

DAVID Y. IGE
GOVERNOR



JOHN S. S. KIM
CHAIRPERSON

STATE OF HAWAII
STATE PUBLIC CHARTER SCHOOL COMMISSION
(‘AHA KULA HO‘ĀMANA)

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RECOMMENDATION SUBMITTAL

DATE OF SUBMITTAL: January 18, 2019

DATE OF MEETING: January 24, 2019

TO: John Kim, Chairperson
State Public Charter School Commission

FROM: Sione Thompson, Executive Director
State Public Charter School Commission

AGENDA ITEM: III. Presentation/Action on Intervention Protocol for Hakipu‘u Learning Center’s Notice of Concern Regarding Public Charter School Contract Violations

I. DESCRIPTION

Presentation and action on intervention protocol for Notice of Concern #1819AFO02 for Hakipu‘u Learning Center.

II. POLICY CONTEXT AND AUTHORITY

Pursuant to Hawaii Revised Statutes (“HRS”) §302D-17(a), “An authorizer shall continually monitor the performance and legal compliance of the public charter school it oversees, including collecting and analyzing data to support ongoing evaluation according to the charter contract. Every authorizer shall have the authority to conduct or require oversight activities that enable the authorizer to fulfill its responsibilities under this chapter, including conducting appropriate inquiries and investigations, so long as those activities are consistent with the intent of this chapter and adhere to the terms of the charter contract.”

III. BACKGROUND

Pursuant to Exhibit D, Intervention Protocol of the charter contract, Hakipu'u Learning Center was issued a Notice of Concern on December 3, 2018 as a result of its 2017-2018 performance report and the school year 2018-2019 Site Visit (**Exhibit 1**). A response to the NOC was due to the Commission by 4:30 PM on December 17, 2018. Two extensions to this deadline, extending it to December 28, 2018. The school submitted its response to the NOC on December 31, 2018 (**Exhibit 5**) .

After reviewing the school's response to the NOC, Commission staff determined that the governing board did not address all areas of concern. On January 4, 2019 the Commission sent a letter to the school requesting that the school submit the additional information by January 11, 2019 (**Exhibit 4**). The school submitted additional documents on January 11, 2019 (**Exhibit 6**).

According to the Intervention Protocol, the school's governing board is required to provide "a written response to the Commission within 14 calendar days and the response must include at least one of the following:

- 1) a description of the remedy of the compliance breach, if the breach has been completely remedied, including evidence of such remedy;
- 2) a written notification disputing the determination that a compliance breach has occurred with accompanying evidence in support of that assertion;
- 3) 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 Commission staff, the matter will be brought to the Commission at a General Business Meeting."

Site Visit Report

Commission staff conducted a site visit at the Hakipuu Learning Center campus to monitor the academic performance framework, financial performance framework and organizational performance framework sections of the charter contract. The organizational and financial performance review was conducted on October 19, 2018, and an academic review was conducted on October 30, 2018. The school received a Site Visit Report which summarized the results of the site visit. Areas of concern were noted in the site visit report, and Notice of Concern was issued for charter contract violations based on the monitoring conducted at the site visit. A notice of concern was issued for noncompliance with the academic performance framework (Section 4.2, 4.3, and 4.4), and the organizational performance framework (Section 8.6, and 12.7). See **Exhibit 2** for the site visit report.

Performance Report

The Hakipuu Learning Center performance report for School Year 2017-2018 showed that the school did not meet all of its performance targets across the academic, financial and organizational performance frameworks. For the academic performance framework, the school did not meet its targets for academic proficiency, academic growth, chronic absenteeism, 11th grade ACT, graduation rate and the college going rate. A Notice of concern was issued to the school for the academic performance targets that the school did

not meet for school year 2017-2018. See **Exhibit 3** for the SY 2017-2018 performance report.

IV. INFORMATION FOR CONSIDERATION/RECOMMENDATION

Commission staff has reviewed the school's response to the NOC. Details are included in the tables below.

