Kanu received no public support for food, transportation or facilities and these cost items are excluded from the graph below.



Currently, there are approximately 11,877 charter school students, 7% of Hawaii public school population with enrollment capped by lack of facilities. . We have always known that “one size does not fit all” and feeling accepted and secure allows a child’s learning to begin. We believe choice should not be given to only those with economic means. The Charter School Hawaii laws changed shortly after LH was created clarifying that charter schools are not allowed to take debt, get SPRBs, or GO Bonds and the legislature has never allocated CIP or debt service funds. The facilities financing options were stonewalled, stifling the movement.

By creating pathways out of poverty through authorizing high-quality charter schools, providing development services and financial products to nonprofits, charter schools, and small businesses the movement will be able to thrive as intended at creation. As the HDOE system has largely failed the Native populations charter schools have become a very popular choice with disproportionate percentages enrolled in all types of charter schools.

2. CLARIFICATION REQUESTED: Identify the specific “mission-driven financial institutions” referenced in the Application, and clarify how they will “take a market-based approach to [support] economically disadvantaged charter school communities to acquire appropriate facilities” (p. 5). How will LH “support [the] established charter school community’s alignment” with these institutions?

APPLICANT RESPONSE: Lei Ho’olaha will engage in the Building Native CDFIs’ Sustainability and Impact II (BNCSI II) which is a multi-faceted training program that will include a series of webinars, workshops, and learning cadres, designed to strengthen the capacity of CDFIs to provide essential financial products and services to Native Communities. By leveraging the school community partnerships and expertise, Lei Ho’olaha will work with the community and state governments to support facilities development, allowing growth and economies of scale that will provide financial stability. See also list of organizations in question 1. above.

By incentivizing public-private partnerships opportunities will be available to:

- **Leverage federal funds to incentivize state support for charter school facilities and access public buildings.** Policies assisting charters can be encouraged through an improved and better-funded State Facilities Incentive Grant Program. Other funds, such as new infrastructure spending, could be tied to state charter school facilities policies and equitable access to public buildings.

- **Reduce the cost of acquiring capital to access charter school buildings.** Existing federal initiatives, such as the Credit Enhancement for Charter Schools Facilities Program and the U.S. Department of Agriculture’s Community Facilities Grant Program, can be strengthened and better funded to meet the needs of more charter schools. Additionally, creation of new charter school-focused instruments could encourage private investment, similar to tax-credit bond programs or New Markets Tax Credits. Without intervention, the market will not respond to the needs of charter schools to make capital affordable.

3. CLARIFICATION REQUESTED: Clarify how the CDFI Certification process and designation (p. 7) fits into LH’s role as an authorizer, including an explanation of how the certification process would serve as an appropriate self-evaluation of authorizing capacity, infrastructure, and practices (p. 11).

APPLICANT RESPONSE: CDFI Certification is your gateway to the CDFI community, a network of mission-driven institutions that serve and empower economically distressed communities. This translates into real change for the communities and people who need it most.

Community Development Financial Institution (CDFI) Certification is a designation given by the CDFI Fund to specialized organizations that provide financial services in low-income communities and to people who lack access to financing. CDFIs include regulated institutions such as community development banks and credit unions, and non-regulated institutions like loan and venture capital funds. By building the capacity of a nationwide network of CDFIs, the CDFI Fund works to empower low-income and underserved people and communities to enter the financial mainstream.

Certified CDFIs are eligible to apply for awards through a variety of programs offered by the CDFI Fund. These awards enable CDFIs to finance a wide range of activities—including mortgage lending, flexible underwriting for community facilities, and commercial loans for businesses in low-income areas. Through varying strategies, each CDFI contributes to the cultivation of a healthy and stable local economy.

Lei Hoolaha as an authorizer will know its portfolio intimately, understanding its strengths and weaknesses. Permitting the creation of independent authorizers is one of the most important components of a strong charter law.

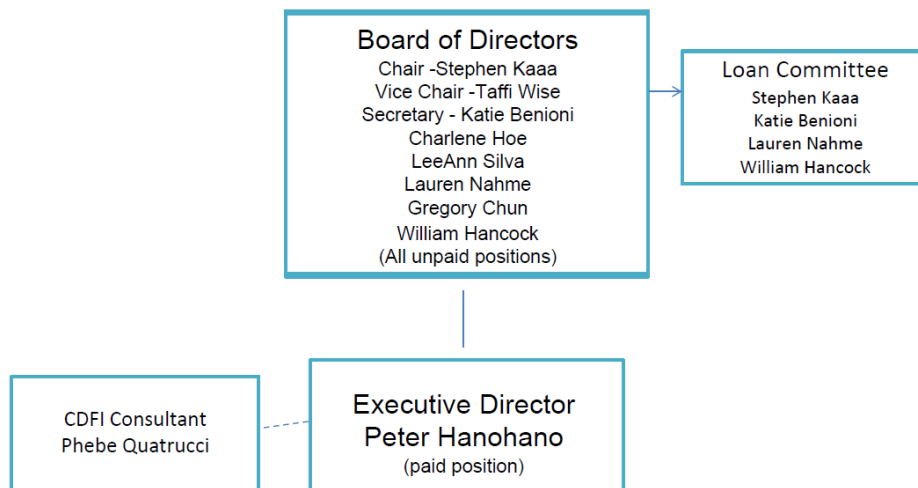
The CDFI process ensures an authorizer is operating financially within the Department of Treasury rules and regulations and it ensures the CDFI is meeting its mission to support underserved communities, in LH’s situation that means charter schools that serve native students in Hawaii – which is all of them. The Department of Treasury will not invest in the CDFI if it does not have the appropriate capacity, infrastructure and practices.

Standard A.3: Structure of Operations

1. CLARIFICATION REQUESTED: Provide, as an **attachment**, an organizational chart of LH’s current (non-authorizer) operation that identifies names, titles, and whether positions are paid or unpaid (including board members), and describe the current responsibilities of each existing position. Additionally, answer the following questions:
 - a. What is the composition of LH’s Board of Directors?
 - b. If approved to become an authorizer, which existing positions and responsibilities would LH need to modify, if any, and how? How else would the organizational chart need to change?
 - c. Who will oversee and who will implement LH’s authorizer-related fiscal operations?
 - d. How will the “in-kind” Authorizing Liaison part-time position work in Years 1 through 3 (p. 8)?
 - e. Who will make the authorizing decisions (i.e., approval or denial of charter applications, renewal or nonrenewal of charter contracts, revocation of charter contracts, etc.)?

APPLICANT RESPONSE: a. The LH Board is unpaid, the only paid position currently at LH is the Executive Director. The Board of Directors shall be comprised of no less than three and no more than fifteen individuals. The Board shall consist of individuals who are 25 years of age or older and shall include individuals with a variety and skills and experience. Currently the Board has eight members who have a variety of experience and skills.

Lei Ho’olaha Organizational Chart



b. Changes to organization structure following authorizer approval would be the resignation of Charlene Hoe from the Board and her hiring as the Director of Authorizing position under the Executive Director. The in-kind Authorizing Liaison position would also begin (see Section C3 #2 for org. chart and further explanation).

c. Fiscal duties for LH fall under the direction of the Executive Director with in-kind support by the Board Secretary. If approved for authorizing, this would remain the same for Years 1 and 2. From year 3 and on some of these responsibilities would be delegated to the Administrative Assistant by the Executive Director until such time as the organization restructures with a dedicated fiscal staff.

d. In startup years 1-3 LH will begin to build its school portfolio with the first school added year 2 and three added the third year making four the maximum number of schools authorized during the first years of startup. The liaison will assist the director of authorizing in the development of the portfolio of schools by providing support through the application process for new charter schools and assisting with monitoring and holding accountable schools once chartered.

Considering the low number of schools authorized during this time .20 FTE in-kind effort from the liaison combined with the full-time effort of the director will be sufficient to build the portfolio and authorize the first schools. As our portfolio grows the liaison position will transition into a full-time paid position with the title assistant director of authorizing. This will allow the growing authorizer to handle the additional workload of eight additional schools.

e. The LH Board after recommendation from the Charter Accountability Board (see Section C3 #2 for org. chart and further explanation).

2. CLARIFICATION REQUESTED: Where does the “Charter Accountability Board” (p. 16, 63, 107, 149) fit in the organizational chart (p. 8)? What is the planned composition and membership of the Charter Accountability Board? How are the Charter Accountability Board’s role and responsibilities distinct from those of the evaluation team used in the charter application process (p. 63-64, 149-150)?

APPLICANT RESPONSE: Charter Accountability Board will be a committee of the LH Board (see Section C3 #2 for org. chart and further explanation).

3. CLARIFICATION REQUESTED: How will LH attract and retain members for its Board of Directors to “assume all fiduciary responsibility” and “contribute expertise in finance, facilities, nonprofit governance, management and policy” (p. 8)? How will LH ensure its Board of Directors has the expertise it needs? Do board members have term limits?

APPLICANT RESPONSE: Prospective new board members are nominated by current board members. Candidates’ qualifications and skill sets are reviewed by the Board to ensure that the board has balanced expertise in finance, facilities, nonprofit governance, management and policy. The Board votes to invite the member to join the board, new members must be approved by a majority vote.

Members of the Board of Directors serve for terms of 3 years. Directors may be elected for no more than three successive terms.

4. CLARIFICATION REQUESTED: The Application states that LH’s Board of Directors will “provide overall guidance to the Director of Authorizing,” but the organizational chart shows the Director of Authorizing under the Executive Director who in turn is under the Board of Directors (p. 8). Clarify this discrepancy. What are the responsibilities of the Executive Director and Director of Authorizing, and who do they report to?

APPLICANT RESPONSE: LH’s Board of Directors will provide overall guidance to the Director of Authorizing through the Executive Director.

The Executive Director is responsible for the overall planning, deployment, monitoring, improvement, and supervision of the Authorizer Board's operations. Duties include: Providing research and policy analysis on issues and preparing drafts of needed documents for consideration by the Authorizer Board, which will often include identifying relevant connections between various initiatives and an understanding of research and best practices of schooling; Developing the organizational structure required to operate the office and carry out the activities of the Authorizer Board; Ensuring work and decisions align with national best practices to maintain high standards for charter schools, uphold school autonomy, and protect student and public interests; Represent the Authorizer Board at conferences

and functions, legislative presentations, and community presentations, and oversee releases to news media and public forums; Provide ongoing budget and oversight and management.

The Executive Director reports to the Board of Directors.

The Director of Authorizing is responsible for the overall planning, deployment, monitoring, improvement, and supervision of the Authorizer Board's operations. Duties include: Implementing the organizational structure required to operate the office and carry out the activities of the Authorizer Board; Monitoring and holding accountable schools as chartered (including renewals, revocations, and non-renewals); Ensuring work and decisions align with national best practices to maintain high standards for charter schools, uphold school autonomy, and protect student and public interests; Planning and providing press release information and public awareness materials; Representing the Authorizer Board at conferences and functions, legislative presentations, and community presentations, and to news media and public forums.

The director reports to the Executive Director.

Standard A.4: Capacity and Skill Development of Leadership and Staff

1. CLARIFICATION REQUESTED: Clarify the professional development plan described in the Application by answering the following questions:

- a. How will LH implement the job-embedded professional development with 1.25 full-time positions in the first three years of operations with meetings held “at least four times a year to review site visit documentation, governance evaluation tools, and performance frameworks” (p. 9)? Who will lead these meetings?
- b. Will LH base “annual professional development goal setting, planning, and reflection” (p. 9) on job descriptions or something else? What is the “structure of duties and responsibilities that will be required to ensure effective oversight of the school [LH] will authorize” (p. 11), and what areas of knowledge and expertise (or other criteria of capacity) are associated with the identified roles, duties, and responsibilities? How will LH develop the professional development plans to ensure continuous growth?
- c. What is LH’s logic model to be applied for evaluation purposes (p. 9-10), who does it apply to, and how will “program leaders” implement it in Years 1 through 3 and beyond?

APPLICANT RESPONSE: Lei Ho’olaha will implement job-embedded professional development during the first three years to help facilitate the identification of existing and newly envisioned charter schools aligned with our vision and purpose (to empower Native Hawaiians and economically disadvantaged people by creating pathways out of poverty through authorizing high-quality charter schools, providing development services and financial products to nonprofits, charter schools, and small businesses). Our Executive Director and the Director of Authorizing will need to be able to clearly articulate this vision to stakeholders as pathways are functionally developed. Both will need to have a thorough understanding of the research supporting strategies utilized.

This first step will require the use of a formal quality management system (QMS) that documents processes, procedures, and responsibilities used by existing nonprofits, charter schools, and small businesses to develop their policies, objectives, and practices. The QMS will help to coordinate and direct activities related to documentation of existing programs, regulatory and legal requirements, etc. and to continually improve our effectiveness and efficiency related to identifying existing charter schools aligned with our strategic authorizer vision. A well designed documentation system will ensure quality standards are routinely met while minimizing the potential for assessment errors. The skills needed to access relevant data and the creation of assessment and monitoring practices will require refinement supported by job-embedded professional development. The documentation required will support the communication of accurate information and provide evidence of alignment with the LH strategic authorizer vision, shared knowledge and philosophy.

A one-size-fits-all approach will not work. Each document created must be fit for purpose such that it is readily understood by LH decision-makers examining a wide spectrum of charter schools. The documentation must also be lean, as too many documents will result in processes and respective QMS being harder to both use and maintain. Documentation required for regulatory

purposes must clearly demonstrate compliance, effective planning, operation and control of each school's unique processes and their effective implementation and continual improvement. The first school chartered by LH will serve a vital role in shaping the documentation required to ensure that future candidates for authorization share the same vision embraced by LH. The initial staff of 1.25 will be consumed by the critical need to document highly effective best practices supporting the LH strategic authorizer vision while creating tools for accurately predicting the potential for success of the three additional schools authorized during the second year.

Formal meetings will be held at least four times a year to review the data collected during site visits to clearly align the QMS with observed processes, procedures, and responsibilities. The Director of Authorizing will lead these meetings. During the first year, much of the work will focus on compiling the necessary documentation to support the vision alignment evaluation tools needed to authorize the first charter school. The chosen school will become the model for other charter schools seeking to define themselves in alignment with the LH strategic authorizer vision. The Director of Authorizing will be responsible for inviting potential charter school candidates to these meetings. The meetings will initially focus on articulating the vision that supports the tools used to predict the potential ability of candidate schools to align to the LH strategic authorizer vision.

Annual professional development goals for the Executive Director and the Director of Authorizing will be based on job descriptions and the ability of each employee to appropriately use the tools developed for predicting the potential success of existing and new charter schools authorized by LH. Professional development goals will also be created to define the roles of each employee as leaders of the professional development needed by charter school candidates' staff to create and maintain the supportive learning environments required to ensure effective oversight of authorized schools and the clear alignment with the LH strategic authorizer vision. Identified deficits and/or gaps will require the use of the LH logic model process to ensure continuous growth. These logic models will facilitate a clear understanding of each potential charter school's goals for establishing realistic expectations aligned with the LH strategic authorizer vision.

A logic model is a concise way to show how a school is structured and how it can make a difference for students and their community. The logic model shows relationships and identifies the key elements of the school's program, the rationale behind the service delivery approach, the intended results, how they can be measured, and the cause and effect relationship between the school's program and its intended results. The logic model lays out the major strategies to illustrate how they fit together and whether they can be expected to add up to the changes that the stakeholders want to see.

The logic model will also be used to identify the core elements of an evaluation strategy. Creating a logic model at the beginning of the evaluation process will allow LH employees to think about how to conduct an evaluation. It will help them track progress towards implementing activities and the achievement of goals. The step-by-step process involved in creating a logic model requires articulation of the goals and the proposed activities that will be conducted to carry out the goals. It is a valuable tool for identifying the resources needed to complete the evaluation process.

The following components will be considered when constructing the logic model for each new LH candidate school:

- Goals – What does the school ultimately hope to achieve? The goals drive the logic model. They show a logical progression.
- Inputs – The resources the school will use to work toward their goals. The resources include supports that include staff, funding resources, and community partners.
- Outputs – The services the school will provide to reach its goals. The services will primarily consist of the curricula and supporting activities. A clear picture of the specific target population for the activities is needed.
- Outcomes – The school's desired short-term, intermediate, and long-term results. Short-term outcomes focus on changes in knowledge and attitudes, intermediate outcomes focus on changes in behaviors, and long-term outcomes focus on the larger impact of the school on the community.
- Performance measures – The data the school collects to assess the progress they have made toward goals. This data includes:
 - ✓ Measures of effort to describe whether and to what extent outputs were implemented as intended.
 - ✓ Measures of effect to convey whether the school is meeting the outcomes.

The following table is used to organize the logic model:

Goals	Inputs	Outputs	Outcomes	Performance Measures
		Activities: Target population:	Short-Term: Intermediate: Long-Term:	Measures of effort: Measures of effect:

Goals are the results that the school aims to achieve. They must be considered from the beginning since all of the other components of the logic model should be informed by the goals. They determine what, ultimately, the school is trying to achieve. Established schools need to ensure that their goals are clear and realistic and aligned to the LH strategic authorizer vision. There must be a common understanding and agreement about the goals across stakeholders. Revisiting existing goals allows time for reflection and refinement of the goals to best fit the school's current focus and stakeholders' current interests. These goals are aligned with the LH strategic authorizer vision.

Once a clear set of goals have been defined, the input and output elements help define how the goals will be achieved. In defining inputs (resources) several factors must be considered. The available resources need to be identified. Staffing, funding, and existing community resources are often the primary inputs identified. Defining the outputs (activities and target populations) requires consideration of several factors. The activities the school should offer to best meet the goals must be identified. These activities need to be thought of in relation to the available resources (inputs). The targeted population(s) must also be identified. Consideration should be given concerning the ages of target students, their demographic profiles, the neighborhoods the students live in, their native languages, their family structures, etc. Decisions must also be made concerning engagement of families and/or the larger community. Consideration may also need to be made concerning whether the targeted population aligns with the demographics of the local community.

Goals express the big-picture vision for what each school aims to accomplish. Outcomes represent the impacts that the school hopes to achieve. If a school has a goal to improve academic achievement for at-risk students, the short-term intended outcome could be to increase students' interest in school. The long-term anticipated outcomes could be an increased graduation rate and/or college attendance rate. To be useful and meaningful, outcomes should be as specific as possible. An outcome to "improve academic achievement" is vague. A clearer outcome could include improving test scores, grades, or graduation rate. Outcomes need to be measurable. Outcomes that are specific tend to be easier to measure. The school needs to be able to collect data to track progress toward the outcome. Outcomes are the by-product of activities. They require effort to achieve. Outcomes also need to be realistic. They should be something that a school can reasonably expect to accomplish. In identifying realistic outcomes, the primary consideration is how well the outcome is aligned with and linked to activities. There needs to be a logical connection between effort and expectations for change that result from the effort. Logic models allow for designations of short-term, intermediate, and long-term outcomes. Short-term and intermediate outcomes focus on changes that can be expected in participants after at least a year of participation. Long-term goals tend to involve larger changes in the overall community being served.

The final stage of logic model development is defining a school's performance measures. These measures are used to assess progress on the implementation of inputs and outputs. While outcomes define what the school hopes to accomplish as a whole, performance measures need to be narrower in scope to provide measurable data for evaluation. There are two types of performance measures. Measures of effort assess the effectiveness of outputs. They assess how much was done but not how well it was done. They should be easy to track. Measures of effect are changes that the school expects to produce in knowledge, skills, attitudes, or behaviors. They measure the changes that are expected to result from the school's inputs and activities. Strong performance measures should have strong ties to goals, inputs, and outputs. They should be compatible with the age and stage of the school. Performance measures should be selected based on the school's current level of maturity and development. A school in its first year should focus more on measures of effort than on measures of effect to ensure that it is implemented as intended before trying to assess outcomes for participants.

In the launching phase of LH, during the first two year especially, LH staff, members of founding board, and supporting community advisers will work together – formally and informally/paid and unpaid to further build collective capacity and refine and shape the LH authorizer framework to launch LH processes for continuous agency capacity and prepare for the authorization processes. LH will include individuals from each of these groups in learning opportunities and will take advantage of training and learning opportunities offered throughout the Hawai'i and national charter school communities.

Standard A.5: Self-Evaluation of Capacity, Infrastructure, and Practices
NO CLARIFICATION REQUESTED
Standard A.6: Operational Conflicts of Interest
<p>1. CLARIFICATION REQUESTED: Does LH intend to provide “business loans” (p. 4) or other financial products to any charter school within LH’s portfolio of schools or any associated nonprofit organization whose purpose is to support a charter school within LH’s portfolio of schools? If so, what kinds of business loans or financial products will LH provide to these schools or associated nonprofit organizations? Who will provide or sell such business loans or financial products, and how? How will LH ensure that these business loans or financial products do not jeopardize its ability to meet its authorizing responsibilities or result in conflict of interest concerns?</p> <p>APPLICANT RESPONSE: No, LH will not provide business loans to schools within its portfolio or associated nonprofit organizations whose purpose is to support a charter school within LH’s portfolio of schools.</p>
Standard A.7: Compliance to Statutory Responsibilities
NO CLARIFICATION REQUESTED
PART B: FINANCIAL PLAN
Standard B.1: Authorizing Operational Budget
<p>1. CLARIFICATION REQUESTED: Explain the assumptions used for each line item of five-year budget (p. 14, 99).</p> <p>APPLICANT RESPONSE: Budget assumes Year 1: Personnel Cost of \$100,000 for a .25 FTE Executive Director and 1.0 FTE Director of Authorizing. Fringe benefits calculated at 25% of total personnel using following benefits breakdown: Employer Social Security/Medicare 7.65%; unemployment 2.5%; work comp/TDI/LTI/health insurance 14.85%. Travel to NACSA conference for the Director of Authorizing costs airfare, hotel, per diem, registration, transportation costing \$3,225. Interisland travel of at least 1 trip per month, costs for airfare, transportation, per diem total \$4,920 annually. Annual audit \$4,550. Office space in shared space \$1,000 per month. Equipment for copying, office furniture and/or technology \$500. General office supplies \$500. Legal consultation for contracts, etc. \$1,000. Directors and Officers Insurance Policy \$1,600.</p> <p>Year 2: Personnel Cost of \$100,000 for a .25 FTE Executive Director and 1.0 FTE Director of Authorizing. Fringe benefits calculated at 25% of total personnel using following benefits breakdown: Employer Social Security/Medicare 7.65%; unemployment 2.5%; work comp/TDI/LTI/health insurance 14.85%. Travel to NACSA conference for the Director of Authorizing costs airfare, hotel, per diem, registration, transportation costing \$3,225. Interisland travel of at least 1 trip per month, costs for airfare, transportation, per diem total \$4,920 annually. Annual audit \$4,550. Office space in shared space \$1,000 per month. Equipment for copying, office furniture and/or technology \$500. General office supplies \$500. Legal consultation for contracts, etc. \$1,000. Directors and Officers Insurance Policy \$1,600.</p> <p>Year 3: Personnel Cost of \$150,000 for a .25 FTE Executive Director, 1.0 FTE Director of Authorizing, 1.0 FTE Administrative Assistant. Fringe benefits calculated at 25% of total personnel using following benefits breakdown: Employer Social Security/Medicare 7.65%; unemployment 2.5%; work comp/TDI/LTI/health insurance 14.85%. Travel to NACSA conference for the Director of Authorizing costs airfare, hotel, per diem, registration, transportation costing \$3,225. Interisland travel of at least 24 trips in the year, costs for airfare, transportation, per diem total \$9,840 annually. Annual audit \$7,500, cost of audit increase as entity expands. Office space in shared space \$1,000 per month. Equipment for copying, office furniture and/or technology \$1,000, increase due to additional staff. General office supplies \$750. Legal consultation for contracts, etc. \$1,000. Directors and Officers Insurance Policy \$1,600.</p> <p>Year 4: Personnel Cost of \$210,000 for a .25 FTE Executive Director, 1.0 FTE Director of Authorizing, 1.0 FTE Assistant Director of Authorizing 1.0 FTE Administrative Assistant. Fringe benefits calculated at 25% of total personnel using following benefits</p>

breakdown: Employer Social Security/Medicare 7.65%; unemployment 2.5%; work comp/TDI/LTI/health insurance 14.85%. Travel to NACSA conference for the Director & Assistant Director of Authorizing costs airfare, hotel, per diem, registration, transportation costing \$6,450. Interisland travel of at least 36 trips in the year for staff to attend commission meetings, visit schools, etc., costs for airfare, transportation, per diem total \$14,760 annually. Annual audit \$7,500. Office space in shared space \$1,000 per month. Equipment for copying, office furniture and/or technology \$1,500, increase due to additional staff. General office supplies \$1,000, increase due to addition of staff. Legal consultation for contracts, etc. \$1,000. Directors and Officers Insurance Policy \$1,600.

Year 5: Personnel Cost of \$210,000 for a .25 FTE Executive Director, 1.0 FTE Director of Authorizing, 1.0 FTE Assistant Director of Authorizing 1.0 FTE Administrative Assistant. Fringe benefits calculated at 25% of total personnel using following benefits breakdown: Employer Social Security/Medicare 7.65%; unemployment 2.5%; work comp/TDI/LTI/health insurance 14.85%. Travel to NACSA conference for the Director & Assistant Director of Authorizing costs airfare, hotel, per diem, registration, transportation costing \$6,450. Interisland travel of at least 36 trips in the year for staff to attend commission meetings, visit schools, etc., costs for airfare, transportation, per diem total \$14,760 annually. Annual audit \$10,000, cost of audit increase due to expansion. Office space in shared space \$1,000 per month. Equipment for copying, office furniture and/or technology \$1,500, increase due to additional staff. General office supplies \$1,000, increase due to addition of staff. Legal consultation for contracts, etc. \$1,000. Directors and Officers Insurance Policy \$1,600.

2. CLARIFICATION REQUESTED: Provide, as an **attachment**, LH's most recent audited financial statements, including income statements, balance sheet (or statement of financial condition), and cash flow. Does LH currently have any outstanding loan balances, and if so, how much? Does LH currently have borrowing capacity?

APPLICANT RESPONSE: Audit attached. LH has borrowing capacity but has not taken any loans to fund its operations to date.

3. CLARIFICATION REQUESTED: Explain LH's budget contingency and reserves plans. How will LH cover income shortfalls in the event any contributions from the organizations pledging financial support are delayed or fail to materialize completely? Does LH currently have its own cash reserves to cover shortfalls in its authorizer budget? How does LH plan to build reserves moving forward?

APPLICANT RESPONSE: LH will not pursue authorizer activities without sufficient income to support expenditures. If the contributions from pledging organizations fail to materialize then the timeline for authorizing would be pushed back until different financial means can be secured. LH does not currently have cash reserves set aside for authorizing thus as previously stated it would not pursue authorizing activity until funding was in hand. Moving forward LH plans to build reserves through the solicitation of contributions and grants from organizations and entities that are in support of quality authorizing. LH is actively pursuing these opportunities but in most cases the structure needs to be established first for funding commitments to then follow.

4. CLARIFICATION REQUESTED: Clarify the contributions from the organizations pledging financial support (p. 100-105) by addressing the following:
- a. Are South Maui Learning Ohana, Inc., Kanu I Ka Pono Inc., Kanu o ka 'Aina Learning 'Ohana, Kanaka Aupuni A Niihau Aloha (KAANA Inc.), and Community Based Education Support Services Friends of Connections (CBESS) federally tax-exempt, nonprofit organizations purposed to support specific charter schools? If so, how is it appropriate for those organizations to provide funds to LH for this purpose?
 - b. Explain the difference of \$73,000 between the total contributions pledged in the letters of commitment and the total contributions in the five-year budget.

- c. Does LH or any of its employees or board members have financial relationships with any of the organizations pledging financial support or their employees or board members? If so, describe the relationship.
- d. Provide, as an **attachment**, board resolutions from the nonprofit organizations pledging financial support (as indicated in Application) affirming their respective financial commitments.
- e. Provide, as an **attachment**, evidence that the organizations pledging financial support (as indicated in Application) have the financial resources to fulfill their respective financial commitments.

APPLICANT RESPONSE: a. Pledging organizations are federally tax-exempt nonprofits affiliated with charter schools but also serve broader education endeavors to include early college, post-secondary and preschool education. These organizations are all committed to the betterment of the people of Hawaii via educational pursuit thus it is appropriate for them to invest in a venture that is directly aligned to offering educational choice for the children of Hawaii.

b. The \$73,000 in pledged contributions was for Year 4 of the budget which has been corrected. Revised budget **attached**.

c. Financial relationships of LH Board & employees with organizations pledging financial support. LH board member Charlene Hoe is owner of Waiahole Poi Factory. LH board members Katie Benioni and Taffi Wise are employed by Kanu o ka 'Aina Learning Ohana.

d. Board resolutions are attached for organizations who were able to hold meetings and take action within the 2 week response window. Remaining resolutions will be forthcoming as Boards meet during the next 30 days.

South Maui Learning Ohana, Inc.,- forthcoming

Kanu I Ka Pono Inc., - forthcoming

Kanu o ka 'Aina Learning 'Ohana - attached

Kanaka Aupuni A Niihau Aloha (KAANA Inc.) – forthcoming

Community Based Education Support Services Friends of Connections (CBESS) – attached

e. Evidence of financial resources attached for organizations who were able to hold meeting and agree to the release of evidence within the 2 week response window. Remaining evidence will be forthcoming as Boards meet during the next 30 days.

South Maui Learning Ohana, Inc.,- forthcoming

Kanu I Ka Pono Inc., - forthcoming

Kanu o ka 'Aina Learning 'Ohana - attached

Kanaka Aupuni A Niihau Aloha (KAANA Inc.) – forthcoming

Community Based Education Support Services Friends of Connections (CBESS) – attached

PART C: AUTHORIZING PLAN

Standard C.1: Application Process, Timeline, and Request for Proposals

1. CLARIFICATION REQUESTED: Clarify whether or not LH intends to use the same charter application and process included in its Application (p. 14-80, 106-167) for an existing charter school seeking to transfer to LH.

APPLICANT RESPONSE: LH will use the same basic application and process for all charter school applicants. Existing CS applicants will have an additional application section to provide a historical overview of the CS performance.

2. CLARIFICATION REQUESTED: Why does LH require information related to educational service providers from only “existing operators” (p. 31-32, 49-50, 76-77, 121-122, 136-137, 163-164)?

APPLICANT RESPONSE: LH will ask each applicant – new CS applicant as well as an existing CS applicant – if they intend to use an ESP and, if yes, what would the existing or proposed ESP contribute to the CS that enhances the applicant’s CS program design and/or organizational framework.

Standard C.2: Approval Criteria for Charter School Applications

1. CLARIFICATION REQUESTED: Clarify whether LH will accept charter applications from and grant charter contracts to only those applicants who seek to operate Hawaiian culture-based charter schools. If LH will accept and approve a broader range of charter applications, clarify the kinds of charter schools it will accept into its portfolio of schools. Does every charter school in LH’s portfolio need to align with all four “tenets of [LH’s] Charter School Authorizing Philosophy” (p. 5-6, 23-24, 41, 72, 114, 128-129, 159), or is “alignment with at least one tenet” (p. 18, 109) enough?

APPLICANT RESPONSE: The Lei Ho’olaha Mission is to empower Native Hawaiians and economically disadvantaged people by creating pathways out of poverty through authorizing high-quality charter schools, providing development services and financial products to nonprofits, charter schools, and small businesses. At the core of the LH Authorizer Framework you will find a pedagogy of Aloha that is steeped in `Āina Education and expressed by many as **Education with Aloha**.

All applicants – from communities of existing charters or those communities proposing new charters, in and outside of Hawaiian communities - shall be considered. Each applicant is required to integrate all four tenets of LH schools as noted below:

Perpetuate Hawaiian Language, Practices, and Traditions (`Ike Hawaii)

LH schools – in communities throughout Hawaii – shall contribute to strengthening, building upon, accelerating, and amplifying the excellent foundation developed among the Hawaiian-focused charter school collective of educators and their communities. LH believes that all in Hawai’i, partaking of the waiwai - wealth of this place, have a kuleana - responsibility to ensure that the Hawaiian culture and stewardship practices thrive in Hawaii nei, and that ancestral knowledge is valued, discovered, and passed from one generation to the next. All – students, families, staff, supporting individuals and groups - within the community of the school shall be supported to develop skills and knowledge that enable each to become purveyors and practioners of `Ike Hawaii.

Nurture the Next Generation of Aloha `Āina Leaders

LH charter schools shall create and maintain a culture for learning marked by practices that promote broad participation on the part of all constituents in the school community. It is through this `ohana process of teamwork and collegiality that collective and wise action emerges in determining the best policies and practices to promote Aloha `Āina learning, actions, and on-going practices that contribute to a thriving lāhui. Students shall be supported to develop skills and knowledge that enable them to be stewards capable of designing and executing strategies for the protection, perpetuation, care for, and use of `āina, kai, and natural resources.

Strengthen Families and Renew Communities

LH schools are innovators seeking creative ways to strengthen our `ohana and renew our communities. LH schools shall demonstrate commitment to working with children and families in need, ones who have traditionally been left behind while other segments of society have thrived. Some of these students fit the traditional “at-risk” profile, but many others have been pushed to the margins of educational programming for reasons such as unique learning styles, lack of social skills and nonconformity.

LH shall seek charter schools that provide viable options for families who are looking for educational opportunities to best meet the needs of their children. LH charters shall provide strategies to identify and support the unique learning needs of each student. Strategies shall include engagement in civic service that builds on student interests and educational needs, and opportunities for student to demonstrate his/her achievement and education growth.

Advance the Lāhui.

LH charters shall engage students, staff, parents and the community at large in continuing dialogue that will inform the vision, mission, policies and procedures of the charter school.

The LH mission is to advance the Lāhui through the authorization of charter schools who demonstrate a commitment to action, fairness and equity for all students, no matter their social or economic background. LH charters promote and provide opportunities for student leadership and civic engagement that advocate for legislation that advances the social, economical, and educational well-being of Native Hawaiians.

Note that BOE Policy 105-7 states, “Must embody Hawaiian language culture and history as a foundation to prepare students for success in college, career, and communities local and globally.” The LH tenets expand this foundation set by the BOE. We hope to never limit the possibility of an innovative portfolio of schools by focusing on one “kind of charter school” but want to foster educational environments where “aloha” which is uniquely Hawaiian flourishes in every school we authorize and thus in every student that attends.

Standard C.3: Evaluation and Decision-Making Process

1. CLARIFICATION REQUESTED: Under what circumstances would LH “deny authorization of a charter school at any point in the [application] process without providing a reason for denial” (p. 63, 149)?

APPLICANT RESPONSE: In this section, pages 63, 149 the application incorrectly states that “LH reserves the right to deny authorization of a charter school at any point in the process without providing a reason for denial.” Rather, the application should state that “LH reserves the right to deny authorization of a charter school at any point in the process as long as rationale for denial is provided to the applicant.”

LH anticipates and interactive dialogue between LH staff and CS applicants before and during the application process. Applicants may seek feedback from the LH staff throughout the application development phase and if in working with the applicant, LH staff identifies that the application is incomplete or does not address requirements at any point, LH will communicate that to the applicant with the rationale for the concern.

2. CLARIFICATION REQUESTED: In one section, the Application states that “authorizing program staff, in consultation with LH interview participants” formulate and present a recommendation to the Board of Directors while also stating that “the LH President will have final authority to allow the new school to be approved and the contracting process/affidavit process to move forward” (p. 63-64, 149-150). In another section, the Application states that the “recommendation of [the] Charter Accountability Board [is] sent to [the] LH President for final approval” (p. 16, 107). Who makes the recommendation, and who makes the final decision? What are the roles of the evaluation team, authorizing program staff, Board of Directors, and President in the charter application process? Who is the President on the organizational chart (p. 8)?

APPLICANT RESPONSE: The Evaluation team reviews the application and makes a recommendation to the Charter Accountability Board which is a committee of the Lei Ho’olaha Board of Directors. The Board of Directors makes the final decision to approve or deny an application. The Board Chair (named President in the original application) has the

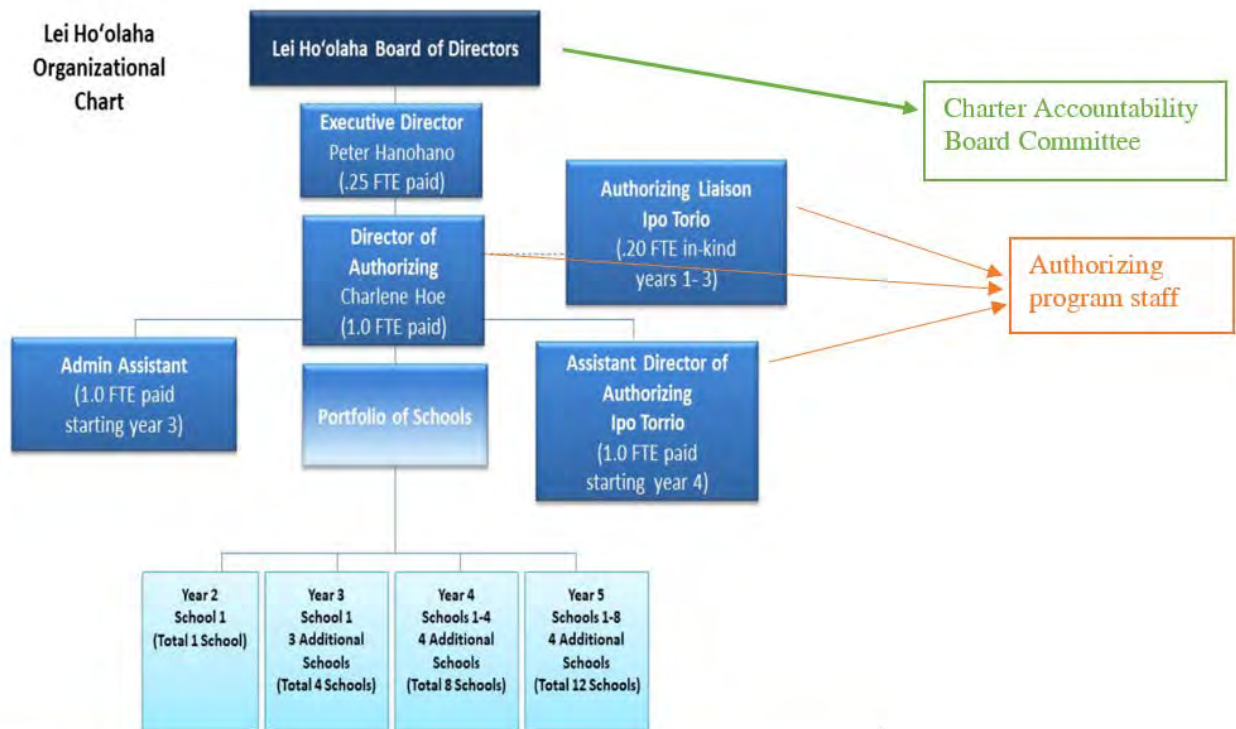
authority to execute contracting process/affidavit process. The “President” is the Chair of the Lei Ho’olaha Board of Directors.

An evaluation team consisting of LH Authorizing Program staff, independent external evaluators, and at times other LH community members deemed appropriate based on their unique skill sets conducts a comprehensive review of the application documents utilizing the adopted scoring rubric to provide feedback.

After the application evaluation is complete, LH staff will examine application feedback and recommendations and, based on the results, invite promising founding teams for an in-person interview to assess capacity to implement the proposed educational model with fidelity and move through the start-up phase successfully. Authorizing program staff and Leadership will participate in the interview process on behalf of LH.

Following the application evaluation and interview process, authorizing program staff, in consultation with LH interview participants, will formulate an independent judgment regarding whether to recommend the application for approval or denial. This recommendation, along with supporting evidence including consolidated reviewer comments and interview notes, is presented to the LH Charter Accountability Board (CAB). The CAB will review the application and recommendation, with the opportunity to confer with the evaluation team at any time. The CAB then presents the final recommendation to the full Board. The LH Board approves the application and the Board Chair has authority to allow the new school to be approved and the contracting process/affidavit process to move forward.

Whether an application is approved or denied, all founding teams will receive a copy of consolidated reviewer comments and interview notes (if applicable). Founding teams are also welcome to request a meeting with LH authorizing program staff to more closely examine the feedback, ask questions, and discuss opportunities for future improvement of the application.



3. CLARIFICATION REQUESTED: What section of the new charter school evaluation rubric (p. 65-80, 151-167) reflects the culturally-relevant-assessment-related academic performance standards that LH will use to determine academic performance for all of its charter schools (p. 82)?

APPLICANT RESPONSE: The following sections of the new charter school evaluation rubrics relate to and will guide the review team in its evaluation of culturally relevant aspects indicated in a community's charter school application:

From the Application Review Rubric – pages 67 – 80:

II School Foundation

B. Mission & Vision - page 68

Provides clear, focused, compelling mission vision and mission statements that reflect the school's goals and purpose.

Alignment with LH mission is present.

- Vision: Provide a vision statement that outlines what the school wants to be (something to be pursued).
- Mission: Provide a mission statement that outlines what the school is now (something to be accomplished).
- Aligns with the LH Charter School Board's mission, "To educate students to be morally responsible leaders who think critically, act wisely and work skillfully to advance the common good."

III Education Program

Section A Learning Program, Student Achievement, & Accountability (page 69)

Item 7) Assessment and Accountability: first and fifth bullets:

- Describe the school's philosophical approach to assessment and
- Identify your school's mission-specific, quantifiable academic goals for students and the school

Section B Alignment with LH Charter School Philosophy (page 72)

LH will authorize only those charter schools that are aligned with the tenants of our Charter School Authorizing Philosophy

Lei Ho'olaha's Authorizing Philosophy is predicated on two decades of action research of Education with Aloha.