Performance Framework Results for School Year 2017-2018

Area of Concern	NOC Response #1 from School submitted (12/31/18)	NOC Response #2 from School submitted 01/11/19	Status	Comments
Academic Performance Framework				
Student Academic Outcomes: Academic Proficiency in Math, English Language Arts (ELA), and Science	1 corrective action plan for: <ul style="list-style-type: none"> Academic proficiency in math Academic proficiency in ELA Not addressed: <ul style="list-style-type: none"> Academic proficiency in science 	Academics-related artifacts, but no updates or additions to submitted corrective action plan From response letter: "We are submitting this [response] in order to meet the deadline however we recognize that many of the answers, particularly with regard to the academic program, are not fully developed at this time."	Not resolved	<ul style="list-style-type: none"> The corrective actions proposed to address the missed targets for academic proficiency in math and ELA will not be implemented until school year 2019-2020, which is after the school's current Charter Contract expires on June 30, 2019. This implementation timeline makes these corrective actions unacceptable. The corrective action plan does not address the missed target for academic proficiency in science.
Student Academic Outcomes: Academic Growth in Math and ELA	1 corrective action plan Not addressed: <ul style="list-style-type: none"> Academic growth in math 	Academics-related artifacts, but no updates or additions to submitted corrective action plan	Not resolved	<ul style="list-style-type: none"> The corrective action plan does not address the missed targets for academic growth in math and ELA.

Area of Concern	NOC Response #1 from School submitted (12/31/18)	NOC Response #2 from School submitted 01/11/19	Status	Comments
	<ul style="list-style-type: none"> Academic growth in ELA 	From response letter: "We are submitting this [response] in order to meet the deadline however we recognize that many of the answers, particularly with regard to the academic program, are not fully developed at this time."		
College and Career Readiness: 11 th Grade ACT	1 corrective action plan	No additional information required	Not resolved	<ul style="list-style-type: none"> The corrective actions proposed to address the missed target for 11th Grade ACT will not be implemented until school year 2019-2020, which is after the school's current Charter Contract expires on June 30, 2019. This implementation timeline makes these corrective actions unacceptable.
College and Career Readiness: Graduation Rate	1 corrective action plan	No additional information required	Not resolved	<ul style="list-style-type: none"> The corrective actions proposed to address the missed target for graduation rate will not be implemented until school year 2019-2020, which is after the school's current Charter Contract expires on June 30, 2019. This implementation timeline makes these corrective actions unacceptable.
College and Career Readiness: College-Going Rate	1 corrective action plan	No additional information required	Not resolved	<ul style="list-style-type: none"> The corrective actions proposed to address the missed target for college-going rate will not be implemented until school year 2019-2020, which is

Area of Concern	NOC Response #1 from School submitted (12/31/18)	NOC Response #2 from School submitted 01/11/19	Status	Comments
				after the school's current Charter Contract expires on June 30, 2019. This implementation timeline makes these corrective actions unacceptable.

Site Visit Report Issued on November 30, 2018

Area of Concern	NOC Response #1 from School submitted 12/31/18	NOC Response #2 from School submitted 01/11/19	Status	Comments
Academic Performance Framework				
Section 4.2 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 <u>Exhibit A</u> to this Charter Contract. The School shall, at all times, operate in a manner consistent with its Educational Program as defined in <u>Exhibit A</u> . Revisions to any of the elements in <u>Exhibit A</u> (such as establishing, creating, or expanding a virtual or blended	6 corrective action plans and 5 disputes Not addressed: <ul style="list-style-type: none"> • Mission and Vision • Essential Term #1 • Essential Term #2 • Essential Term #3 • Essential Term #4 	Academics-related artifacts, but no updates or additions to submitted corrective action plan From response letter: "We are submitting this [response] in order to meet the deadline however we recognize that many of the answers, particularly with regard to the academic program, are not fully developed at this time."	Not resolved	<ul style="list-style-type: none"> • While the corrective action plans and disputes address concerns described in the Site Visit Report issued on November 30, 2018, they do not address the school's implementation of the specified contract sections.