Describe how your school will:

- *Perpetuate the Kanaka Maoli Language, Stories, Traditions, and Practices*
- *Nurture the Next Generation of Aloha 'Āina Practitioners*
- *Strengthen Families and Renew Communities*
- *Advance the Lāhui*

What will your `Ike Hawaii offerings entail? (ie. programs, courses, PD, field trips, school projects, community projects...)

How often they will occur/how long they will run?

What curriculum and resources will be utilized?

- Describe any training and support that instructional and leadership staff will receive in `Ike Hawaii?
- Provide your staffing plan and job descriptions for `Ike Hawaii staff.

LH will require CS applicants to articulate how the proposed charter school will align with the LH four tenets of LH schools as detailed on pages 5 & 6

- Perpetuate Hawaiian Language, Practices, and Traditions (`Ike Hawaii)
- Nurture the Next Generation of Aloha 'Āina Leaders
- Strengthen Families and Renew Communities

- Advance the Lāhui.

LH expects applicants to reflect these tenets and include evidence of these in their discussion of their educational philosophy and instructional approach including community engagement and integration of culturally-relevant assessment strategies, such as Hawaiian Focused Charter School Process Rubrics and Hō'ike Capstone Project Continuum. See Attachment F in the original application for the HCFS Rubric and Continuum.

4. CLARIFICATION REQUESTED: Identify where the "LH Accountability Plan and Rubric" (referenced on pages 22, 41, 72, 113, 128, and 158) is in the Application.

APPLICANT RESPONSE: The LH Accountability Plan and Rubric will be developed with input from each school through the contract process.

Standard C.4: Pre-Opening Charter School Process

NO CLARIFICATION REQUESTED

Standard C.5: Charter Contract Terms, Negotiation, and Execution

1. CLARIFICATION REQUESTED: Clarify LH's proposed charter contract by answering the following questions:
- a. The last two recitals state, in pertinent part, "the School was granted a charter on XXXX which has not been revoked and therefore qualifies as an existing charter school" and "the School desires to continue operating as a charter school" (p. 181), implying that the charter contract applies only to existing charter schools. Is the charter contract exclusively for existing charter schools who transfer to LH? If so, how would the charter contract differ for new charter schools?
 - b. Section 3.3.1 states, "the School shall implement the Common Core or other State academic standards as may hereafter be approved by the State Board of Education (BOE), provided that for schools taught through the Hawaiian language those standards do not conflict with the Hawaiian language and its heritage" (p. 182). Who determines whether a "conflict with the Hawaiian language and its heritage" exists, and how? What happens if there is a conflict between the Board of Education-approved academic standards and "the Hawaiian language and its heritage"?
 - c. Section 5.3.1 references the "Academic, Organizational, and Financial Performance Frameworks, respectively, attached as Exhibit B" (p. 183). However, the Application clearly labels only the organizational performance framework (p. 199-206) and the financial performance framework (p. 209-215) as Exhibit B to the charter contract with the Ho'ike Capstone Project Continuum and Hawaiian-Focused Charter School Process Rubric between them. Are the Ho'ike Capstone Project Continuum and Hawaiian-Focused Charter School Process Rubric intended to serve as the academic performance framework? If so, how will LH use these documents as academic performance standards? If not, identify the academic performance framework in the Application, and explain how the Ho'ike Capstone Project Continuum and Hawaiian-Focused Charter School Process Rubric fit into the charter contract.
 - d. How does LH's proposed charter contract anticipate and provide for flexibility and differences among and between charter schools within its portfolio of schools?

APPLICANT RESPONSE:

C.1.a. The detail noted in the contract language is for existing charter schools, however the contract is intended for both existing and new schools. The language differs when identifying whether the school is existing or not. The schools academic plan and specific measures will vary from school to school.

HRS 302D-1 "Charter contract" or "charter " means a fixed-term, bilateral, renewable contract between a public charter school and an authorizer that outlines the roles, powers, responsibilities, and performance expectations for each party to the contract.

Charter school’s in Hawaii have the flexibility and independent authority to implement alternative frameworks with regard to curriculum, facilities management, instructional approach, virtual education, length of the school day, week, or year, and personnel management.

The LH charter school contract is the legally binding agreement executed by a charter school and LH Board. This agreement stipulates the terms and conditions by which the school will operate and defines the rights and responsibilities of each party, including performance expectations and conditions for renewal. A charter school contract serves as both an administrative and performance agreement. Each new or renewing school will have an individual contract unique to the relationship between that educational community and LH. The charter school application is a proposed plan, prepared by one party, for the establishment and operation of a new school. By contrast, a charter contract is an agreement entered into by two parties that specifies each party’s rights and responsibilities. There will be specific terms that the LH as an authorizer negotiates with a given charter school due to that school’s particular design or circumstances.

C.1.b. If there is conflict between the B.O.E. approved standards and the Hawaiian Language Heritage the LH evaluation team will make a recommendation to the LH Charter Accountability Board who will then determine the course of action for LH schools. If U.S. laws or rules at federal, state or local levels are unclear in addressing the conflict, the World Indigenous Higher Education Consortium or United Nations Declaration on Indigenous Rights may be consulted for advice on how to proceed.

C.1.c. The School Process Rubric and Ho’ike Capstone Continuum are part of the academic framework; in addition, applicants are required to participate in HI state required assessments and develop a school-based academic plan to reflect its specific standards related to the four tenets evaluated in relation to the process rubric and the Ho’ike continuum.

C.1.d Beyond the basic state required and boiler plate elements, the LH contract development would include school specific measures.

Standard C.6: Charter School Performance Standards

1. CLARIFICATION REQUESTED: How will LH use data to assess students’ success at the charter schools within its portfolio?

APPLICANT RESPONSE: LH schools are committed to Education with Aloha and Aina Education. The School Process Rubric and Hō`ike Continuum will assess school performance and progress. The data will be used to develop and monitor a school growth plan.

2. CLARIFICATION REQUESTED: Given LH’s intention to authorize several charter schools seeking to transfer from the State Public Charter School Commission (“Commission”), explain the rationale behind the decision to employ the financial and organizational performance frameworks utilized by the Commission (p. 82). Is LH’s assessment that the charter schools seeking to transfer from the Commission are generally accepting of these performance

frameworks and would seek to transfer for reasons unrelated to the Commission’s financial and organizational performance frameworks?

APPLICANT RESPONSE: During this phase of LH’s application process it was determined that LH will utilize the existing organizational and financial performance framework currently required by Charter School Commission. LH has deemed this as a satisfactory starting point. However, LH intends to work collaboratively with charter school administrators, leaders, the attorney general, and necessary experts to assess possible areas for refinement or strengthening. LH will conduct an annual review of the effectiveness and relevance of its performance framework with its stakeholders as part of its ongoing processes for continuous improvement. LH seeks to authorize schools that are aligned to it’s mission and vision, rather than schools that desire to transfer because they are dissatisfied with the current structure and framework provided by the Charter School commission.

Standard C.7: Process for Ongoing Oversight of Charter Schools

NO CLARIFICATION REQUESTED

Standard C.8: Protecting School Autonomy

NO CLARIFICATION REQUESTED

Standard C.9: Standards and Processes for Intervention and Corrective Action

NO CLARIFICATION REQUESTED

Standard C.10: Charter Contract Renewal Process and Performance Reports

1. CLARIFICATION REQUESTED: The Application states, “The Authorizer’s renewal and nonrenewal criteria and processes are provided within this charter contract as Exhibit E” (p. 88, 92, 203, 206). Identify “Exhibit E” in the Application.

APPLICANT RESPONSE: Charter contract renewal and non-renewal shall follow the requirements set forth in Section 302D-18, HRS. While the criteria may have been referenced in the application as Exhibit E it was inadvertently excluded from the original application submittal.

2. CLARIFICATION REQUESTED: The Application states, “Annually, Lei Ho’olaha will issue a preliminary performance report (for the purpose of contract renewal)” (p. 89). Will LH visit each charter school annually or just in the year prior to its charter contract expiration?

APPLICANT RESPONSE: LH believes that knowing our schools is essential to excellent authorizing. As such, at least one member of the LH review team will conduct an annual site visit for each school.

LH plans to visit each participating charter school at least annually. LH shall will work with each of the participating schools to develop a regular schedule of interaction and dialogue. The specifics of which shall be informed by input and feedback by the schools with current planning for a minimum of quarterly communications sessions.

3. CLARIFICATION REQUESTED: How are the two sub-indicators under performance indicator “e” in section 1 of the Renewal Process Report, which states, “Staff development is on-going, aligned with strategic plan, and ensures program fidelity” (p. 218), related to staff development?

APPLICANT RESPONSE: The Renewal Process Report is a draft document requiring further development and refinement expected to occur during the preliminary phase or year 1 as an authorizer. This work should include the input of school leaders and expert advisors.

In the launching phase of LH, during the first two years especially, LH staff, members of founding board, and supporting community advisers will work together – formally and informally/paid and unpaid to further build collective capacity and refine and shape the LH authorizer framework which include elements such as the Renewal Process Report.

4. CLARIFICATION REQUESTED: Clarify performance indicator “a” under section 3 of the Renewal Process Report, which states, “Student academic achievement levels in math and reading is given to each student within 2 weeks of entering school” (p. 223). Does this mean that LH would require its charter schools to give their students math and reading assessments within two weeks of entering school?

APPLICANT RESPONSE: Lei Ho’olaha expects its schools to conduct fall assessment within the first two- four weeks. Schools are expected to use the data to make informed decisions regarding staffing, scheduling, RTI, and set growth targets at the student, class, and school levels. Data is used to monitor, report progress, and to identify and inform the development of support strategies specific to individual student needs.

5. CLARIFICATION REQUESTED: Clarify performance indicator “b” under section 3 of the Renewal Process Report, which states, “The school has met target performance goals including academic achievement” (p. 223). What are the “target performance goals,” and how are they determined?

APPLICANT RESPONSE: Target Performance Goals are set during the process of the Charter School application review and approval process and are initially documented in the charter contract. LH will meet with each charter school annually to review progress toward each CS goal, discuss school plans for the coming year, and identify barriers and opportunities for ongoing success toward goal achievement.

6. CLARIFICATION REQUESTED: Performance indicator “f” under section 3 of the Renewal Process Report uses the term “enrolled students” while performance indicator “g” under the same section uses the term “membership” (p. 224). What do these terms mean?

APPLICANT RESPONSE: LH interprets “membership” noted in section g in terms of “Average daily attendance of enrolled students. . .”

As noted earlier, if approved, LH plans to continue to research best practices and find and refine meaningful documents and practices that support effective authorizing to develop strong, effective charter school in service to students and their respective communities.

7. CLARIFICATION REQUESTED: What is the rationale behind capping performance indicators “g” through “j” under section 3 of the Renewal Process Report at 90% (p. 224)? For example, why is the goal of indicator “h” to have student satisfaction “greater than 85% but less than 90%”?

APPLICANT RESPONSE: The “capping” element was part of the original template. LH does not intend to cap student or staff growth. As LH staff and community review all elements and tools for their authoring program, this document will be further edited.

8. CLARIFICATION REQUESTED: What does “Locally Determined Measurements” mean as referenced in the Renewal Process Report (p. 218, 222, 223, 225, 228)?

APPLICANT RESPONSE: “Locally Determine Measurements” are those measurements identified by the Charter School community that go beyond, further enhance, or propose dimension(s) in additional to those required by LH or the BOE. It is expected that the CSs may have measurements related to their particular CS framework and that contribute directly to program and student success that they may want to include in the review process. The “Locally Determine Measurements” sections allow for these inclusions and contributions to the overall renewal review process.

9. CLARIFICATION REQUESTED: Performance indicator “c” under section 4 of the Renewal Process Report states, “The school has maintained a fund balance between 10 and 15%” (p.228), and performance indicator “i” under the same section has a sub-indicator that asks whether the “[fund balance is] 20% or higher” (p. 229). Explain the apparent discrepancy between these two indicators. How do these indicators fit into LH’s financial performance framework?

APPLICANT RESPONSE: As the BOE review team will have noted in its review of the LH application, LH has gather ideas and resources from the greater national charter school community and from NACSA. If LH is approved as an authorizer, all of these resources will be reviewed and refined to reflect the Hawaii context and best serve efforts to support strong Hawaii CSs during the first year build up of the LH program and as warranted throughout the tenure of the LH authorizer work.

Standard C.11: Charter Contract Renewal or Revocation Decisions

NO CLARIFICATION REQUESTED

Standard C.12: School Closure Protocol

NO CLARIFICATION REQUESTED

PART D: APPLICANT CAPACITY

Standard D.1: Authorizer Leadership and Staff Expertise

1. CLARIFICATION REQUESTED: Provide, as an **attachment**, resumes for each member of LH’s board of directors that show their current and past employers and affiliations within the last five years (including organizations for which they serve as a board member, trustee, agent, representative, vendor, or contractor).

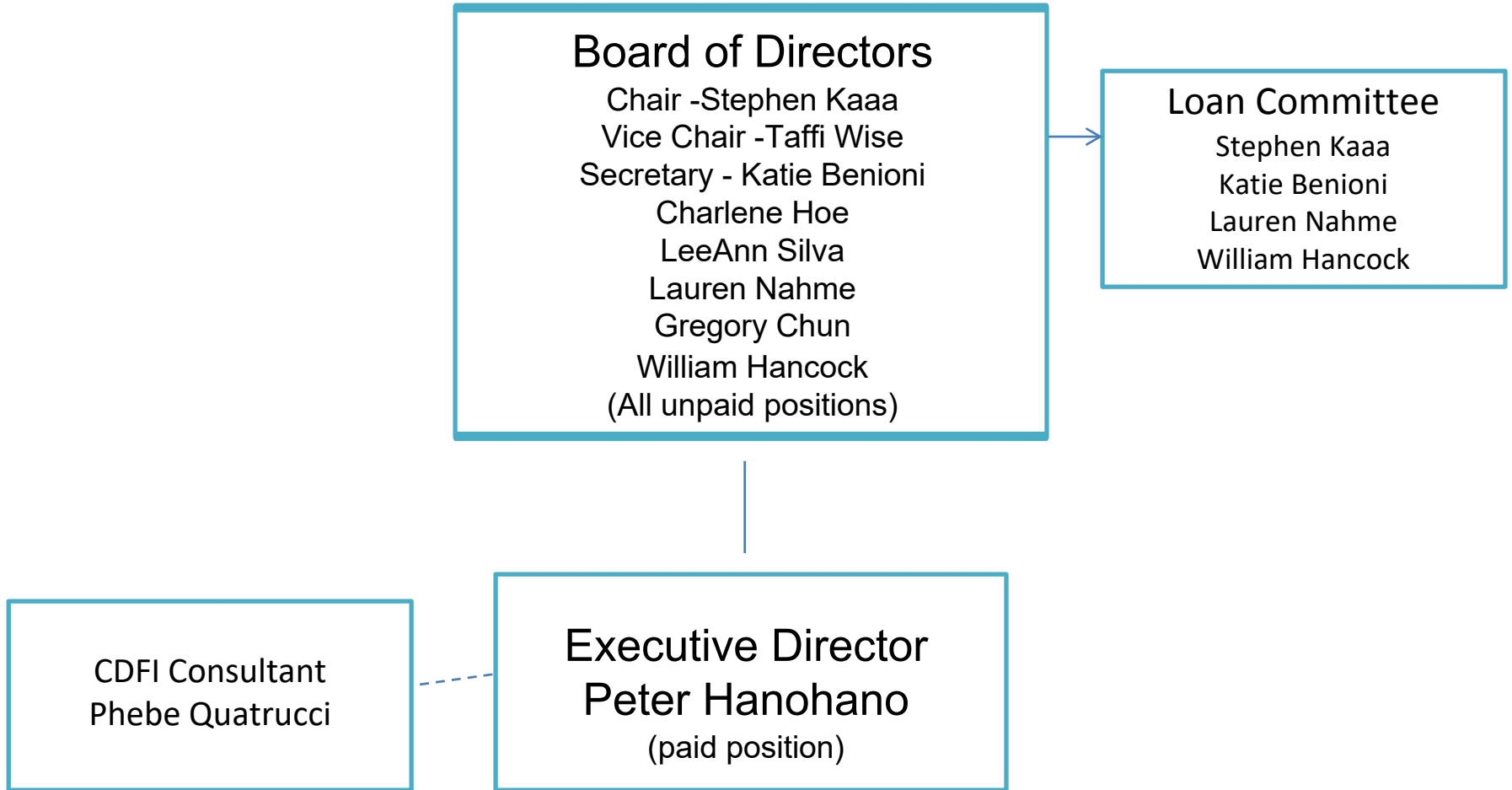
APPLICANT RESPONSE: Resumes attached for Board Members that were able to respond within the timeframe. Remaining resumes will be forthcoming.

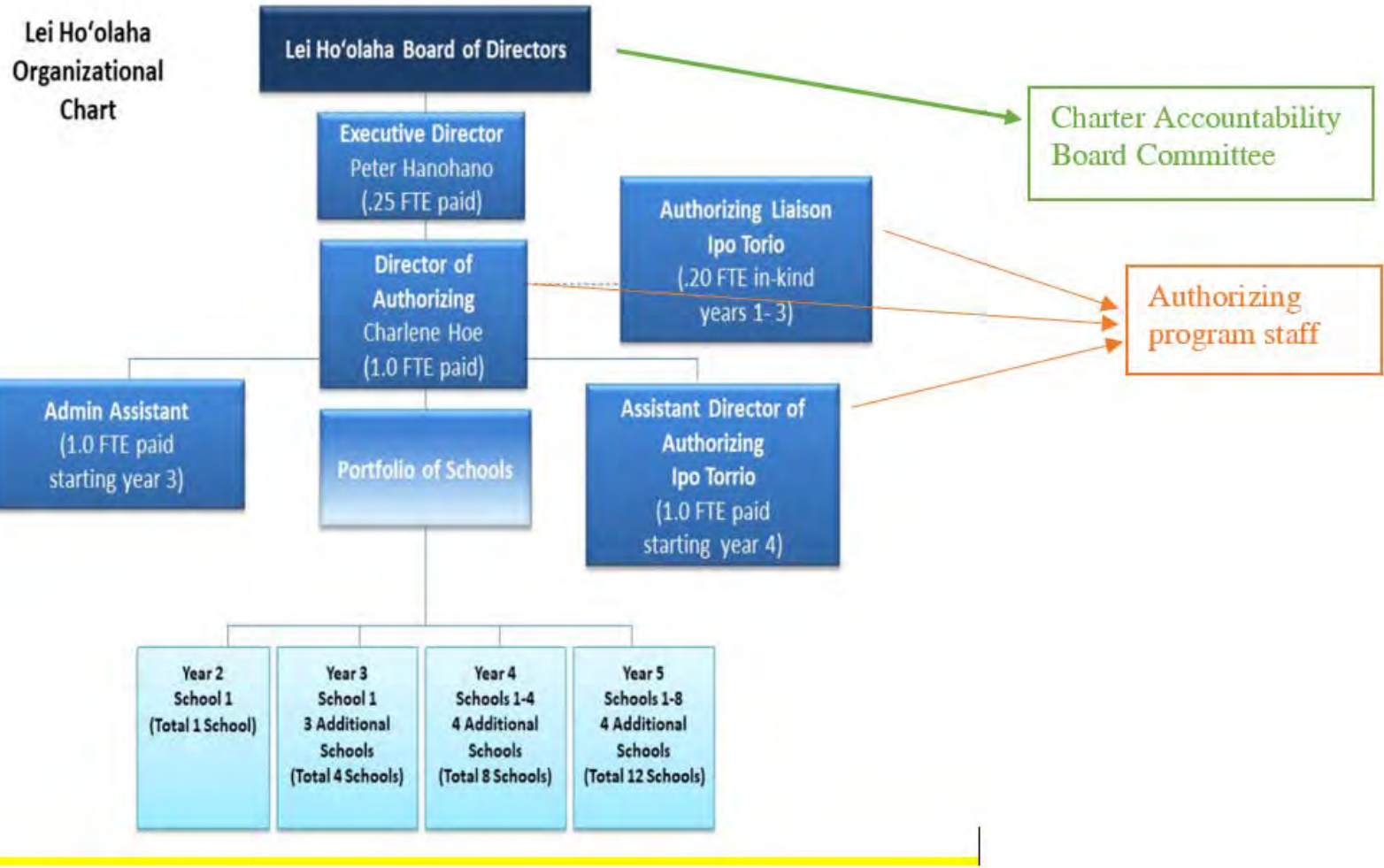
2. CLARIFICATION REQUESTED: Provide, as an **attachment**, job descriptions with minimum and desired qualifications for the Executive Director, Director of Authorizing, Authorizing Liaison, Admin Assistant, and Assistant Director of Authorizing.

APPLICANT RESPONSE: Job descriptions attached.

Mahalo for your consideration of our proposal.

Lei Ho'olaha Organizational Chart





LEI HO‘OLAHA

FINANCIAL STATEMENTS
As of and for the Year Ended September 30, 2018
With Prior Year Comparative Information
And Independent Auditor’s Report



INDEPENDENT AUDITOR'S REPORT

Lei Ho'olaha:

Report on the Financial Statements

We have audited the accompanying financial statements of Lei Ho'olaha, a nonprofit Hawaii corporation, which comprise the statement of financial position as of September 30, 2018, and the related statements of activities, functional expenses, and cash flows for the year then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

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

Auditor's Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

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

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

Opinion on the Financial Statements

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Lei Ho‘olaha as of September 30, 2018, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Report on Prior Year Comparative Information

We previously audited the financial statements of Lei Ho‘olaha as of and for the year ended September 30, 2017, and we expressed an unmodified opinion on those audited financial statements in our report dated January 9, 2018. In our opinion, the accompanying prior year comparative information presented herein as of and for the year ended September 30, 2017 is consistent, in all material respects, with the audited financial statements from which it has been derived.

CW ASSOCIATES, CPAs

Honolulu, Hawaii
February 7, 2019

LEI HO'OLAHA
STATEMENT OF FINANCIAL POSITION
As of September 30, 2018
(With Prior Year Comparative Information)

	<u>2018</u>	<u>2017</u>
ASSETS		
Cash (including interest-bearing accounts)	\$ 88,243	\$ 52,919
Accounts receivable – net	-	5,275
Prepaid expenses	4,192	-
Loans receivable – net	64,031	87,219
Cash temporarily restricted for future loans	<u>28,853</u>	<u>130,531</u>
TOTAL ASSETS	<u>\$185,319</u>	<u>\$275,944</u>
LIABILITIES AND NET ASSETS		
LIABILITIES		
Accounts payable and accrued liabilities	\$ 935	\$ 12,865
Due to Kanu o ka 'Āina Learning 'Ohana	<u>1,643</u>	<u>4,927</u>
Total liabilities	<u>2,578</u>	<u>17,792</u>
NET ASSETS		
Unrestricted net assets	82,741	30,652
Temporarily restricted net assets	<u>100,000</u>	<u>227,500</u>
Total net assets	<u>182,741</u>	<u>258,152</u>
TOTAL LIABILITIES AND NET ASSETS	<u>\$185,319</u>	<u>\$275,944</u>

See accompanying notes to the financial statements.

LEI HO'OLAHA
STATEMENT OF ACTIVITIES
For the Year Ended September 30, 2018
(With Prior Year Comparative Information)

	<u>2018</u>	<u>2017</u>
CHANGES IN UNRESTRICTED NET ASSETS		
Revenue and support:		
Net assets released from temporary restrictions	\$127,500	\$ -
Grants and contracts	54,532	99,715
Recovery of loan losses	2,634	-
Interest on loans receivable	1,616	1,445
Program fees	250	5,100
Total revenue and support	<u>186,532</u>	<u>106,260</u>
Expenses:		
Program services	105,774	115,127
Management and general	25,216	25,474
Fundraising	3,453	4,198
Total expenses	<u>134,443</u>	<u>144,799</u>
Increase (decrease) in unrestricted net assets	<u>52,089</u>	<u>(38,539)</u>
CHANGES IN TEMPORARILY RESTRICTED NET ASSETS		
Temporarily restricted contributions	-	127,500
Net assets released from temporary restrictions	<u>(127,500)</u>	<u>-</u>
Increase (decrease) in temporarily restricted net assets	<u>(127,500)</u>	<u>127,500</u>
INCREASE (DECREASE) IN NET ASSETS	(75,411)	88,961
NET ASSETS – Beginning of year	<u>258,152</u>	<u>169,191</u>
NET ASSETS – End of year	<u>\$182,741</u>	<u>\$258,152</u>

See accompanying notes to the financial statements.

LEI HO'OLAHA

STATEMENT OF FUNCTIONAL EXPENSES

For the Year Ended September 30, 2018
(With Prior Year Comparative Information)

	Program Services	Management and General	Fund- Raising	2018 Total	2017 Total
Salaries and related costs	\$ 43,742	\$ 8,202	\$2,734	\$ 54,678	\$ 70,527
Contract services	46,645	-	-	46,645	30,609
Office and administrative	13,950	6,000	719	20,669	18,842
Professional fees	-	9,060	-	9,060	9,176
Travel	1,437	1,954	-	3,391	12,795
Provision for loan losses	-	-	-	-	2,850
Total expenses	<u>\$105,774</u>	<u>\$25,216</u>	<u>\$3,453</u>	<u>\$134,443</u>	<u>\$144,799</u>

See accompanying notes to the financial statements.

LEI HO‘OLAHA
STATEMENT OF CASH FLOWS
For the Year Ended September 30, 2018
(With Prior Year Comparative Information)

	<u>2018</u>	<u>2017</u>
CASH FLOWS FROM OPERATING ACTIVITIES		
Increase (decrease) in net assets	\$ (75,411)	\$ 88,961
Adjustment to reconcile increase (decrease) in net assets to net cash provided (used) by operating activities		
(Recovery of) provision for loan losses	(2,634)	2,850
(Increase) decrease in:		
Accounts receivable – net	5,275	(5,175)
Prepaid expenses	(4,192)	-
Increase (decrease) in:		
Accounts payable and accrued liabilities	(11,930)	12,453
Due to Kanu o ka ‘Āina Learning ‘Ohana	(3,284)	(11,864)
Net cash provided (used) by operating activities	<u>(92,176)</u>	<u>87,225</u>
CASH FLOWS FROM INVESTING ACTIVITIES		
(Increase) decrease in loans receivable	25,822	(47,573)
(Increase) decrease in restricted cash	101,678	(79,927)
Net cash provided (used) by investing activities	<u>127,500</u>	<u>(127,500)</u>
NET INCREASE (DECREASE) IN CASH	35,324	(40,275)
CASH – Beginning of year	<u>52,919</u>	<u>93,194</u>
CASH – End of year	<u>\$ 88,243</u>	<u>\$ 52,919</u>

See accompanying notes to the financial statements.

LEI HO'OLAHA

NOTES TO THE FINANCIAL STATEMENTS

**For the Year Ended September 30, 2018
(With Prior Year Comparative Information)**

NOTE A – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Organization and Activity

Lei Ho'olaha was incorporated under the laws of the State of Hawaii in March 2011 to improve the educational and economic status of Native Hawaiians and low income people by providing education, training, and loans to community-based organizations in the State of Hawaii, with the overall goal of making them creditworthy for commercial bank facilities. Its target market is state-certified charter schools and other community-based organizations in Hawaiian communities on the Islands of Kauai, Oahu, and Hawaii. It intends for at least 50% of its borrowers to be Native Hawaiian-led organizations, and that at least 50% of each borrower's clientele will be living at or below 80% the state median household income.

Lei Ho'olaha was certified in March 2014 as a Community Development Financial Institution pursuant to 12 C.F.R. Section 1805.201 of the Community Development Financial Institutions Program Regulations.

Lei Ho'olaha is exempt from federal income taxes under Section 501(c)(3) of the U.S. Internal Revenue Code and is not a private foundation. Accordingly, qualifying contributions to Lei Ho'olaha are tax deductible.

Basis of Accounting

Lei Ho'olaha reports information regarding its financial position and activities according to three classes of net assets: unrestricted net assets, temporarily restricted net assets, and permanently restricted net assets (none in 2018 and 2017). Support is reported when pledged and is considered to be available for unrestricted use unless restricted by the donor. Donor restricted support is reported when pledged as an increase in temporarily restricted or permanently restricted net assets, depending on the nature of the restriction. When a temporary restriction is satisfied or expires, temporarily restricted net assets are reclassified to unrestricted net assets. Revenue from certain grants and contracts is recognized to the extent of expenditures made in accordance with the related agreements. The recognition of such revenue may be deferred until the services are performed. Expenses are recognized when the related liability is incurred.

Lei Ho'olaha allocates expenses on a functional basis by program and supporting services based on estimates of management. Expenses that can be identified with a specific program or supporting service are charged directly to the program or supporting service using natural expense classifications. Other expenses that are common to several functions are allocated by various bases.

Donated services are recognized as contributions if the services create or enhance nonfinancial assets, or require specialized skills that are performed by people with those skills and would otherwise be purchased by Lei Ho'olaha. A number of unpaid volunteers have made significant contributions of their time to Lei Ho'olaha. The value of that time is not reflected in these financial statements because it does not meet the criteria for recognition.

LEI HO'OLAHA**NOTES TO THE FINANCIAL STATEMENTS (Continued)**

**For the Year Ended September 30, 2018
(With Prior Year Comparative Information)**

NOTE A – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)Use of Estimates

The accompanying financial statements have been prepared in accordance with accounting principles generally accepted in the United States of America. The preparation of financial statements in accordance with such generally accepted accounting principles requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenue and expenses during the reporting period. Actual results could differ from those estimates, and it is reasonably possible that such estimates may change within the near term.

Concentrations of Credit Risk

Financial instruments that potentially subject Lei Ho'olaha to credit risk include cash, accounts receivables, and loans receivable. Cash on deposit with financial institutions was fully insured at September 30, 2018 and 2017. Accounts receivable, which have been adjusted for all known doubtful accounts (none at September 30, 2018 and 2017), are determined to be collectible or uncollectible based on an assessment by management of the facts and circumstances related to the individual accounts. Loans receivable are adjusted for credit risk as described in the following sections.

Loans Receivable

Loans receivable are reported at the principal amount outstanding, net of an estimated allowance for loan losses. Interest income is recognized on the accrual basis using the effective interest method.

Credit Quality Indicators

Lei Ho'olaha uses a point system of indicators to manage credit risk on an ongoing basis, and uses a risk rating system to categorize loans into prime, desirable, satisfactory, substandard, doubtful, and projected loss categories, which are used to estimate the allowance for loan losses.

The following are the definitions of the credit quality indicators used by Lei Ho'olaha:

- Prime (A) – Loans in this category are initially rated with 32 or more points prior to loan approval. The loan status is contractually current as to principal and interest, and is otherwise in compliance with the contractual terms of the loan. The loan status is monitored on an annual basis.
- Desirable (B) – Loans in this category are initially rated with 25 to 31 points prior to loan approval. The loan status is contractually current as to principal and interest, and is otherwise in compliance with the contractual terms of the loan. The loan status is monitored on an annual basis.

LEI HO'OLAHA

NOTES TO THE FINANCIAL STATEMENTS (Continued)

For the Year Ended September 30, 2018
(With Prior Year Comparative Information)

NOTE A – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Credit Quality Indicators (continued)

- Satisfactory (C) – Loans in this category are initially rated with 18 to 24 points prior to loan approval. The loan status is contractually current as to principal and interest, and is otherwise in compliance with the contractual terms of the loan. The loan status is monitored on a semi-annual basis.
- Substandard (D) – Loans in this category are past due 30 days or more as to principal and interest. The loan status is monitored on a monthly basis for loans 30 to 90 days overdue, and monitored on a weekly basis for loans 90 days or more overdue.
- Doubtful (F) – Loans included in this category are in default and are monitored on a weekly basis.
- Projected Loss (L) – Loans included in this category are written off as uncollectible.

Credit risk ratings are applied to individual loans based on the consistency of individual loan payments. All loans are underwritten using standard criteria. At September 30, 2018, loans receivable amounting to \$68,426 and \$2,721 were in the Prime (A) and Satisfactory (C) categories, respectively. At September 30, 2017, loans receivable amounting to \$78,480, \$12,740, and \$5,749 were in the Prime (A), Desirable (B) and Satisfactory (C) categories, respectively.

Allowance for Loan Losses

Lei Ho'olaha maintains an allowance for loan losses adequate to cover management's estimates of probable loan losses as of the balance sheet date. Changes in the allowance are recognized as credits to the recovery of loan losses revenue account or as charges to the provision for loan losses expense account. Loans that are written-off have the effect of reducing the allowance while recoveries of loans previously written-off have the effect of increasing the allowance. The level of the allowance related to the loan portfolio is generally based on an analysis of each individual borrower's payment history and prospects, and supplemented as necessary by credit judgment to address observed changes in trends and conditions. The allowance also includes an estimate for inherent losses. Relevant factors include, but are not limited to, concentrations of credit risk, economic trends and conditions, and trends in delinquencies.

Non-Performing Loans Receivable

Loans receivable are considered to be non-performing when they are delinquent based on contractual terms. Interest on delinquent loans is recorded on the cash basis. Interest income is not accrued on delinquent loans. A charge-off is recorded when it is probable that a loss has been incurred and when it is possible to determine a reasonable estimate of the loss. A charge-off is determined by management on a judgmental basis after consideration of the debtor's prospects for repayment and the fair value of collateral. There were no loans receivable considered to be non-performing loans receivable at September 30, 2018 and 2017.

LEI HO'OLAHA

NOTES TO THE FINANCIAL STATEMENTS (Continued)

**For the Year Ended September 30, 2018
(With Prior Year Comparative Information)**

NOTE A – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Impaired Loans Receivable

A loan receivable is considered to be impaired when, based on current information and events, it is probable that Lei Ho'olaha will not be able to collect all amounts due from the borrower in accordance with the contractual terms of the loan. No loans receivable were considered by management to be impaired at September 30, 2018 and 2017.

Hawaii General Excise Tax

The State of Hawaii imposes a general excise tax of 4% on an entity's gross receipts. The gross receipts of Lei Ho'olaha for the years ended September 30, 2018 and 2017 were exempt from the Hawaii general excise tax.

Income Taxes

Accounting principles generally accepted in the United States of America require uncertain tax positions to be recognized in the financial statements if they are more likely than not to fail upon examination by taxing authorities. Management has evaluated the tax positions of Lei Ho'olaha as of September 30, 2018 and 2017 and for the years then ended by reviewing its income tax returns and conferring with its tax advisors, and determined that it had no uncertain tax positions required to be reported in accordance with such generally accepted accounting principles. Lei Ho'olaha is subject to routine audits by taxing jurisdictions; however, there are currently no audits in progress for any open tax periods.

On December 22, 2017, the Tax Cuts and Jobs Act of 2017 was signed into law. The law includes significant changes to the United States of America corporate income tax system, including a federal corporate rate reduction from 35% to 21% and limitations on the deductibility of certain expenses. Accounting principles generally accepted in the United States of America require the effect of a change in tax law to be recognized when enacted. The new tax law did not have a financial impact on Lei Ho'olaha.

NOTE B – LOANS RECEIVABLE

At September 30, 2018 and 2017, loans receivable consisted of the following:

	<u>2018</u>	<u>2017</u>
Temporarily restricted loans receivable	\$71,147	\$96,969
Estimated allowances for loan losses	<u>(7,116)</u>	<u>(9,750)</u>
Loans receivable – net	<u>\$64,031</u>	<u>\$87,219</u>

LEI HO'OLAHA

NOTES TO THE FINANCIAL STATEMENTS (Continued)

**For the Year Ended September 30, 2018
(With Prior Year Comparative Information)**

NOTE B – LOANS RECEIVABLE (Continued)

Loan receivables are unsecured receivables in various monthly installments through January 2021, including interest at 2% - 3%. At September 30, 2018 and 2017, there were no direct write-downs charged against the allowance and no sales of loans.

At September 30, 2018, scheduled maturities of loans receivable approximated the following:

Years Ending September 30th:		
2019		\$30,400
2020		38,600
2021		<u>2,147</u>
Total loans receivable		<u>\$71,147</u>

NOTE C – TEMPORARILY RESTRICTED NET ASSETS

At September 30, 2018 and 2017, temporarily restricted net assets consisted of the following:

	<u>2018</u>	<u>2017</u>
Temporarily restricted for:		
Existing loans receivable	\$ 71,147	\$ 96,969
Future loans receivable	<u>28,853</u>	<u>130,531</u>
Total temporarily restricted net assets	<u>\$100,000</u>	<u>\$227,500</u>

At September 30, 2018, temporarily restricted net assets consisted of a grant for making loans through the CDFI program from the Trustees of the Estate of Bernice Pauahi Bishop, *dba Kamehameha Schools*, amounting to \$100,000.

At September 30, 2017, temporarily restricted net assets consisted of grants for making loans through the CDFI program from the Trustees of the Estate of Bernice Pauahi Bishop, *dba Kamehameha Schools*, and the Community Development Financial Institutions Fund, amounting to \$100,000 and \$127,500, respectively.

Loans receivable and cash temporarily restricted for future loans are less than the related net assets temporarily restricted for making loans by \$7,116 and \$9,750 at September 30, 2018 and 2017, respectively, due to the amount of the estimated allowance for loan losses. The difference is recognized in unrestricted net assets.

LEI HO'OLAHA**NOTES TO THE FINANCIAL STATEMENTS (Continued)**

**For the Year Ended September 30, 2018
(With Prior Year Comparative Information)**

NOTE D – RELATED PARTY TRANSACTIONS

Kanu o ka 'Āina Learning 'Ohana (KALO), a nonprofit Hawaii corporation, provides facilities and other services under an Administrative Services Agreement (Agreement) dated September 2011 to Lei Ho'olaha. Two members of the management of KALO also serve as members of the eight-member Board of Directors of Lei Ho'olaha. Total payments to KALO under the Agreement amounted to \$10,750 and \$12,000 for the years ended September 30, 2018 and 2017, respectively. Amounts due to KALO under the Agreement amounted to \$1,643 and \$4,927 at September 30, 2018 and 2017, respectively. Temporarily restricted loans receivable included a loan receivable from KALO at September 30, 2018 and 2017, the balance on which amounted to \$0 and \$3,442, respectively.

NOTE E – COMMITMENTS AND CONTINGENCIES

Amounts received for government grants and contracts are subject to audit and adjustment by various agencies. Any disallowed claim, including amounts already collected, may constitute a liability. Management estimates such amounts, if any, would not be material to the financial statements.

Lei Ho'olaha may be subject to legal proceedings, claims, or litigation arising in the ordinary course of business for which it may seek the advice of legal counsel. Management estimates that the cost to resolve such matters, if any, would not be material to the financial statements. However, it is reasonably possible that such estimates may change within the near term.

Lei Ho'olaha operates in the State of Hawaii. National and international events can have severe, adverse effects on economic conditions in Hawaii. The effects on the financial statements of Lei Ho'olaha, if any, from such changes in economic conditions are not presently determinable.

NOTE F – FINANCIAL STATEMENT PRESENTATION

The financial statements include certain prior year comparative information. Such information does not include sufficient detail to constitute a complete presentation in accordance with accounting principles generally accepted in the United States of America. Accordingly, such information should be read in conjunction with the prior year financial statements of Lei Ho'olaha as of and for the year ended September 30, 2017, from which the information was derived.

NOTE G – SUBSEQUENT EVENTS

Management has evaluated subsequent events through February 7, 2019, which is the date the financial statements were available to be issued, and determined that Lei Ho'olaha did not have any subsequent events requiring adjustment to the financial statements or disclosure in the notes to the financial statements.



BUDGET

Income

Grant Income

Contributions

Total Income

Expense

Personnel

Fringe Benefits

Travel

Conference

Interisland

Contract

Audit

Rent

Equipment

Supplies & Misc

Legal Fees

Insurance D&O

Total Expense

Net Income

	Year 1	Year 2	Year 3	Year 4	Year 5
Grant Income					
Contributions	160,000	160,000	225,000	312,000	315,000
Total Income	160,000	160,000	225,000	312,000	315,000
Personnel	100,000	100,000	150,000	210,000	210,000
Fringe Benefits	25,000	25,000	37,500	52,500	52,500
Travel					
Conference	3,225	3,225	3,225	6,450	6,450
Interisland	4,920	4,920	9,840	14,760	14,760
Contract					
Audit	4,550	4,550	7,500	7,500	10,000
Rent	12,000	12,000	12,000	12,000	12,000
Equipment	500	500	1,000	1,500	1,500
Supplies & Misc	500	500	750	1,000	1,000
Legal Fees	1,000	1,000	1,000	1,000	1,000
Insurance D&O	1,600	1,600	1,600	1,600	1,600
Total Expense	153,295	153,295	224,415	308,310	310,810
Net Income	6,705	6,705	585	3,690	4,190
	ED - .25 FTE Dir of Auth. -1.0 FTE Year 1 - Initial phase of school acquisition & setup. Travel - NACSA & interisland to commission & other mtgs Admin costs: audit, insurance, legal, supplies, rent.	ED - .25 FTE Dir of Auth. -1.0 FTE Year 2 - First school authorized Travel - NACSA & interisland to commission & other mtgs Admin costs: audit, insurance, legal, supplies, rent.	ED - .25 FTE Dir of Auth. -1.0 FTE Admin Asst. - 1.0FTE Year 3 - Three schools added Travel - NACSA & interisland to commission & other mtgs Admin costs: audit, insurance, legal, supplies, rent.	ED - .25 FTE Dir of Auth. -1.0 FTE Asst Dir. -1.0FTE Admin Asst. - 1.0FTE Year 4 - Four schools added. Travel - NACSA & interisland to commission & other mtgs Admin costs: audit, insurance, legal, supplies, rent.	ED - .25 FTE Dir of Auth. -1.0 FTE Asst Dir. -1.0FTE Admin Asst. - 1.0FTE Year 5 - Four schools added. Travel - NACSA & interisland to commission & other mtgs Admin costs: audit, insurance, legal, supplies, rent.
Total # of Portfolio Schools		1	4	8	12



**Community Based Education Support Services
Friends of Connections (CBESS)**

A Hawai`i Non-Profit Corporation

Financial Support for Lei Ho‘olaha as a Public Charter School Authorizer

WHEREAS, Community Based Education Support Services Friends of Connections (CBESS) founded in 2001, is a nonprofit 501(c)3;

WHEREAS, CBESS recognizes the need to provide native Hawaiians with educational opportunities and resources to perpetuate and enhance their rich cultural heritage, while providing them with the tools necessary to live productive and fulfilling lives in and increasingly interconnected world;

WHEREAS, CBESS recognizes the need for multiple authorizers to service Hawaii charter schools;

NOW THEREFORE IT BE RESOLVED, that the Board of Directors authorizes financial support to Lei Ho‘olaha as a Public Charter School Authorizer as follows:

- Year 1 - \$30,000
- Year 2 - \$35,000
- Year 3 - \$45,000
- Year 4 - \$45,000
- Year 5 - \$60,000

Attested by:



John Thatcher, Director





KANU O KA 'ĀINA LEARNING 'ŌHANA

Serving and perpetuating sustainable Hawaiian communities through Education with Aloha

Resolution 2019-006

Financial Support for Lei Ho'olaha as a Public Charter School Authorizer

WHEREAS, Kanu o ka 'Āina Learning 'Ōhana founded in 2000, is a nonprofit 501(c)3, serving and perpetuating sustainable Hawaiian communities through Education with Aloha;

WHEREAS, KALO recognizes the need to provide native Hawaiians with educational opportunities and resources to perpetuate and enhance their rich cultural heritage, while providing them with the tools necessary to live productive and fulfilling lives in and increasingly interconnected world and has served over 43,524 individuals through its various programs in the last ten years;

WHEREAS, KALO recognizes the need for multiple authorizers to service Hawaii charter schools;

NOW THEREFORE IT BE RESOLVED, that the Board of Directors authorizes financial support to Lei Ho'olaha as a Public Charter School Authorizer as follows:

Year 1 - \$30,000

Year 2 - \$35,000

Year 3 - \$55,000

Year 4 - \$70,000

Year 5 - \$93,000

Adopted this 15th day of October 2019 with a quorum vote of 5 for and 0 against.