Area of Concern	NOC Response #1 from School submitted 12/31/18	NOC Response #2 from School submitted 01/11/19	Status	Comments
<p>learning programs or expanding or eliminating a division) shall be considered a material change to the Charter Contract and shall require prior written approval by the Commission. Where appropriate, this approval shall be informed by an analysis of the School's performance on the Performance Frameworks under Section 5.1 of this Charter Contract particularly to the extent that such changes are intended to improve educational outcomes.</p> <p>Specific sections:</p> <ul style="list-style-type: none"> ● Mission and Vision ● Essential Term #1 ● Essential Term #2 ● Essential Term #3 ● Essential Term #4 				

Area of Concern	NOC Response #1 from School submitted 12/31/18	NOC Response #2 from School submitted 01/11/19	Status	Comments
<p>Section 4.3 As determined by BOE Policy 102-3, as may be amended, the School shall implement the Common Core or other State academic standards. The School shall retain the autonomy to select a particular curricular and/or instructional approach consistent with the Common Core or other applicable State academic standards. (Attachment 2 p. 62)</p>	<p>2 corrective action plans and 1 dispute</p> <p>Not addressed:</p> <ul style="list-style-type: none"> • Implementation of Section 4.3 	<p>Academics-related artifacts, but no updates or additions to submitted corrective action plan</p> <p>From response letter: “We are submitting this [response] in order to meet the deadline however we recognize that many of the answers, particularly with regard to the academic program, are not fully developed at this time.”</p>	<p>Not resolved</p>	<ul style="list-style-type: none"> • While the corrective action plans and dispute address concerns described in the Site Visit Report issued on November 30, 2018, they do not address the school’s implementation of Section 4.3 Academic Standards.
<p>Section 4.4 The School shall comply with the high school graduation requirements set in BOE Policy 102-15, as may be amended, provided that the School may request a waiver of this policy from the BOE and shall notify the Commission in writing of any approved waivers</p>	<p>1 dispute</p> <p>Not addressed:</p> <ul style="list-style-type: none"> • Implementation of Section 4.4 	<p>Academics-related artifacts, but no updates or additions to submitted corrective action plan</p> <p>From response letter: “We are submitting this [response] in order to meet the deadline however we recognize that many of the</p>	<p>Not resolved</p>	<ul style="list-style-type: none"> • While the dispute addresses concerns described in the Site Visit Report issued on November 30, 2018, it does not address the school’s implementation of Section 4.4 Graduation Requirements for High School.

Area of Concern	NOC Response #1 from School submitted 12/31/18	NOC Response #2 from School submitted 01/11/19	Status	Comments
within 14 business days. (Attachment 2 p. 63)		answers, particularly with regard to the academic program, are not fully developed at this time."		
Organizational Performance Framework				
Section 8.6 The School shall adopt and adhere to a process for resolving public complaints which shall include an opportunity for complainants to be heard by the School's Governing Board. For matters concerning the operations and administration of the School, the decision by the School's Governing Board shall be considered final, except where the complaint pertains to a possible violation of any law or breach of this Charter Contract. In the case of a possible violation of law or breach of the Charter Contract, the Commission or other appropriate state agency may investigate the	None - School did not address the concerns under the Organizational Performance Framework in its first response to the NOC.	School responded that the item was "Completely remedied" and attached a "Complaints Procedure."	Not resolved	<p>There is a concern regarding whether the submission is the adopted policy of the governing board.</p> <p>A new Complaints Procedure was submitted, which includes an opportunity for complainants to be heard by the School's Governing Board. However, there is no evidence that the governing board has adopted a new complaints policy.</p> <ul style="list-style-type: none"> The submitted policy was not the policy on the school's website on 1/17/19: https://drive.google.com/file/d/1zJXx5DVt3PlptTv9Dm-alpla0JD0KB1F3/view It is unclear at which meeting the board voted to adopt the submitted complaints policy. <ul style="list-style-type: none"> the "approval", "effective" and "reviewed" dates of the policy on the website and the submitted policy do not match each other. The dates stated on the website's policy are