Attested by:

Nancy Levenson,
Secretary, Board of Directors

**COMMUNITY BASED EDUCATION SUPPORT SERVICES -
FRIENDS OF CONNECTIONS**
(A Hawai'i Nonprofit Corporation)

AUDITED FINANCIAL STATEMENTS
(With Independent Auditor's Report)

FOR THE YEARS ENDED JUNE 30, 2018 AND 2017

INDEPENDENT AUDITOR'S REPORT

To the Board of Directors
Community Based Education Support Services - Friends of Connections
Hilo, Hawai'i 96720-2834

We have audited the accompanying financial statements of Community Based Education Support Services - Friends of Connections (a nonprofit Organization) (the Organization) which comprise the Statements of Financial Position as of June 30, 2018 and 2017, and the related statements of activities and change in net assets and cash flows for the years then ended and related notes to the financial statements.

Management's Responsibility for the Financial Statements

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

Auditor's Responsibility

Our responsibility is to express an opinion on these financial statements based on our audits. We conducted our audits in accordance with auditing standards generally accepted in the United States of America. Those standards require that we plan and perform the audits to obtain reasonable assurance about whether the financial statements are free from material misstatement.

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

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

Opinion

In our opinion the financial statements referred to above present fairly, in all material respects, the financial position of Community Based Education Support Services - Friends of Connections as of June 30, 2018 and 2017, and the activities and changes in net assets, and its cash flows for the years then ended in accordance with accounting principles generally accepted in the United States of America.

Emphasis-of-Matter Regarding a Prior Period Adjustment

As discussed in Note 13 to the financial statements, an addition to Construction in Progress was erroneously expensed as repair and maintenance on the statement of financial position and statement of activities as of and for the period ending June 30, 2017. Accordingly, beginning net assets as of July 1, 2017, were restated to reflect the correction of this error. Our opinion is not modified with respect that matter.

Carbonaro CPAs & Management Group

Hilo, Hawai'i
December 5, 2018

Maui:
1885 Main Street, Suite 408 • **Wailuku**, Hawaii
310 Ohukai Road, Suite 305 • **Kihei**, Hawaii 96753
Phone: 808.242.5002

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Big Island:
Location: 136 Kinoole Street • **Hilo**, Hawaii
Mailing: P.O. Box 4372 • Hilo, Hawaii 96720
Phone: 808.930.6850

COMMUNITY BASED EDUCATION SUPPORT SERVICES -
 FRIENDS OF CONNECTIONS
Statements of Financial Position
 As of June 30, 2018 and 2017

ASSETS		
	2018	2017
CURRENT ASSETS		
Cash and Cash Equivalents (Note 2)	\$ 446,749	\$ 479,369
ACCOUNTS RECEIVABLE		
Tenant Receivable (Note 2)	29,003	19,112
OTHER CURRENT ASSETS		
Prepaid Insurance	5,890	2,570
Prepaid Expenses	3,283	3,851
TOTAL OTHER CURRENT ASSETS	9,173	6,421
TOTAL CURRENT ASSETS	484,925	504,902
PROPERTY AND EQUIPMENT (Note 2)		
Building (Note 4)	3,761,917	3,594,690
Land (Note 4)	461,700	461,700
Music Equipment	7,448	7,448
Furniture and Other Equipment	8,198	8,198
Construction In Progress (Note 5 and 13)	-	114,414
Less Accumulated Depreciation	(805,661)	(667,513)
NET PROPERTY AND EQUIPMENT	3,433,602	3,518,937
TOTAL ASSETS	\$ 3,918,527	\$ 4,023,839

The accompanying notes are an integral part of these financial statements.
 Page 3

COMMUNITY BASED EDUCATION SUPPORT SERVICES -
 FRIENDS OF CONNECTIONS
Statements of Financial Position
 As of June 30, 2018 and 2017

LIABILITIES AND NET ASSETS

	2018	2017
CURRENT LIABILITIES		
Accounts Payable	\$ 4,702	\$ 23,534
Current Portion of Note Payable (Note 7)	71,784	68,631
TOTAL CURRENT LIABILITIES	76,486	92,165
LONG-TERM LIABILITIES		
Security Deposits (Note 6)	7,566	7,566
Note Payable (Note 7)	1,642,409	1,710,075
Less Current Portion	(71,784)	(68,631)
Long-Term Portion of Note Payable (Note 7)	1,570,625	1,641,444
TOTAL LONG-TERM LIABILITIES	1,578,191	1,649,010
TOTAL LIABILITIES	1,654,677	1,741,175
NET ASSETS (Note 2)		
Unrestricted Net Assets	2,263,850	2,282,664
Temporarily Restricted Net Assets	-	-
TOTAL NET ASSETS	2,263,850	2,282,664
TOTAL NET ASSETS AND LIABILITIES	\$ 3,918,527	\$ 4,023,839

The accompanying notes are an integral part of these financial statements.
 Page 4

COMMUNITY BASED EDUCATION SUPPORT SERVICES -
FRIENDS OF CONNECTIONS

Statements of Activities and Change in Net Assets

For the Years Ended June 30, 2018 and 2017

	2018			2017		
	Unrestricted	Temporarily Restricted	Total	Unrestricted	Temporarily Restricted	Total
PUBLIC SUPPORT AND REVENUE						
Rental Income	\$ 315,392	\$ -	\$ 315,392	\$ 316,170	\$ -	\$ 316,170
Donations	9,435	-	9,435	14,711	-	14,711
Other Income	151	-	151	12,145	-	12,145
Grants	-	-	-	49,005	-	49,005
Net Assets Released	-	-	-	10,000	(10,000)	-
Total Public Support and Revenue	324,978	-	324,978	402,031	(10,000)	392,031
EXPENSES						
Depreciation Expense	138,147	-	138,147	133,394	-	133,394
Interest Expense	76,585	-	76,585	79,598	-	79,598
Repair and Maintenance (Note 13)	29,510	-	29,510	31,225	-	31,225
Management Fee Expense	15,715	-	15,715	15,682	-	15,682
Utilities and Janitorial	14,837	-	14,837	13,218	-	13,218
Insurance	14,121	-	14,121	13,233	-	13,233
GET Expense	12,549	-	12,549	12,575	-	12,575
Property Taxes	9,699	-	9,699	8,268	-	8,268
Accounting Services	7,943	-	7,943	8,463	-	8,463
Pass Through or Donation Expense (Note 3)	7,251	-	7,251	14,976	-	14,976
Consulting Expense	7,200	-	7,200	10,957	-	10,957
Legal Fees	5,070	-	5,070	21,926	-	21,926
Miscellaneous Expense	2,244	-	2,244	140	-	140
Telephone	2,209	-	2,209	1,577	-	1,577
Property Development	712	-	712	-	-	-
Total Expenses	343,792	-	343,792	365,232	-	365,232
CHANGE IN NET ASSETS	\$ (18,814)	\$ -	\$ (18,814)	\$ 36,799	\$ (10,000)	\$ 26,799
NET ASSETS, Beginning of Year (Note 13)	2,282,664	-	2,282,664	2,245,865	10,000	2,255,865
NET ASSETS, End of Year	<u>\$ 2,263,850</u>	<u>\$ -</u>	<u>\$ 2,263,850</u>	<u>\$ 2,282,664</u>	<u>\$ -</u>	<u>\$ 2,282,664</u>

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

COMMUNITY BASED EDUCATION SUPPORT SERVICES -
FRIENDS OF CONNECTIONS

Statements of Cash Flows

For the Years Ended June 30, 2018 and 2017

	2018	2017
CASH FLOWS FROM OPERATING ACTIVITIES		
Cash receipts from:		
Rental activities	\$ 287,389	\$ 316,170
Grants received	27,547	23,438
Contributions	151	14,711
Other income	-	12,145
Cash paid for interest	(76,585)	(79,598)
Cash paid as passed through grants or donations	(5,200)	(10,000)
Cash paid to vendors	(145,444)	(186,007)
Net Cash Provided by Operating Activities (Note 10)	87,858	90,859
 CASH FLOWS FROM INVESTING ACTIVITIES		
Cash used to purchase fixed assets	(52,813)	(163,419)
Net Cash Used by Investing Activities	(52,813)	(163,419)
 CASH FLOWS FROM FINANCING ACTIVITIES		
Principal payments on loans	(67,665)	(64,655)
Net Cash Used by Financing Activities	(67,665)	(64,655)
Net Decrease in Cash for the Year	(32,620)	(137,215)
 CASH BALANCE, BEGINNING OF YEAR	479,369	616,584
 CASH BALANCE, END OF YEAR	\$ 446,749	\$ 479,369

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

**KANU O KA `ĀINA
LEARNING `OHANA (KALO)**

**FINANCIAL STATEMENTS,
INDEPENDENT AUDITOR'S REPORTS,
AND SUPPLEMENTARY SCHEDULE**

For the Year Ended August 31, 2018



CW Associates

A Hawaii Certified Public Accounting Corporation

KANU O KA `AINA LEARNING `OHANA (KALO)

**FINANCIAL STATEMENTS
AND INDEPENDENT AUDITOR'S REPORT**

**For the Year Ended August 31, 2018
(With Prior Year Comparative Information)**



INDEPENDENT AUDITOR'S REPORT

Kanu o ka 'Aina Learning 'Ohana (KALO):

Report on the Financial Statements

We have audited the accompanying financial statements of Kanu o ka 'Aina Learning 'Ohana (KALO), a nonprofit Hawaii corporation, which comprise the statement of financial position as of August 31, 2018, and the related statements of activities, functional expenses, and cash flows for the year then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

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

Auditor's Responsibility

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

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

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

Opinion on the Financial Statements

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of KALO as of August 31, 2018, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Report on Prior Year Comparative Information

We have previously audited KALO's financial statements as of and for the year ended August 31, 2017, and we expressed an unmodified opinion on those audited financial statements in our report dated December 8, 2017. In our opinion, the accompanying prior year comparative information is consistent, in all material respects, with the audited financial statements from which it has been derived.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated November 24, 2018 on our consideration of the KALO's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the KALO's internal control over financial reporting and compliance.

CW ASSOCIATES, CPAs

Honolulu, Hawaii
November 24, 2018

KANU O KA `AINA LEARNING `OHANA (KALO)

STATEMENT OF FINANCIAL POSITION

As of August 31, 2018
(With Prior Year Comparative Information)

	<u>2018</u>	<u>2017</u>
ASSETS		
CURRENT ASSETS		
Cash (including interest-bearing accounts)	\$ 554,809	\$ 465,478
Grants, contracts, and pledges receivable – net	326,935	611,739
Investments in marketable securities	344,832	291,191
Prepaid expenses and other assets	53,640	47,898
Total current assets	<u>1,280,216</u>	<u>1,416,306</u>
PROPERTY AND EQUIPMENT – Net	<u>15,235,865</u>	<u>15,766,048</u>
TOTAL ASSETS	<u>\$ 16,516,081</u>	<u>\$ 17,182,354</u>
LIABILITIES AND NET ASSETS		
CURRENT LIABILITIES		
Trade accounts payable	\$ 85,735	\$ 334,802
Accrued liabilities	120,096	86,732
Due to Kanu o ka `Aina New Century Public Charter School	189,126	167,518
Deferred revenue	-	91,517
Notes payable – current	204,000	196,000
Total current liabilities	<u>598,957</u>	<u>876,569</u>
NOTES PAYABLE – Noncurrent	<u>11,841,336</u>	<u>12,043,961</u>
TOTAL LIABILITIES	<u>12,440,293</u>	<u>12,920,530</u>
NET ASSETS		
Unrestricted net assets		
Unrestricted – undesignated	618,429	508,907
Unrestricted – invested in property and equipment	<u>3,190,529</u>	<u>3,526,087</u>
Total unrestricted net assets	3,808,958	4,034,994
Temporarily restricted net assets	<u>266,830</u>	<u>226,830</u>
Total net assets	<u>4,075,788</u>	<u>4,261,824</u>
TOTAL LIABILITIES AND NET ASSETS	<u>\$ 16,516,081</u>	<u>\$ 17,182,354</u>

See accompanying notes to the financial statements.

KANU O KA `AINA LEARNING `OHANA (KALO)

STATEMENT OF ACTIVITIES

For the Year Ended August 31, 2018
(With Prior Year Comparative Information)

	<u>2018</u>	<u>2017</u>
CHANGES IN UNRESTRICTED NET ASSETS		
Revenue and support		
Government grants	\$ 1,631,978	\$ 2,762,949
Private grants	1,471,636	1,469,260
Program service fees	622,612	603,234
Rental income	577,561	577,306
Investment income	51,019	37,887
Net assets released from program restrictions	-	46,004
Unrestricted contributions	40,537	36,828
Total revenue and support	<u>4,395,343</u>	<u>5,533,468</u>
Expenses		
Program services		
Educational support	4,047,498	5,167,332
Other programs	-	97,104
Total program services	<u>4,047,498</u>	<u>5,264,436</u>
Supporting services		
Management and general	545,188	424,315
Fundraising	28,693	22,331
Total supporting services	<u>573,881</u>	<u>446,646</u>
Total expenses	<u>4,621,379</u>	<u>5,711,082</u>
Decrease in unrestricted net assets	<u>(226,036)</u>	<u>(177,614)</u>
CHANGES IN TEMPORARILY RESTRICTED NET ASSETS		
Temporarily restricted contributions	40,000	25,500
Net assets released from program restrictions	-	(46,004)
Increase (decrease) in temporarily restricted net assets	<u>40,000</u>	<u>(20,504)</u>
DECREASE IN NET ASSETS	(186,036)	(198,118)
NET ASSETS – Beginning of year	<u>4,261,824</u>	<u>4,459,942</u>
NET ASSETS – End of year	<u>\$ 4,075,788</u>	<u>\$ 4,261,824</u>

See accompanying notes to the financial statements.

KANU O KA 'AINA LEARNING 'OHANA (KALO)

STATEMENT OF FUNCTIONAL EXPENSES

**For the Year Ended August 31, 2018
(With Prior Year Comparative Information)**

	Educational Support	Management and General	Fund- Raising	2018 Total	2017 Total
Contract services	\$1,415,109	\$ 37,585	\$ 1,978	\$1,454,672	\$2,756,912
Salaries and benefits	1,135,095	293,491	15,447	1,444,033	1,332,015
Depreciation	475,235	42,643	2,244	520,122	532,785
Interest	461,058	25,202	1,326	487,586	496,958
Travel	200,744	26,080	1,373	228,197	134,493
Supplies	174,693	19,611	1,032	195,336	176,770
Facilities	81,245	73,648	3,876	158,769	167,006
Equipment	52,513	11,108	585	64,206	81,619
Training	9,648	1,927	101	11,676	19,692
Miscellaneous	42,158	13,893	731	56,782	12,832
	<u>\$4,047,498</u>	<u>\$545,188</u>	<u>\$28,693</u>	<u>\$4,621,379</u>	<u>\$5,711,082</u>
Total expenses					

See accompanying notes to the financial statements.

KANU O KA `AINA LEARNING `OHANA (KALO)

STATEMENT OF CASH FLOWS

For the Year Ended August 31, 2018
(With Prior Year Comparative Information)

	<u>2018</u>	<u>2017</u>
CASH FLOWS FROM OPERATING ACTIVITIES		
Decrease in net assets	\$(186,036)	\$ (198,118)
Adjustments to reconcile decrease in net assets to net cash provided by operating activities:		
Depreciation	520,122	532,785
Loss on disposal of property and equipment	10,061	-
Gain on investments in marketable securities	(46,384)	(34,123)
(Increase) decrease in:		
Grants, contracts, and pledges receivable – net	284,804	(418,971)
Prepaid expenses and other assets	(5,742)	(14,062)
Increase (decrease) in:		
Trade accounts payable	(249,067)	282,509
Accrued liabilities	33,364	(32,831)
Due to Kanu o ka `Aina New Century Public Charter School	21,608	84,436
Deferred revenue	(91,517)	(174,474)
Net cash provided by operating activities	<u>291,213</u>	<u>27,151</u>
CASH FLOWS FROM INVESTING ACTIVITIES		
Purchases of investments in marketable securities	(7,257)	(3,711)
Purchases of property and equipment	-	(233,950)
Net cash used by investing activities	<u>(7,257)</u>	<u>(237,661)</u>
CASH FLOWS FROM FINANCING ACTIVITIES		
Repayments of notes payable	(194,625)	(187,967)
Principal payments for capital lease obligations	-	(12,120)
Net cash used by financing activities	<u>(194,625)</u>	<u>(200,087)</u>
NET INCREASE (DECREASE) IN CASH	89,331	(410,597)
CASH – Beginning of year	<u>465,478</u>	<u>876,075</u>
CASH – End of year	<u>\$ 554,809</u>	<u>\$ 465,478</u>
SUPPLEMENTAL CASH FLOW INFORMATION		
Cash paid during the year for interest	\$ 487,586	\$ 496,958

See accompanying notes to the financial statements.

Charlene Hoe

████████████████████
 ██████████
 ████████████████████

Profile

Solid background in enhancing community empowerment and education; educational experience includes working with early childhood to adult seniors, teaching and administration, planning and development; all of the above activities executed with a strong emphasis in facilitation and cultural context alignment. Consistently strive to connect learning activities with community capacity-building to enable sustainable, community-based efforts to maintain healthy communities. Experienced in handling strategic and tactical planning initiatives in an inclusive model.

Education

M.Ed. Educational Leadership, Chaminade University	<i>In Progress</i>
M.Ed. Curriculum and Instruction, University of Hawai'i Manoa	<i>August, 1996</i>
B.A. Education and Art, Macalester College – St. Paul, Minnesota	<i>May 1968</i>

Career History

Hakipu'u Learning Center, a Hawai'i Public Charter School (HLC)

*February 2007–
retired October 2017*

Administrative Team and Instructional Staff – position from which retired

- Serve on the Administrative Team to oversee program operations, educational program design and implementation, and personnel training, development and monitoring
- Member of the teaching team for Marine and Canoe Education emphasizing stewardship and whole environment wellbeing
- Facilitation of development of the HLC standards reference document, project-based learning handbook, accountability plan and advisory decision making model
- Coordination of network of field learning laboratory sites, current campus restoration and new campus planning and development
- Facilitated community planning sessions that articulated the founding Detailed Implementation Plan which was chartered by the Hawai'i Board of Education in 2001

TOWNSCAPE, INC. – Environmental and Community Planning

*July, 2007 – June
2009*

Consultant to Townscape for the Kamehameha Schools Punalu'u Ahupua'a Planning Project

- Serve on the Planning Team and perform professional services in connection with the above noted project
 - Participate in Team meetings and meetings with the client
 - Schedule and conduct meetings with key community leaders and small groups to gather community input to inform the plan development
 - Facilitate focus group and community meetings as needed through each phase of the projected year-long planning process
-

The Kamehameha Schools (KS),
Large Education Organization, *Honolulu, HI*

*August 1986—
retired January 2007*

Director of the Community Building Division – position from which retired

Served in a number of different capacities over 20+ years outlined below in chronological order:

- Director of Community Building Division – headed the Kamehameha Schools (KS) efforts to work with the community to meet the educational targets of the KS Strategic Plan 2000-2015 and the Education Strategic Plan of 2005
- Head of the Community Outreach Education Division – coordinated all KS community-focused education initiatives: Early Childhood Education, Extension Education, Initiation of the Prenatal to Eight Year Old Strategic Focus
- Served as the Interim Vice President of Education - oversaw all KS education strategies: campus-based to extension education
- Director of the Office of Strategic Planning – began the design and implementation of on-going strategic planning processes and procedures to insure alignment and implementation of the KS Strategic Plan 2000-2015
- Served as a Core Facilitator of the KS Strategic Plan- designed and implemented the KS planning process, coordinated with consultants and facilitated an iterative planning process that included involvement of over 4,000 stakeholders
- Classroom teacher, Specials Chair, numerous educationally related committees and professional groups within and external to KS

**Hawai`i Department of Land and Natural Resources
(DLNR)**

1985-1986

Consultant to implement planning for Kahana State Park

- Coordinated planning between State departments holding responsibility for various aspects of the Kahana lands
- Facilitated community and government planning sessions to articulate plans for the framework, focus and program roles of valley residents to implement park activities
- Interviewed individual resident families to incorporate their issues, experiences and expertise into the planning process

KEY Project, Community Service Center *Kahalu`u, HI*

August 1979-Sept. 1987

Executive Director

- Oversaw all programs and services developed and implemented at the Center: Senior Center, Alternative Education Program, after-school programs, summer enrichment and youth employment programs, community planning and development initiatives, etc.
- Developed budget, managed and developed grants to support program delivery and site management
- Supported the Board and coordinated relationships with community, funders and collaborators

Hawai`i Constitutional Convention, *Honolulu, HI*

1978

Delegate of the Kahalu`u to Kahuku Community

- Selected by the community to run as a representative to address water and land development issues impacting the community
- Integrated an inclusive community process to inform work at the Constitutional Convention

Waiahole Poi Factory, <i>Waiahole, HI</i>	<i>1971-1979</i>
<ul style="list-style-type: none">• Co-owned and ran an Arts Gallery highlighting Hawai'i artists both traditional and contemporary• Ran Hawaiian-focused classes with kupuna and practitioners at the gallery for community participation	
<hr/>	
Peace Corp, <i>Micronesia</i>	<i>1968-1970</i>
<ul style="list-style-type: none">• Served as Peace Corps volunteer for education on Lukunor Island, Truk and Saipan, Marianas• Coordinated Micronesia-wide Arts Festival that culminated in an event in Saipan and then traveled throughout Micronesia	

LeeAnn E.P. Silva

EXPERIENCE

- 2002 – Present **Vice President, Lili'uokalani Trust**
Transitioned the trust out of 60+ years of institutional asset management into an independent native governed trust. Provides leadership to an organization in growth mode with a workforce transitioning to new methods of delivering mission related services. Current area of direct responsibility encompasses all trust real estate assets.
- 1987 – 2002 **Kamehameha Schools**
Facilitated the organization's first comprehensive strategic plan mandated by external oversight authorities. Implemented an enterprise wide financial intelligence application. Provided direct supervision and leadership to dynamic, cross functional teams.
- 1983 – 2002 **Price Waterhouse**
Planned and coordinated financial audits and preparation of financial statements, budgets, forecasts, tax returns and various analyses.

EDUCATION & CERTIFICATIONS

- 1983 – 1984 Graduate Studies, University of Hawaii
1983 Bachelor of Science, University of San Francisco
1979 Graduate, Pearl City High School

Certified Public Accountant (currently inactive)

AFFILIATIONS

- 2017 – present Institute for Human Services
2017 – present MA'O Organic Farms, current vice chair
2016 – present Lambda Alpha International Aloha Chapter executive committee
2012 – present Lei Ho'olaha Board of Directors
2010 – present Hawaii Island Economic Development Board
2009 – 2016 Kawaiaha'o Church Board of Trustees, treasurer from 2010 2016
2007 – 2016 Hawaii Leeward Planning Conference executive committee, chair from 2011 2013

October 2019

RESUME

PROFESSIONAL EXPERIENCE:*Kanu o ka 'Āina Learning 'Ohana – Kamuela, HI**Executive Director – 2000 to present*

Co-Founder responsible for all aspects of organizational development and for the values-based organizations drive to work with partners in the establishment of an autonomous, holistic, education environment for the children of Hawai'i; grounding every child and adult in the values that have shaped and empowered Hawaiians for generations; preparing every child of Hawai'i to thrive in the modern world, free from oppression and with pride for our heritage. Focused on the mission of serving and perpetuating sustainable Hawaiian communities through "Education with Aloha" while committing to honoring the past, addressing the present and serving the future. KALO programs include:

- Mālamapōki'i Preschool (2000), WASC Accredited
- Nā Lei Na'auao Alliance of Hawaiian Focused Charter Schools (2000)
- Kaho'iwai Teacher Licensing Program (2000), WINHEC Accredited
- Kauhale O'iwi o Pu'ukapu Community Learning Destination (2009)
- Lei Ho'olaha Community Development Finance Institution (2011)
- Kahoiwai: Master of Education Administration partnership with Chaminade University of Honolulu (2011)

Organized exclusively for charitable and educational purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code. KALO has cultivated \$81 million dollars in the past 15 years and managed over \$98 million; 50% state, 20% private, 20 federal, 10% other.

*Kanu o ka 'Āina New Century Public Charter School – Kamuela, HI**Chief Business Officer - 2000 to present*

Co-founder of first Hawaiian focused charter school in Hawaii, now HAIS/WASC accredited. Develops and articulates an overall business direction for the school, provides leadership overall fund development, grant writing and compliance, advocacy, physical plant development, statistical enrollment projections, human resources, finances and operational accountability reporting. Makes programmatic, personnel and operational decisions involving individual or multiple programs (s). Develops, produces, and distributes enrollment forecasting related reports for fiscal, human resources, and facilities allocation purposes. Keeps informed of various charter school movement forecasting trends and innovations, examines the applicability of technical advancements in charter school landscape. Establishes quality controls and quality assurance procedures required for compliance. Prepares testimonies and responses to requests from the Legislature, Governor, Charter Commission, Governing Board or other agencies. Supervises all staff and processes in relation to compliance with state, federal and bilateral contract requirements. Provides technical and consultative services to staff, Legislature, DOE, BOE, Commission, Governing Board, and schools. Implements Masterplan of facilities to include fund development and compliance, planning, implementation and community partnership for facilities development.

*Lei Ho'olaha Community Development Finance Institution,
Implementation Team – 2011-present*

Co-founder of Community Development Finance Institution is an emerging Native CDFI created to provide financial training and loans to charter schools and community centers

and the low income native population, in the state of Hawai'i with the overall goal of making them creditworthy. Organized exclusively for charitable and educational purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code.

*A Wise Company, dba Orchid Isle Newspaper Agency – Waikoloa, HI
Owner 1994 – 2003*

Owner/operator of a distribution company.

*U.S. Customs Service, Department of Treasury
Inspector 1996 – 2000*

U.S. Customs Office of Field Operations Inspector performed inspection and enforcement according to the federal laws governing the importation or exportation of persons, vessels and material goods to and from the United States and enforcement of all Hawaii Ports of Entry.

*State of Hawaii, Department of Commerce and Consumer Affairs RICO
Investigator 1994 – 1996*

Conducted investigations pertaining to RICO's investigative program, prevent and/or detect violations of law with regard to rules and regulations within RICO's jurisdictions.

State of California Police

Police Dispatcher and Communication Training Coordinator 1990 – 1993

Responsible for all aspects of departmental communications and training to include, State, Federal, and International police communication relevant to assigned jurisdiction.

EDUCATION:

M.A. Chaminade University of Honolulu 2014 – Masters Education Leadership

Principals Academy 2004 – Kamehameha Schools Pauahi Leadership Institute

B.S. Business and Management 1993 – University of Redlands, Redlands, CA

PROFESSIONAL AFFILIATIONS:

Hawaii Preparatory Academy – Board of Directors

Bank of Hawaii Community Development Enterprise, Inc. – Board Member

Lei Ho'olaha Community Development Finance Institution – Board Member/Vice-President

Ke Ke'ena O Na Papahana 'Oiwī Hawai'i Chaminade University of Honolulu – Advisory Board

Nā Lei Nā'auao Alliance of Hawaiian Focused Charter Schools – Member

Chaminade University of Honolulu – Graduate Adjunct Professor

“This concept that I call “leadership” is broader than the sum total of its “leaders,” for it also involves an energy flow or synergy generated by those who choose to lead” (Linda Lambert, 1998).

Education is the social injustice issue of this generation.

KATIE BENIONI

EXPERIENCE

- | | |
|---|-----------------------|
| <p>KANU O KA 'AINA Kamuela, HI
 Chief Financial Officer</p> <ul style="list-style-type: none"> • Manage the financial affairs for the organization with an annual operating budget of \$5 million • Supervise accounting staff • Prepare reporting to the Board of Directors • Oversee accounting services as fiscal agent to Kanu o ka 'Aina NCPCS • Manage risks and compliance • Responsible for the construction and development of the Kauhale Campus | <p>2004 – Present</p> |
| <p>TOTAL FINANCIAL SOLUTIONS Kamuela, HI
 Owner/Bookkeeper</p> <ul style="list-style-type: none"> • Managed and operated an accounting business that serviced retail, wholesale and service industry clients. | <p>1997 – 2005</p> |
| <p>OVIRI NATIVEWEAR Kamuela, HI
 Owner, Operations Manager</p> <ul style="list-style-type: none"> • Business owner of a line of surf wear. Managed production, delivery, accounting, sales, etc. | <p>2001 – 2007</p> |
| <p>QCOMM, INC. Orem, UT
 Assistant Controller</p> <ul style="list-style-type: none"> • Directed and managed accounting for a telecommunications company with clients across the U.S. | <p>1994 – 1997</p> |
| <p>PACESETTER DESIGNS. Los Angeles, CA
 Bookkeeper</p> <ul style="list-style-type: none"> • Provided accounting services for a home furnishing company. | <p>1989 – 1993</p> |

EDUCATION

- | | |
|---|------------------|
| <ul style="list-style-type: none"> • CHAMINADE UNIVERSITY Honolulu, HI
 Master of Education: Educational Leadership | <p>2012-2014</p> |
| <ul style="list-style-type: none"> • CALIFORNIA STATE UNIVERSITY Long Beach, CA
 Bachelor of Arts | <p>1990-1993</p> |
| <ul style="list-style-type: none"> • HAWAII PREPARATORY ACADEMY Kamuela, HI | <p>1986</p> |

COMMUNITY INVOLVEMENT

- | | |
|--|---|
| <ul style="list-style-type: none"> • 2017 – present | <p>Lei Ho'olaha CDFI, Board Secretary</p> |
| <ul style="list-style-type: none"> • 2000 – 2016 | <p>Church of Jesus Christ of Latter-day Saints, youth counselor</p> |
| <ul style="list-style-type: none"> • 2003 – 2005 | <p>Boy Scouts of America, troop leader</p> |

References available upon request

WILL J. HANCOCK



Education

1974	University of Hawaii ▪ MA- American Studies	Honolulu, Hawaii
1961	Principia College ▪ BA- Economics	Elsab, Illinois

Professional Experience

2011-2015	Lei Ho'olaha Senior Advisor, 2014 - present Executive Director for Emerging Native CDFI specializing in serving the needs Hawaii's Charter Schools, 2011-2014.	Kamuela, Hawaii
2006-2011	Kanu O' ka Aina Learning Ohana Senior advisor to the Executive director. Specializing in finances, capital improvements and governance.	Kamuela, Hawaii
2000-2006	National Business Officers Association- Associate Director ▪ Directed the NBOA Professional Development Program ▪ Developed workshops, institutes, webcasts & symposia for private school business officers on all aspects of schools ▪ Presented regularly for various professional groups including school heads, trustees and business officers on a spectrum of topics including non profit governance, tax rules and regulation as well as endowment.	Boulder, Colorado
1999 - Present	Independent School Consulting • Assisting schools in various governance ,financial and physical plant matters- Ho'ala School; Waimea Country Day School; Innovations Public Charter School; Kanu o Ka 'Aina,, Assets School, Hualalai Academy. Academy of the Pacific	Hawaii
1976-1999	Hawaii Preparatory Academy- Chief Financial Officer ▪ Managed the school's financial affairs, staff liaison to four board committees (Personnel, Finance, Buildings & Grounds, and Investment), supervision of purchasing, buildings and grounds, food service, transportation, and bookstore. ▪ Managed 30 employees and a budget of 12 million.. ▪ Oversaw the growth of the schools endowment from 200 K to over 18 million.	Kamuela, Hawaii
1964-1976	Hawaii Preparatory Academy- Instructor & Administrator ▪ Chair of History Department- Directed history curriculum. ▪ Director of Studies- Coordinated academic curriculum, scheduling, and allocation of resources for all departments.	Kamuela, Hawaii
1962 - 1964	Kerr & Bell Floor Representative Pacific Coast Stock Exchange • Executed orders and traded on the floor of the Pacific Coast Stock Exchange.	Los Angeles, CA

Professional Organizations

1976-Present	<i>National Association of Independent Schools (NAIS)</i> <ul style="list-style-type: none"> ▪ Served in a number of capacities; Business Services Comm. Chair, Faculty and Director for Institute for Finance & Administration. ▪ Participant- Financing Independent Schools Workshop 2001 	<i>Washington, DC</i>
1991-1996 2002-Present	<i>Hawaii Association of Independent Schools (HAIS)</i> <ul style="list-style-type: none"> ▪ Board of Directors, Chair of Finance Committee ▪ Assisting the Association in the School Special Purpose Revenue Bond process ▪ Taught Financing School course in the joint HAIS/UH Masters program for Private School Leadership. 	<i>Honolulu, Hawaii</i>
1986- Present	<i>National Association of College & University Officers (NACUBO)</i> Affiliate Member	<i>Washington, DC</i>
1986 - 1999	<i>Association of Business Officers of Independent Schools (ABOIS)</i> Executive Comm. 1987, 1996	<i>Various Locations</i>
1991 - 1996	<i>School College University Liability Ltd. (SCULL)</i> Board Member 1991,1992, Managing Director 1993 - 1995	<i>Bermuda</i>

Professional Awards

2001	<i>NBOA – Kenneth A. White Award</i>	<i>Boston, Mass</i>
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Community Service

2017- present	<i>Lei Ho'olaha- Board Member</i>	<i>Kamuela, Hawaii</i>
2005 -2017	<i>Hawaii Preparatory Academy, Board Member</i>	<i>Kamuela, Hawaii</i>
1992-2008	<i>North Hawaii Community Hospital- Board Member</i> <ul style="list-style-type: none"> ▪ Finance Committee Chair ▪ PRFT Beneficiary Comm. – created a 10 year financial analysis of the Trust Operations 1994 – 2003. 	<i>Kamuela, Hawaii</i>
2002-Present	<i>Oceania Community Health- Board Member, Vice President</i>	<i>Honolulu, Hawaii</i>
2002-Present	<i>Will J. Reid Foundation- Board Member, Vice President</i>	<i>Long Beach, California</i>
1986-2005	<i>North Hawaii Hospice- Board Member, Treasurer</i>	<i>Kamuela, Hawaii</i>
1975- 1983	<i>Easter Seals of Hawaii, Board Member, Fiancé Comm. Chair. Awarded “Outstanding Volunteer 1982”</i>	<i>Honolulu, Hawaii</i>
1970 – 1990	<i>Girl Scout Council of the Pacific, Board Member, Finance Chair, Executive Comm. Search Comm. Chair, awarded “Thanks Badge”</i>	<i>Honolulu Hawaii</i>



Executive Director Position

The Executive Director is responsible for the overall planning, deployment, monitoring, improvement, and supervision of the Authorizer Board's operations, including, but not limited to:

Providing research and policy analysis on issues and preparing drafts of needed documents for consideration by the Authorizer Board, which will often include identifying relevant connections between various initiatives and an understanding of research and best practices of schooling.

Developing the organizational structure required to operate the office and carry out the activities of the Authorizer Board.

Ensuring work and decisions align with national best practices to maintain high standards for charter schools, uphold school autonomy, and protect student and public interests.

Represent the Authorizer Board at conferences and functions, legislative presentations, and community presentations, and oversee releases to news media and public forums.

Provide ongoing budget and fiscal oversight and management.

The Executive Director reports to the Board of Directors.

Qualifications:

- Minimum qualification of a Master's degree
- Demonstrated experience in K-12 Charter School system
- Demonstrated experience with cultural-based education
- Understanding of state and federal education law.
- Demonstrated interpersonal and political skills working with a variety of entities such as legislative bodies, state and federal agencies, local school boards, educational associations, interest groups and parents.
- Ability to supervise staff, set goals, and measure performance
- Excellent oral and written communication skills.



Director of Authorizing Position

The Director of Authorizing is responsible for the overall planning, deployment, monitoring, improvement, and supervision of the Authorizer Board's operations. The director reports to the Executive Director.

Duties include, but are not limited to:

Implementing the organizational structure required to operate the office and carry out the activities of the Authorizer Board.

Monitoring and holding accountable schools as chartered (including renewals, revocations, and nonrenewals).

Ensuring work and decisions align with national best practices to maintain high standards for charter schools, uphold school autonomy, and protect student and public interests.

Plan and provide press release information and public awareness materials.

Represent the Authorizer Board at conferences and functions, legislative presentations, and community presentations, and to news media and public forums.

Qualifications:

- Minimum qualification of a Master's degree
- Demonstrated experience in K-12 Charter School system
- Demonstrated experience with cultural-based education
- Understanding of state and federal education law.
- Demonstrated interpersonal and political skills working with a variety of entities such as legislative bodies, state and federal agencies, local school boards, educational associations, interest groups and parents.
- Ability to supervise staff, set goals, and measure performance
- Excellent oral and written communication skills.



Assistant Director of Authorizing Position

The Assistant Director of Authorizing will assist in the overall planning, deployment, monitoring, improvement, and supervision of the Authorizer Board's operations. The assistant director reports to the Director of Authorizing.

Duties include, but are not limited to:

Providing support through the process for authorizing new charter schools.

Providing support through the process for renewing charter schools.

Monitoring and holding accountable schools as chartered (including renewals, revocations, and nonrenewals).

Qualifications:

- Minimum qualification of a Master's degree
- Demonstrated experience in K-12 Charter School system
- Demonstrated experience with cultural-based education
- Understanding of state and federal education law.
- Excellent oral and written communication skills.



Authorizing Liaison Position

The Authorizing Liaison will assist in communications between the Authorizer Board and Charter School Boards during the start-up phase of the Authorizer. The Authorizing Liaison reports to the Director of Authorizing.

Duties include, but are not limited to:

Providing support through the application process for new charter schools.

Monitoring and holding accountable schools once chartered.

Qualifications:

- Minimum qualification of a Master's degree
- Demonstrated experience in K-12 Charter School system
- Demonstrated experience with cultural-based education
- Understanding of state and federal education law.
- Demonstrated interpersonal and political skills working with a variety of entities such as legislative bodies, state and federal agencies, local school boards, educational associations, interest groups and parents.
- Excellent oral and written communication skills.



Administrative Assistant Position

The administrator clerk organizes and manages the administration, support systems, and daily activities that facilitate the effective running of all grant programs. The Administrative Clerk works to support admissions, quality assurance, data management and examinations, and other tasks related to the efficient running of the program.

Duties:

- Secretarial support to all program activities;
- Assisting with recruitment, public or alumni relations and marketing activities;
- Administering the 'student lifecycle' from registration or admission to graduation or leaving;
- Providing administrative support to an academic team of lecturers, tutors or teachers;
- Drafting and interpreting policy and procedures;
- Coordinating examination and assessment processes;
- Maintaining high levels of quality assurance, including course evaluation and course approval procedures;
- Using information systems and preparing reports and statistics for internal and external use;
- Participating in the development of future information systems;
- Contributing to policy and planning;
- Purchasing goods and equipment, as required;
- Communicating and liaising with other administrative staff, academic colleagues and students;
- Communications and Liaison with partner institutions, other institutions, external agencies, government departments and prospective students; and
- Organizing and facilitating a variety of educational or social activities.
- Coordinate travel as needed

Summary of Public Comments on the Lei Ho‘olaha Application for Chartering Authority

Based on November 5, 2019 Public Forum

A recording of the oral comments received at the November 5, 2019 public forum is available here:

<http://boe.hawaii.gov/About/Documents/Charter%20Schools/2019-11-05%20Public%20Forum%20recording.mp3>.