Area of Concern	NOC Response #1 from School submitted 12/31/18	NOC Response #2 from School submitted 01/11/19	Status	Comments
<p>validity of the complaint to determine whether additional actions are needed. The complaints process shall be readily accessible from the School's website, as described in Section 8.9, of this Charter Contract.</p>				<p>all 1/7/19; and the dates on the submitted policy are 1/9/19, 1/10/19, and 1/6/19 respectively.</p> <ul style="list-style-type: none"> ○ The dates on neither policy align with the governing board's meeting dates as posted on the school's website. The "Approval Date" on the policy doesn't align to any governing board meeting date. There is a concern regarding the governing board's process to adopt policies and procedures. ○ Reviewing the meeting agendas and available minutes posted on the school's website there were no agenda items nor board action, since the October site visit, regarding the board's complaints policy. ● The submitted policy states the "Governing Board Chair" is the "responsible party". There is a question whether the chair is authorized by the board to

Area of Concern	NOC Response #1 from School submitted 12/31/18	NOC Response #2 from School submitted 01/11/19	Status	Comments
				<p>adopt policy changes without a full-board vote.</p> <ul style="list-style-type: none"> The 11/19/18 governing board minutes are not accessible from the school's website.
<p>Section 12.7 The School shall conduct criminal history checks, administered by the Hawaii Criminal Justice Data Center in accordance with Section 846-2.7, HRS, solely for the purpose of determining whether a prospective employee or agent 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</p>	<p>None - school did not address the concerns under the Organizational Performance Framework in its first response to the NOC.</p>	<p>On 1/11/19 school responded that the item was "completely remedied" and attached "Hiring Procedures."</p> <p>On 1/17/2019 school emailed another "Hiring Procedures".</p>	<p>Not resolved</p>	<p>The Hiring Procedures emailed on January 17, 2019 includes a step for conducting background checks through HCDJC. Also, in the same email the school provided a copy of its January 3, 2019 email with HCJDC regarding preparations to conduct employment history checks with HCJDC.</p> <p>Continuing issues:</p> <ol style="list-style-type: none"> 1. The school did not provide the required description of their remedy of the compliance breach. The school provided a copy of a flow-chart of hiring procedures on the 17th but not a discussion to explain how this remedies the compliance breach regarding criminal history checks. In the absence of a description, it is an assumption that the school will utilize HCJDC on all new hires going forward. 2. The school did not provide evidence that criminal history checks have been conducted for employees hired during the term of the Charter Contract. During the October 19, 2018, site visit there was a finding that the school was not conducting background

Area of Concern	NOC Response #1 from School submitted 12/31/18	NOC Response #2 from School submitted 01/11/19	Status	Comments
reason of the nature and circumstances of the crime that the person poses a risk to the health, safety, or well-being of children.				<p>checks through the Hawaii Criminal Justice Data Center but is using a third-party service provider. Updated Hiring Procedures may address background checks for hires going forward, but the school neither provided evidence nor a Corrective Action Plan that addressed employees hired during the term of the Charter Contract and the status of those employee background checks.</p> <p>Before Commission monitoring began, schools were provided several opportunities to prepare for the statutory and contractual requirement to conduct criminal history checks:</p> <ul style="list-style-type: none"> a. At the Public Charter School Commission Education Summit, held June 13-14, 2016, for charter schools, HCJDC presented a break-out session. b. In the SY15-16 Site Visit report to Na Wai Ola School, dated July 25, 2016, a "School follow-up" item was to "Contact the HCJDC to initiate the process of having the school conduct