The following individuals and organizations provided oral comments:

- John Thatcher, Connections PCS
- Stephen Kaaa, Lei Hoolaha

Written comments received are attached. The following individuals and organizations provided written comments:

- Steve Hirakami, Hawaii Academy of Arts & Science
- Patricia Bergin, Kanu o ka ‘Āina Learning ‘Ohana
- Will J. Hancock
- Ka‘iulani Laehā, ‘Aha Pūnana Leo
- Janlyn Ryusaki-Phillips, Nā Lei Na‘auao
- Elena Farden, Native Hawaiian Education Council
- Lisa Watkins-Victorino, Office of Hawaiian Affairs
- Kōmike Advocacy, Kanaeokana Kula Hawai‘i Network
- Brandon K. Bunag
- William H. Wilson, Ka Haka ‘Ula O Ke ‘elikōlani (College of Hawaiian Language), University of Hawai‘i at Hilo
- Roberta Chu
- Edward T. Teixeira



PO Box 1494, Paho, HI 96778
Phone (808) 965-3730 Fax (808) 965-3733
www.haaspcs.org

Testimony: November 7, 2019 General Business Meeting

October 28, 2019

Hawaii Board of Education

Re: Charter authorizer application: Lei Ho'olaha Community Development Finance Institution

Honorable Chairperson Payne, Vice Chair De Lima, and Board members,

I strongly urge the Board of Education to approve Lei Ho'olaha Community Development Finance Institution as a Charter School Authorizer in the State of Hawaii. The statistics from around our nation demonstrate that states with multiple authorizers are home to the highest quality charter schools, as evidenced by state test scores, numerous credible research studies and ongoing observation. Over three quarters of the nation's charters operate within states that have multiple authorizers and Hawaii is in a position to join them.

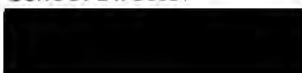
The Hawaii public charter school law HRS 302-D is largely aligned with the National Alliance and NACSA recommendations for authorizer accountability. Significant reforms in state law rebuilt the authorizing environment and promoted authorizer accountability. The platform is set for quality public charter schools to serve the unique and diverse needs of public school students and their communities. The new authorizer will positively contribute to Hawaii's public education system by dedicating themselves to the social, academic, and character development of young people through the administration of a high performing charter school system.

Multiple authorizers will mean more meaningful dialogue between the authorizer and its charter schools. The current law now states that the current authorizer is responsible for negotiating and executing sound charter contracts with each approved charter applicant and with existing public charter schools. The charter contract or charter means a fixed-term, bilateral, renewable contract between a public charter school and an authorizer that outlines the roles, powers, responsibilities, and performance expectations for each party to the contract. Currently with 37 charters under one authorizer, this part of the law is not being followed. One, there is no negotiation. Second, there is no bi-lateral agreement. Even though all 37 charters differ in size, focus, mission, and serve different communities, all operate under a unilateral, non-negotiated contract which, at signing time, charter schools are given an ultimatum: Sign or forfeit the per pupil allocation. Multiple authorizers would serve a fewer number of charters more efficiently and therefore, will enter into meaningful, sustaining contracts.

Aloha,

A handwritten signature in blue ink that reads "Steve Hirakami".

Steve Hirakami
School Director





Kanu o ka 'Āina Learning 'Ohana

Serving and perpetuating sustainable Hawaiian communities through Education with Aloha

Aloha e BOE Chairperson Catherine Payne and Evaluation Team Members:

This testimony is provided to support Lei Ho'olaha's application to become a new charter school authorizer. Testimony is submitted on behalf of Kanu o ka 'Āina Learning 'Ohana (KALO), a non-profit entity that has committed substantial monetary support toward this effort. KALO welcomes and appreciates the opportunity to provide input into the process.

Having served as an employee of KALO for the past fourteen years, I have had the good fortune to become acquainted with the movers and shakers of the charter movement in the state who have given invaluable time and attention to helping craft the charter school law - 302D - working in concert with, and alongside legislators leading this effort. The commitment made by these individuals toward ensuring Hawai'i's charter laws were exemplary is unlike anything I have ever witnessed.

The architects of the Lei Ho'olaha authorizer application share this same mission-driven intensity and work ethic in their quest to meet the needs of potential charter applicants. The quality of its product is evident as the document addresses each of four parts of the application clearly delineating processes, issues and interventions by providing thoughtful, coherent responses to the standards and criteria of each section. Keenly aware of the law, their application places a heavier emphasis on violations of the law designed to protect the health and safety of students, as well as access and equity of educational opportunities. While they share the same ultimate goal to ensure authorizer accountability and approval of high quality charter schools, Lei Ho'olaha brings a sense of reasonableness and transparency to the table while maintaining the highest standards of accountability.

As a non-profit entity, KALO believes time is long overdue to bring business and the private sector into the education mix to leverage additional resources, align graduate outcomes to future job needs, and give a fresh perspective to the challenges faced in public education. Given the diverse business make-up of its board, Lei Ho'olaha is in a pivotal position to revitalize interest in education and business partnerships that can bring outside expertise, new ideas, novel approaches and resources to remedy obstacles that significantly impact student learning. This is precisely the core of charter school applications and one Lei Ho'olaha will likely give serious attention and consideration in its application process.

Clearly, Lei Ho'olaha is primed and ready to accept full responsibility as an authorizer. They have the will, the desire, and the integrity that inspires other charter school non-profit boards to commit financial support over the next five years. We are confident that they will provide outstanding service as a second authorizer for Hawai'i charter schools.

Mahalo,

Patricia Bergin, Grants Director
Kanu o ka 'Āina Learning 'Ohana

AoA Will J. Hancock
[REDACTED]
Kamuela, HI 96743

Aloha Board of Education and Evaluation Team

I appreciate the public forum aspect of the authorizer process and applaud the BOE staff for their work in developing this complex application procedure.

While it is difficult to give intense scrutiny to the voluminous application document provided by the Lei Ho‘olaha applicant, I found the standards and criteria provided in Exhibit 4 of the Application for Chartering Authority document provided by the BOE to be extremely helpful in reviewing the application document. Using the criteria for a satisfactory response allowed me to zero in on specifics within the application to determine if the criteria was met.

I was pleasantly surprised and impressed with the clear, concise narratives provided by Lei Ho‘olaha and its “user friendly” application template. Undoubtedly, charter schools may be overwhelmed by the complete application process, however, the tone of the document was supportive and encouraging, urging charter applicants to contact the authorizer for assistance and questions. Lei Ho‘olaha is clear in its belief that by authorizing rigorous, high quality schools it will positively contribute to Hawaii’s public education system. This steadfast conviction pervades its entire application.

It is evident in the application that Lei Ho‘olaha was mindful of state and federal charter laws and were guided by NACSA accountability measures as it developed its application. One of the driving forces for submitting its application may have been the Center for Education Reform acknowledgement that states with multiple authorizers responsible for fewer schools yield better student performance on state assessments. A strong appeals process is also cited as a plus.

Lei Ho‘olaha’s application is comprehensive, anticipates challenges charter applicants may encounter, and provides interventions along the way. The application is clear on its process for taking corrective action for non-performing schools that is by no means punitive but one that is transparent and guided by constant communication with all stakeholders to ensure due process rights are addressed. Including external evaluators in the approval process also has merit.

In comparing the standards and criteria against its application, I believe Lei Ho‘olaha readily addressed all criteria in a satisfactory manner and should receive an overall satisfactory rating for its authorizer application.

Will J Hancock



96 Pu'uhonu Place
Hilo, HI 96720
(808) 935-4304
(808) 969-7512

www.ahapunana.org

Ka Papa Alaka'i
Board of Directors

Kauano'e Kamana'i,
Pelekikena

'Alohilani Rogers,
Kākau 'Ōlelo

Larry Kimura

William H. Wilson

Ki'ope Raymond

Huilau Wilson

Keawe Lopes

Ka Luna Ho'okele
Chief Executive Officer

Ka'iulani J.K.N. Laehā

Ka Luna Ho'okō
Chief Operating Officer

K. Sean Kekina

Nā Papahana
Pūnana Leo

Pūnana Leo Programs

Nā Kula Pūnana Leo

***Pūnana Leo Family-Based
Preschool Program***

Pūnana Leo o Hilo

Pūnana Leo o Honolulu

Pūnana Leo o Kaua'i

Pūnana Leo o Maui

Pūnana Leo o Moloka'i

Pūnana Leo o Wai'ānae

Pūnana Leo o Kona

Pūnana Leo o Waimea

Pūnana Leo o Mānoa

Pūnana Leo o Ko'olau Poko

Pūnana Leo o Lahaina

Pūnana Leo o Hāna

Niuolahiki

Hawaiian Language Online

Hawai'i Board of Education
Queen Liliuokalani Building
1390 Miller Street, Room 404
Honolulu, Hawaii 96813
4 November 2019

Aloha Board Chairperson Catherine Payne,
Vice Chairperson Brian De Lima and members of the Evaluation Team:

Thank you for the opportunity to provide public comment in support of Lei Ho'olaha's application to serve as an authorizer for public charter schools.

The 'Aha Pūnana Leo is a Native Hawaiian non-profit established in 1983 with a vision of " E Ola Ka 'Ōlelo Hawai'i" (The Hawaiian Language Shall Live) and a mission to revitalize the Hawaiian language as a living language in Hawai'i and beyond.

Over the past 36 years, the 'Aha Pūnana Leo has set a solid foundation for, and built a reputation for its commitment to, normalizing our 'ōlelo Hawai'i in its homeland, with a particular emphasis on reestablishing a P-20 Hawaiian medium education system. We administer two infant toddler programs and twelve preschools across the state. Our Pūnana Leo keiki matriculate into both the Department of Education's Kaiapuni Hawai'i Program and the Hawaiian medium Charter school programs.

Lei Ho'olaha is an appropriate organization to become a second authorizer as it already has a long standing relationship with charter schools evidenced by collaborative efforts over the years. These efforts include improving the educational and economic status of Native Hawaiians through education, training and financial products to community-based organizations, public entities and individuals in Hawaii. Lei Ho'olaha's mission and vision aligns with current and even potential charter school applicants. Moreover, as a recipient of federal funding and certification through the U.S. Department of the Treasury Community Development Finance Institution, Lei Ho'olaha adheres to strict annual evaluation and compliance requirements to maintain its certification. This is a definite strength that the applicant will transfer to all aspects of the authorizing process as it performs its oversight and monitoring function with due diligence.

The members of the Lei Ho'olaha board have distinguished careers and experience with charter schools serving as officers, administrators and governing board members. Collectively they possess a broad range of skills required of an authorizing authority. It is noteworthy that the chairperson also has a law degree which is of critical importance to ensure that the interpretation and application of pertinent laws are addressed in the application process. Further, the educational expertise of other key personnel can have a transformational impact on charter school applicants as they strive to provide high quality educational opportunities for their diverse communities.

Thank you for allowing the 'Aha Pūnana Leo's community voice in strongly supporting Lei Ho'olaha's application to serve as an authorizing body with confidence and optimism. They have the desire, passion and expertise to perform the duties and responsibilities required of a high quality authorizer.

Mahalo nui!

A handwritten signature in black ink, appearing to read 'Ka'iulani Laehā', written in a cursive style.

Ka'iulani Laehā

Nā Lei Na'auao
Appendix D
Ph: #808-887-1117
Fax: #808-887-0030
NLN@kalo.org

NĀ LEI NA'AUAO

ALLIANCE FOR NATIVE HAWAIIAN EDUCATION

**Hakipu'u Learning
Center**
Kāne'ohe, O'ahu

November 4, 2019

Hālau Kū Māna
Honolulu, O'ahu

'Ano'ai kākou Chairperson Payne and members of the Evaluation Team

Kanu i ka Pono
Anahola, Kaua'i

Nā Lei Na'auao (NLN) is a consortium of Hawaiian Focused Charter Schools (HFCS), serving students on four islands, some of whom are considered economically disadvantaged.

Kanu o ka 'Āina
Kamuela, Hawai'i

Nā Lei Na'auao would like to go on record in support of Lei Ho'olaha's application to be a second authorizer for charter schools in the state.

Ka 'Umeke Kā'eo
Hilo, Hawai'i

We believe the mission and vision of the authorizer applicant more readily aligns with the values, mission and vision of all Hawaiian Focused Charter Schools and the application process it outlines in its authorizer application are distinctly sensitive to cultural practices and belief systems we live by on a daily basis.

**Ka Waihona o ka
Na'auao**
Wai'anae, O'ahu

Nā Lei Na'auao has a long history of written communications with the Charter Commission advocating for curriculum, instruction and assessments that addresses learning styles of Native Hawaiian children that has yielded limited progress. Our schools are united through our common practice of Education with Aloha (EA) which balances culturally driven approaches with the latest in educational technology.

Kawaikini PCS
Līhue, Kaua'i

Nā Lei Na'auao has waited a long time to have an authorizer that has a deep understanding of the values that unite us as Hawaiians, and an appreciation of our instructional practices and authentic performance assessments. The Lei Ho'olaha application effectively blends these cultural pieces with its expectations for high quality charter school to ensure that it meets the standards and criteria for all aspects of the authorizer certification process.

**Ke Kula Ni'ihau 'o
Kekaha**
Kekaha, Kaua'i

The prospect of finally having an authorizer who shares our collective vision is not only refreshing but encouraging as we envision an authorizer who will work with us to help guide us to success. It is our intent to implement and continuously strengthen Hawaiian-focused charter schools throughout the islands as we work to produce robust student performance outcomes.

**Ke Kula 'o Samuel
M. Kamakau**
Kāne'ohe, O'ahu

Mahalo for allowing us to share our comments.

Kua o ka Lā
Pāhoa, Hawai'i

**Kula Aupuni Ni'ihau
A Kahelelani Aloha**
Makaweli, Kaua'i



Janlyn Ryusaki-Phillips
Administrative Assistant

Mālama Hōnua
Waimānalo, O'ahu



Native Hawaiian Education Council

November 5, 2019

Dear State of Hawai'i Board of Education:

Mahalo to Chairperson Payne, Vice Chairperson De Lima and esteemed members of the Board of Education for the opportunity to provide testimony re: the ***Application for Chartering Authority to Become a New Charter School Authorizer***.

The Native Hawaiian Education Council (NHEC or the Council) **STRONGLY SUPPORTS** Lei Ho'olaha Community Development Finance Institution to become Hawai'i's first alternative authorizer.

Lei Ho'olaha was established for the dedicated purpose of supporting charter schools in the state of Hawai'i specifically with facilities development, financial education and training, and business loans. The current mission of Lei Ho'olaha is to improve the educational and economic status of Native Hawaiians and low-income people by providing education, training, and financial products to community-based organizations, public entities, and individuals in Hawai'i.

We support additional charter school authorizers, like Lei Ho'olaha, for increased equity and access to high-quality education, promotion of educational self-determination as many charter schools are Hawaiian-focused or Hawaiian language medium schools, and greater accountability to community and school outcomes as shared in the following key points:

- Approximately 78 percent of the nation's charter schools are in states with multiple authorizers and a strong appeals process. These states are also home to the highest quality charter schools, as evidenced by state test scores, numerous credible research studies and ongoing observation (Source: The Center for Education Reform);
- The Council is mindful that Hawai'i operates in a unique context of having a single State Educational Agency (SEA) and Local Educational Agency (LEA); two official languages—English and Hawaiian—that are mediums of instruction in the State's public education system; and a public charter school system that is a blend of Hawaiian language immersion and Hawaiian culture based schools and in the midst of implementing the Every Student Succeeds Act (ESSA)—the most pervasive federal policy change since No Child Left Behind in 2001, returning control to State's by Congressional intent; and working to integrate, holistically and systemically, early learning into our public education system.
- Indigenous peoples have the right to learn and perpetuate our culture, to have control over how those things are taught, and to provide education through native language and a cultural lens; The right to establish and manage our own schools and educational system, in our own language (Source: United Nations Declaration on Indigenous Rights – Part 3: Education and Indigenous Knowledge); and



- Hawaii's new public charter school law is largely aligned with the National Alliance and NACSA recommendations for authorizer accountability. Significant reforms in state law rebuilt the authorizing environment and promote authorizer accountability (Source: NACSA).

We would be pleased to answer any additional questions you may have on our support for charter schools and/or additional charter school authorizing entities.

About Us

The Native Hawaiian Education Council was established in 1994 under the federal Native Hawaiian Education Act. The Council is charged with coordinating, assessing and reporting and making recommendations on the effectiveness of existing education programs for Native Hawaiians, the state of present Native Hawaiian education efforts, and improvements that may be made to existing programs, policies, and procedures to improve the educational attainment of Native Hawaiians.

Sincerely,



Elena Farden
Executive Director, Native Hawaiian Education Council



PHONE (808) 594-1888

FAX (808) 594-1938



STATE OF HAWAII
OFFICE OF HAWAIIAN AFFAIRS
560 N. NIMITZ HWY., SUITE 200
HONOLULU, HAWAII 96817

VIA ELECTRONIC MAIL: Testimony BOE@notes.k12.hi.us

Nowemapa 5, 2019

Catherine Payne, Chairperson of the Board
Hawai'i State Board of Education
1390 Miller Street, Room 405
Honolulu, HI 96813

Re: Comments on Lei Ho'olaha's application for Chartering Authority to Become a New Charter School Authorizer

Aloha mai e Board Chair Payne:

The Administration of the Office of Hawaiian Affairs (OHA) appreciates the opportunity to provide comments in support of Lei Ho'olaha's (Lei Ho'olaha or LH) application to become a new charter school authorizer, and respectfully urges your approval.

OHA has long advocated for additional Hawai'i charter school authorizers and approval of Lei Ho'olaha's application is consistent with OHA's advocacy. Act 130, Session Laws of Hawai'i 2012, now codified in Haw. Rev. Stat. (HRS) Chapter 302D), created the Hawai'i State Public Charter School Commission (Hawai'i Charter School Commission), and envisioned the creation of additional charter school authorizers, subject to administrative rulemaking by the State Board of Education (Board). During the rulemaking process, OHA provided comments, and reiterate some of these in the context of Lei Ho'olaha's application, namely: (1) the need for additional authorizers in Hawai'i is consistent with best practices recommended by the National Association of Charter School Authorizers (NACSA); (2) there is merit in approving a Hawaiian-culture based charter school authorizer, particularly since half of the state's public charter schools are Hawaiian-culture or Hawaiian-language based, which would provide these schools the option to transfer to an authorizer with a shared educational vision; and, (3) there is a need for dedicated state resources for all charter school authorizers, as already mandated for the Hawai'i Charter School Commission by HRS §302D-3(j), to ensure all authorizers have adequate resources to be successful in

overseeing high-quality charter schools in Hawai'i. Accordingly, we believe the Board's approval of Lei Ho'olaha's application would advance (1) and (2), and we continue to advocate for dedicated state funding to help ensure Lei Ho'olaha's success as a Hawai'i charter school authorizer.

The Board's approval of Lei Ho'olaha's application will significantly advance the Board Policy E-700, titled *Public Charter Schools*. This policy provides that charter schools fulfill a distinct purpose in public education in Hawai'i, and that charter schools shall address the needs of public education; provide more public school options for students and families; implement innovative educational practices; reflect Hawai'i's diverse culture, places, and values; provide community-based school models and local control over education; and provide high-quality public education for the students and communities they serve. As stated in their application, Lei Ho'olaha's vision is to authorize public charter schools that will: (1) perpetuate the Kanaka Maoli language, stories, traditions and practices; (2) nurture the next generation of aloha 'āina practitioners; (3) strengthen families and renew communities; and (4) advance the Lāhui. Accordingly, the addition of Lei Ho'olaha as a public charter school authorizer will offer a critical option to existing and future public charter schools, whose students' and families' vision for a high-quality educational experience aligns with Lei Ho'olaha's, and are community-based and driven.

Please find below, comments with respect to whether the standards and criteria in Lei Ho'olaha's application align with the performance measures, indicators, and specifications in the Hawai'i Authorizer Performance Evaluation System (HAPES).

1. PART A: ORGANIZATIONAL PLAN

OHA submits that LH's response to Part A of the application is deserving of a **Satisfactory** rating overall. Part A evaluates an applicant's submission regarding its organizational plan for its charter school authorizing mission, vision and organizational goals, operational structure, staff capacity, operational conflicts of interest, and plans to comply with statutory responsibilities. Lei Ho'olaha's organizational plan identifies LH's clear and compelling mission to improve the educational and economic status of Native Hawaiian and low-income people through education, and its comprehensive long-term strategic vision, to develop and grow a portfolio of schools that serve this student demographic. The plan also identifies that collaborating and communicating with its projected portfolio of schools will be key in complying with state and federal laws, identifies its plan of maintaining a staff to school ratio of at least 1:4, and its plan for establishing and maintaining a system of monitoring and oversight to be compliant with state and federal laws.

Lei Ho'olaha's planned operational structure provides oversight by the board of directors, to align with its strategic mission to authorize high-quality charter schools with key personnel tailored to meet the needs of projected portfolio schools. OHA notes that staff in the key positions of Executive Director, Director of Authorizing, and Authorizing Liaison are veteran and dedicated charter school leaders and school founders intimately familiar with the challenges of being part of the progressive and high-quality Hawai'i charter school movement. The plan also identifies Lei Ho'olaha's commitment to providing ongoing professional development to the leadership and staff of its portfolio schools, including through workshops, conferences, or training, and plans to network with other authorizing colleagues.