Area of Concern	NOC Response #1 from School submitted 12/31/18	NOC Response #2 from School submitted 01/11/19	Status	Comments
				<p>background checks through HCJDC.”</p> <p>c. On September 20, 2017 a reminder email was sent to all schools about the upcoming date, October 31, 2017, when charter schools would be expected to conduct employee fingerprinting and background checks through HCJDC going forward. Hakipu’u replied that the school was in compliance.</p>

Exhibit 1

**Hakipu'u Learning Center
Notice of Concern**

DAVID Y. IGE
GOVERNOR



JOHN S.S. KIM
CHAIRPERSON

STATE OF HAWAII
STATE PUBLIC CHARTER SCHOOL COMMISSION
('AHA KULA HO'ĀMANA)

<http://CharterCommission.Hawaii.Gov>
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December 03, 2018

VIA EMAIL: ardise@hawaii.edu

Ardis Eschenberg
Governing Board Chair
Hakipu'u Learning Center

RE: NOC #1819AFO02 – School Year 2017-2018 Framework Results and School Year 2018-2019 Site Visit

Dear Ardis Echenberg:

This letter serves as a Notice of Concern ("Notice"), as described in the Intervention Protocol, Exhibit D ("Intervention Protocol"), of the State Public Charter School Contract ("Charter Contract").

Performance Framework Results for School Year 2017-2018

Section 5.1 The School's academic, organizational, and financial performance under this Charter Contract shall be evaluated using the Academic, Organizational, and Financial Performance Frameworks, respectively, attached as Exhibit B to this Charter Contract. The specific terms, forms, and requirements of the Performance Frameworks, including any required indicators, measures, metrics, and targets, are maintained and disseminated by the Commission and shall be binding on the School. Material changes to the Performance Frameworks shall require approval by the Commission.

The school did not meet the following performance requirements:

I. Academic Performance Framework:

- Student Academic Outcomes
 - Academic Proficiency
 - Academic Growth
- College and Career Readiness
 - 11th Grade ACT
 - Graduation Rate
 - College-Going Rate

December 03, 2018

II. Financial Performance Framework:

- N/A

III. Organizational Performance Framework:

- N/A

For more details, see the Individual School Report for Hakipu'u Learning Center, School Year: 2017-2018 (Attachment 1).

Site Visit Report Issued on November 30, 2018

Non-compliance with the following sections of the Charter Contract, based on the contract monitoring site visits conducted at the school on [date(s) of visits from site visit reports]:

I. Academic Performance Framework:

- **Section 4.2** 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 Charter Contract. The School shall, at all times, operate in a manner consistent with its Educational Program as defined in Exhibit A. Revisions to any of the elements in Exhibit A (such as establishing, creating, or expanding a virtual or blended learning programs or expanding or eliminating a division) shall be considered a material change to the Charter Contract and shall require prior written approval by the Commission. Where appropriate, this approval shall be informed by an analysis of the School's performance on the Performance Frameworks under Section 5.1 of this Charter Contract particularly to the extent that such changes are intended to improve educational outcomes. (Attachment 2 pp. 53-62)
- **Section 4.3** As determined by BOE Policy 102-3, as may be amended, the School shall implement the Common Core or other State academic standards. The School shall retain the autonomy to select a particular curricular and/or instructional approach consistent with the Common Core or other applicable State academic standards. (Attachment 2 p. 62)
- **Section 4.4** The School shall comply with the high school graduation requirements set in BOE Policy 102-15, as may be amended, provided that the School may request a waiver of this policy from the BOE and shall notify the Commission in writing of any approved waivers within 14 business days. (Attachment 2 p. 63)