Critically, LH will utilize HAPES to self-evaluate its performance and progress against the National Association of Charter School Authorizers' Principles & Standards for Quality Charter School Authorizing, 2018 Edition, as applicable to local conditions, and to uniformly apply its standards and processes across its portfolio of charter schools. Notably, LH's Board provides self-evaluation capacity through its diverse and impressive composition of bankers, non-profit leaders, Ali'i Trusts, charter school experts, community developers and business leaders.

OHA supports Lei Ho'olaha's mission, which advances Board Policy 105-7, *Hawaiian Education*, that Hawai'i's public education system "should embody Hawaiian values, language, culture and history as a foundation to prepare students in grades K-12 for success in college, career, and communities, locally and globally. Hawaiian language, culture, and history should be an integral part of Hawai'i's education standards for all students in grades K-12."

Finally, OHA lauds Lei Ho'olaha's organizational goal to establish charter school communities' alignment with mission-driven financial institutions that take a market-based approach to supporting economically disadvantaged charter school communities to acquire appropriate facilities. This goal is significant, as the lack of charter school facilities funding is the greatest disparity between traditional DOE and public charter schools.

2. PART B: FINANCIAL PLAN

Foremost, OHA reiterates, there is a need for dedicated state resources for all charter school authorizers, as already mandated for the Hawai'i Charter School Commission by HRS §302D-3(j). It is with this in mind, OHA believes Lei Ho'olaha's response to Part B of the application is deserving of an overall rating of **Satisfactory**. Part B evaluates Lei Ho'olaha's submission regarding its financial plan for its authorizing operational budget, to evaluate whether LH has a budget with sufficient resources to effectively oversee its portfolio of charter schools, and an adequate plan to obtain and allocate the resources stated in the budget. The projected 5-year budget is for a potential portfolio of 12 schools by year five, with its top priority to thoughtfully add schools within this period that align with LH's charter authorizing mission. LH has conducted a market survey of interest in transfer charters and has determined that the projected budget is realistic.

The revenues listed in the 5-year budget are from charter supporting non-profits that are committed to the expansion of charter authorizing in Hawai'i as a recommended best practice by NACSA. In addition to revenues, supporting charter non-profits commit to provide additional in-kind support in the way of reduced rates for office space and access to office equipment. Further, although not projected in the budget, Lei Ho'olaha intends to apply for a federal U.S. Department of Education Charter School Program grant in fiscal year 2020-2021. LH has concluded that the expenses are realistic for the size of the organization and its FTE positions, and we find no reason to conclude otherwise.

3. PART C: AUTHORIZING PLAN

OHA also believes that Lei Ho'olaha's response to Part C of the application is deserving of an overall rating of **Satisfactory**. Part C evaluates Lei Ho'olaha's response regarding its authorizing plan and responsibilities, including its review of applicants seeking to become new charter schools, its adequacy in executing charter contracts with clear performance standards, its adequacy in implementing an oversight and monitoring system of portfolio schools, and its procedures for contract renewal or revocation decisions.

Lei Ho'olaha's planned application process for new charter schools is clear and articulates its vision and chartering priorities. The application form and processes are also thorough and specific, with attention paid to the applicant school's facility plan, transportation plan, and budget and financial oversight. Other statutory requirements are listed in the application and throughout the process, including criminal background checks for school employees. Identification of community support and 501(c)(3) non-profit support, both of which are critical to the charter school's success, are included in the application process. In addition, the application process includes information on how the applicant school plans to address students with special needs, the gifted and at-risk, English learners, student discipline, academic assessments and accountability, all of which demonstrate Lei Ho'olaha's sensitivity and familiarity with the stringent educational requirements that must be met in delivering appropriate public education.

Lei Ho'olaha's plan for executing charter contracts with its portfolio schools, and plan for oversight and monitoring of these schools, also appear to contain clear, measurable and attainable performance standards. Further, with respect to charter contract renewals or revocations, Lei Ho'olaha intends to issue annual preliminary performance reports to its portfolio schools, and give ample notice of any weaknesses that need to be addressed, among other things, in order to timely prepare it and the charter school for charter contract renewals. These safeguards will help ensure that portfolio schools have clear performance expectations in order to meet academic, financial, and organizational performance measures as required by law, in order to have their charter contract renewed. Finally, in the event this becomes necessary, Lei Ho'olaha has an action plan for school closure, adopted from the National Association of Charter School Authorizer's Action Plan and timeline, which includes timely notification to all stakeholders, creation of a closure team, treatment of student records, and procedures for protection and disposition of school assets.

4. PART D: APPLICANT CAPACITY

OHA submits that Lei Ho'olaha's response to Part D of the application is deserving of an overall rating of **Satisfactory**. Part D evaluates Lei Ho'olaha's submission regarding leadership and staff expertise, to determine whether leadership and staff have the appropriate experience, expertise and skills to sufficiently oversee its portfolio of charter schools.

The three individuals LH identifies to fill the positions of Executive Director, Director of Authorizing, and Authorizing Liaison have extensive experience in the Hawai'i Charter School movement and indigenous Hawaiian education movement. In particular, Peter Hanohano, the individual to serve as the Authorizer's Executive Director, has extensive charter school and indigenous education experience, including serving as one of the original nine-members of the

Hawai'i State Public Charter School Commission when the Commission was created in 2012, and also served as the lead Education Advocate at the Office of Hawaiian Affairs working directly with Hawai'i and national charter school leaders. The individuals to serve as the Director of Authorizing and Authorizing Liaison, Charlene Hoe and Ipo Torio-Ka'uhane, respectively, are the co-founder and founder of two longstanding Hawai'i public charter schools that opened in 2001, almost 2 decades ago, and have continuously served these charter schools and communities before and since 2001. All three individuals are intimately familiar with the challenges, issues, and requirements associated with Hawai'i public charter schools, and will bring this vast body of knowledge in their roles at Lei Ho'olaha.

OTHER ISSUES

The Office of Hawaiian Affairs takes this opportunity to raise other issues to ensure Lei Ho'olaha's success as an authorizer in meeting the strict statutory requirements of the charter school law, HRS Chapter 302D. We raise these concerns in furtherance of our statutory mandates to better the conditions of, and to conduct advocacy efforts for Native Hawaiians,¹ and as a funder of the seventeen Hawaiian-culture based public charter schools operating in Hawai'i.²

OHA respectfully submits that the following systems should be in place to ensure Lei Ho'olaha's success as a charter school authorizer:

- (a) Timely transfer and processing of all federal funds from the Department of Education to Lei Ho'olaha pursuant to HRS §302D-28(d), which requires that federal funds received by this department for charter schools, **shall be transferred to charter school authorizers** for distribution to the charter schools they authorize, in accordance with the federal requirements.
- (b) Timely transfer of per-pupil funding from the Department of Budget and Finance to Lei Ho'olaha pursuant to HRS §302D-(a)(4) and HRS §302D-28(f)(3), **which require charter schools authorizers to be responsible for receipt of per-pupil funding** from this department, and to in turn distribute to its portfolio schools, respectively, so that the schools are able to meet school expenses.
- (c) Special education systems by the Department of Education, pursuant to HRS §302D-30, which sets forth this department's responsibilities with respect to special education

¹ Haw. Const. Article XI sections 5 and 6; HRS §10-3

² OHA has been a strong supporter of Hawai'i's public charter schools, many of which provide a culturally grounded education for Native Hawaiian and other children. Seventeen of the thirty-seven public charter schools in Hawai'i are Hawaiian culture-based or Hawaiian language-medium schools, in which OHA has invested over \$21.6 million between FY 2005-2006 and FY 2018-2019. On October 17, 2019, the OHA Board of Trustees approved an additional \$3 million total to these charter schools for FY 2019-2020 and FY 2020-2021. OHA made this investment because research shows that Hawaiian students exposed to culturally driven educational strategies have a stronger sense of socio-emotional well-being, deeper engagement with their schools, and a stronger commitment to civic activities in their community, factors which are directly tied to greater academic achievement.

services in Hawai'i public charter schools, and specifies **the department shall be responsible for the provision of a free appropriate public education.**

(Emphasis added.)

Mahalo nui for the opportunity to provide comments on Lei Ho'olaha's application to be a charter school authorizer, and we urge the Board's favorable consideration. 'A'ohe lua e like ai me ka ho'ona'auao 'ana o ke kamali'i. Nothing can compare in worth to the education of our children.

'O wau iho nō me ka 'oia'i'o,



Lisa Watkins-Victorino, Ph.D.

Ka Pou Nui Kūikawā, Interim Chief Operating Officer

LWV:mm



November 1, 2019

IN SUPPORT OF LEI HO'OLAHA CHARTER SCHOOL AUTHORIZER APPLICATION

Aloha e ka Papa Ho'ona'auao:

Kanaeokana Kula Hawai'i Network which includes membership of all 17 Hawaiian Focused Charter Schools (HFCS) and over 60 other Hawaiian education organizations, is submitting testimony regarding Lei Ho'olaha's application to be a public charter school authorizer in the State of Hawai'i. As a Hawaiian education network, Kanaeokana's mission is to collaboratively develop and strengthen a Native Hawaiian education system—built on a strong 'ōlelo Hawai'i and 'ike Hawai'i foundation—to grow and sustain aloha 'āina leaders. Lei Ho'olaha's application resonated strongly with our members and we are in full support of their application.

Lei Ho'olaha's application demonstrated three elements that Kanaeokana member organizations felt were critical for a new chartering authority to possess: 1) a successful record as an educational organization that serves Native Hawaiian learners and community; 2) a successful record of creating and implementing programs that support Hawaiian education and community development; and 3) a demonstration of service to the Native Hawaiian community reflecting Kanaka Maoli values, language, and culture.

As stated in their application, Lei Ho'olaha hopes to authorize public charter schools that will perpetuate the Kanaka Maoli language, stories, traditions and practices; nurture the next generation of aloha 'āina practitioners; strengthen families and renew communities; and advance the Lāhui. The addition of Lei Ho'olaha as a public charter school authorizer will offer a critical option to current and future public charter schools that find alignment in vision and mission to provide high-quality educational experiences to Hawai'i's students and families.

We also recognize that the function of public charter school authorizing in Hawai'i is a state function and should thus be funded completely and equitably by the State of Hawai'i. We strongly urge the Board of Education to take the lead in advocating for equitable state funding for all public charter school authorizers, which includes the Hawai'i State Public Charter School Commission that is funded through the state budget.

To conclude, Kanaeokana is in full support of Lei Ho'olaha's application to serve as a public charter school authorizer. If the Board has any clarifying questions or comments, please contact Kanaeokana at advocacy@kanaeokana.net.

Me ka ha'aha'a,

Kōmike Advocacy

Kanaeokana Kula Hawai'i Network

TESTIMONY IN **SUPPORT OF**
LEI HOOLAHA COMMUNITY DEVELOPMENT FINANCE INSTITUTION

APPLICATION FOR CHARTER SCHOOLS AUTHORIZOR

November 5, 2019

Aloha Kakou –

As a former Head of School/Principal and Governing Board member of Halau Ku Mana New Century Public Charter School, located in Makiki, I offer this public testimony in strong support of Lei Ho’olaha Community Development Finance Institution’s (Lei Ho’olaha) application to become an authorizer of high-quality public charter schools that serve the unique and diverse needs of students and the communities from which they come. My involvement with chartering in Hawaii spans nearly 10 years.

As an authorizer, Lei Hoolaha will positively contribute to Hawaii’s public education systems by creating a healthy and robust charter school sector consisting of high-quality and uniquely diverse public charter schools. As an organization, Lei Hoolaha understands that no two communities in Hawaii are alike - - and public charter schools founded by members of such communities do so in order to utilize the unique factors – social, cultural, environmental, etc. – as a foundation and core to a student’s success. This belief is also reflected in their organization where Board members, advisors, and staff have a deep and abiding interest in education and a dedication to the social, academic, and character development of students.

Increasing the number of charter school authorizers in Hawaii is an important step towards providing high-quality charter schools. The Center for Education Reform reports that creating independent authorizers is one of the most important components of a strong charter law. Lei Hoolaha would be the first step in not only strengthening Hawaii’s charter law, but would also promote educational choice, one of the most fundamental basis of chartering across the continental US and in Hawaii.

Again, I would like to reiterate my strong support for Lei Hoolaha application to become a charter authorizer in Hawaii. If you have any questions, please do not hesitate to contact me at

██████████.

Me ka haahaa,
Brandon K. Bunag, Ed.D.

██████████



KULANUI O
HAWAII MA HILO

Ka Haka 'Ula O Ke'elikōlani
College of Hawaiian Language

<http://www.olelo.hawaii.edu/khuok/>

MOKUNA
PAPAHAŌNA KĀLAI I KE
Academic Studies Division

Muapuka
Undergraduate Programs

Muapuka
Graduate Programs

Kula Mauhi Oia
Laboratory Schools

Kahuawaiola
Indigenous Teacher Education Program

MOKUNA
HALE KUAMO'O
Hawaiian Language Center

Ho'ōikaika Kumu
Hawaiian Medium Teacher Development

Ho'omohala Ha'awina
Lawelawe Pāpaho & Keleka'ā'ike
Curriculum Development,
Media and Telecommunication Services

KE'ENA HO'ŌKELE KOLEKE
Administrative Office

200 W. KĀWILI STREET
HILO, HAWAII 96720-4091
KELEPONA (Phone) (808) 932-7360
KELEPA I (Fax) (808) 932-7651

KEKULA 'O
NĀWAHĪOKALANI 'ŌPU'U
Hawaiian Medium Laboratory School

16-120 'ŌPŌKAHA IA ST, SUITE 1
KEA'AU, HAWAII 96749
KELEPONA (Phone) (808) 982-4260
KELEPA I (Fax) (808) 966-7821

He Mea Hai Ma Ka Papaha
Kaulike Me Ke Pai Laemāuna

An Equal Opportunity
Affirmative Action Institution

November 5, 2019

Hawai'i Board of Education
Queen Lili'uokalani Building
1390 Miller Street
Honolulu, Hawai'i 96813

Dear Board of Education Members of the Charter Authorizer Evaluation Team,

I write in strong support of the application of Lei Ho'olaha to serve as a second authorizer of charter schools.

My background is that of a founding faculty member of Ka Haka 'Ula O Ke'elikōlani College, which is a primary source of teachers and curriculum materials through Hawaiian for charter schools taught through Hawaiian. Those schools include Nāwahīokalani'ōpu'u, from which my own two children graduated. I currently serve on the Charter School Governing Board of Nāwahīokalani'ōpu'u and have also served on a number of advisory committees of the Department of Education, including those relating to Hawaiian immersion, multilingual education, and assessment through Hawaiian. I have additional experience with charter schools, private schools and public schools both in Hawai'i and outside Hawai'i.

I am heartened by the application of Lei Ho'olaha to become a second authorizer for the state. Its board is a group of individuals with the professional experience needed to successfully operate a second authorizer. It is especially well positioned to serve Hawaiian focused charter schools.

The establishment of a second authorizer under Lei Ho'olaha will strengthen the overall charter school movement in Hawai'i and further advance the position of our state as the national leader in Indigenous culture-based charter school education.

Your support of the application from Lei Ha'aeo and establishment of it as a second authorizer of charter schools will benefit Hawai'i's children and through them our society as a whole. I strongly urge that you move forward with their request.

Me ka 'oia'i'o,

Dr. William H. Wilson

November 5, 2019

State of Hawaii Board of Education
1390 Miller Street, Room 405
Honolulu, HI 96813

RE: Support for approval of Lei Ho'olaha Community Development Financial Institution application for chartering authority

Dear Board of Education Members:

Lei Ho'olaha was created by KALO and Friends in 2011, to share the lessons learned as we built Kauhale O'iwi o Pu'ukapu a learning destination for our community in Waimea. The goal was to help other communities strategize their strengths to acquire facilities for their educational communities.

In 2000, the first "start-up" charter schools were opened under the CSRP State Authorizer, now the Commission. An authorizer is the entity empowered to create a contract with an organization to create a public charter school.

In 2012, the laws were recodified, and "multiple" charter school authorizers were mandated by Section 302D HRS to be effectuated in 2014 in alignment with national best practice. According to charter experts a single authorizer should authorize 10-12 schools. The current Commission and State default authorizer has 37 schools in its portfolio. The movement created to innovate and provide choice for those marginalized by the unified state system, has become a mini DOE.

In 2016, OHA forced the BOE to complete the administrative rule making process by drafting the rules and initiating the public rule making process timeline. In 2017, the BOE passed Section 8-515-7, HAR requiring an annual solicitation for authorizers.

If Hawai'i don't implement multiple authorizers, our charter schools will be a second-class system, replicating and conforming to the DOE. In 2018, start-up charter students received approximately \$.49 to every DOE student \$1.00 not including facilities, food and transportation resources (see below ESSA data). The 11,700+ public charter students, primarily rural and economically disadvantaged, deserve the basic human needs of food and shelter.

Lei Ho'olaha was established for the dedicated purpose of supporting charter schools in the state of Hawaii specifically with facilities development, financial education and training, and business loans. The current mission of Lei Ho'olaha is to improve the educational and economic status of Native Hawaiians and low-income people by providing education, training, and financial products to community-based organizations, public entities, and individuals in Hawai'i.

Lei Ho'olaha believes by creating a healthy robust charter school sector and authorizing high-quality public charter schools to serve the unique and diverse needs of public school students and their communities; we will positively contribute to Hawaii's public education system. The Lei Ho'olaha Board members of which I was Board Chair until this past June, advisors and staff have a deep and abiding interest in education and a dedication to the social, academic, and character development of young people through the administration of a high performing charter school system. We feel the BOE Strategic anchor depicts our true vision for authorizing - "Charter schools in Hawai'i reflect family and community choices, values, places, language, culture, practices, and whole child perspectives. Project, place, 'āina (land), Pacific, Hawai'i, and Hawaiian culture-based beliefs, values, principles, pedagogies, mindsets, and practices, are mechanisms uniquely valued by island families and communities."

The following are key points that I want to highlight as reasons to support Lei Ho'olaha Community Development Financial Institution's application to become Hawai'i's first alternative authorizer.

The Center for Education Reform:

- Permitting the creation of independent authorizers is one of the most important components of a strong charter law.
- About 78 percent of the nation's charter schools are in states with multiple authorizers and a strong appeals process. These states are also home to the highest quality charter schools, as evidenced by state test scores, numerous credible research studies and ongoing observation.
- States that do not have multiple authorizers create hostile environments for charters because they often view charter schools as competition and reject applications not based on merit, but on politics.
- Without objective oversight from multiple authorizers, charter schools have no alternatives for approval, and quality growth in a state is severely stunted.

NACSA:

- Establish authorizer standards: The state should endorse national standards of quality public charter school authorizing and expect all authorizers to meet these standards.
- Evaluate authorizers on authorizer standards: A state entity should periodically evaluate authorizers on their fulfillment of the standards, on the performance of their portfolio of public charter schools, and on each authorizer's record of high-stakes decisions.
- Hawaii's new public charter school law laid the groundwork for authorizer effectiveness and accountability by creating an entirely new authorizing structure and policy environment.
- Hawaii's new public charter school law is largely aligned with the National Alliance and NACSA recommendations for authorizer accountability. Significant reforms in state law rebuilt the authorizing environment and promote authorizer accountability.

United Nations Declaration on Indigenous Rights – Part 3: Education and Indigenous Knowledge

- Indigenous peoples have an equal right to a quality education at all levels.
- The right to learn and perpetuate our culture, to have control over how those things are taught, and to provide education through native language and a cultural lens,

- The right to establish and manage our own schools and educational system, in our own language,
- The right to build educational facilities and programs.

Mahalo for your consideration and allowing me to comment on the application.

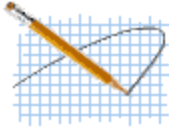
Sincerely,



Roberta Chu

Past Chair of Lei Ho'olaha Community Development Financial Institution

██████████
Hilo, HI 96720



Ed Teixeira [Redacted]
11/06/2019 12:12 AM

To TESTIMONY_boe@notes.k12.hi.us
cc
Subject Fwd: Undelivered Mail Returned to Sender

Date: Wed, 6 Nov 2019 00:08:58 -1000
Subject: Late Testimony in Support for Charter Authorizer
Members of the Board of Education:

My name is Ed Teixeira, and I currently serve as a Board Member of the Kanu o Ka 'aina Learning 'Ohana (KALO). Please accept my late testimony in support of the initiative to make Lei Ho'olaha Community Development Finance Institution an alternate authorizer.

As an alternate authorizer, Lei Ho'olaha Community Development Finance Institution would be operating consistent with its mission and purpose, which is to support Hawaii public charter schools with facilities development, financial education and training, and business loans.

I urge BOE Board Members to support the initiative to designate Lei Ho'olaha Community Development Finance Institution as an alternate authorizer.

Respectfully,
Edward T. Teixeira
[Redacted]

**

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