II. Financial Performance Framework:

- N/A

III. Organizational Performance Framework:

- **Section 8.6** The School shall adopt and adhere to a process for resolving public complaints which shall include an opportunity for complainants to be heard by the School's Governing Board. For matters concerning the operations and administration of the School, the decision by the School's Governing Board shall be considered final, except where the complaint pertains to a possible violation of any law or breach of this Charter Contract. In the case of a possible violation of law or breach of the Charter Contract, the Commission or other appropriate state agency may investigate the validity of the complaint to determine whether additional actions are needed. The complaints process shall be readily accessible from the School's website, as described in Section 8.9, of this Charter Contract. (Attachment 2 pp. 41-43)
- **Section 12.7** The School shall conduct criminal history checks, administered by the Hawaii Criminal Justice Data Center in accordance with Section 846-2.7, HRS, solely for the purpose of determining whether a prospective employee or agent 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. (Attachment 2 pp. 3-4, 32-34)

For more details, see the Site Visit Report for Hakipu'u Learning Center, School Year: 2018-2019 (Attachment 2).

Response Process

As specified by the Intervention Protocol, a school governing board must provide a written response to the Commission within 14 calendar days of the date of a Notice. Please select the appropriate option from the list below and submit the required documents to frameworks.compliance@spcsc.hawaii.gov by **4:30 p.m. on December 17, 2018.**

*Note: The response must include a completed Response to Notice of Concern Form that has been signed by the school governing board chair. A scanned copy or photo of the original signed form is preferred; if this is not possible, the Commission will accept an electronically signed copy (i.e., the school governing board chair's name typed in the signature field) **from the school governing board chair's email account.***

Option 1: If the issues of concern were completely remedied by the response deadline, please submit:

- A completed Response to Notice of Concern Form (check Option 1) that includes:
 - A description of the remedy (e.g., school staff uploaded the required documents to Epicenter)

Option 2: If the issues of concern were not completely remedied by the response deadline, but the remedy is currently in progress, please submit:

- A completed Response to Notice of Concern Form (check Option 2) that includes:
 - A description of the a corrective action plan designed to remedy the issues of concern
 - A timeline and deadline for each action within the plan
 - The person(s) responsible for each action within the plan

Option 3: If the school governing board would like to dispute the issue of concern, please submit:

- A completed Response to Notice of Concern Form (check Option 3) that includes:
 - A description of the dispute with the issues of concern
 - Evidence supporting the school governing board's disagreement with the issues

Please be aware that issues of concern will be escalated to the Commission for consideration at a general business meeting if the school governing board ***fails*** to do any of the following:

- Respond to the Notice by the deadline using one of the options listed above.
- Submit a corrective action plan that is mutually agreeable to both the school governing board and Commission staff.
- Make progress toward remedying the issue of concern according to the accepted corrective action plan.

Any questions regarding this Notice may be directed to Commission staff as follows:

Academic Performance Framework:

Jennifer Higaki, Academic Performance and Data Systems Manager

jennifer.higaki@spcsc.hawaii.gov

(808) 586-3882

Financial Performance Framework:

Scott Hall, Financial Performance Officer

scott.hall@spcsc.hawaii.gov

(808) 586-3538

Organizational Performance Framework:

Sylvia Silva, Organizational Performance Officer

sylvia.silva2@spcsc.hawaii.gov

(808) 586-3781

Ardis Eschenberg, Governing Board Chair

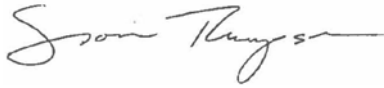
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December 03, 2018

For more details about the Notice of Concern process, please refer to the Intervention Protocol in the Charter Contract.

Thank you very much for your attention to this matter. We look forward to the speedy resolution of this Notice and will notify you via email once it has been satisfactorily resolved.

Best regards,

A handwritten signature in black ink, appearing to read "Sione Thompson". The signature is fluid and cursive, with a long horizontal stroke at the end.

Sione Thompson
Executive Director

Attachment 1: Individual School Report for Hakipu'u Learning Center, School Year: 2017-2018

Attachment 2: Site Visit Report for Hakipu'u Learning Center, School Year: 2018-2019

Attachment 3: Response to Notice of Concern Form

cc: Pilimai Traub, School Director, Hakipu'u Learning Center (via email:
ptraub@hakipuulearningcenter.org)

Exhibit 2
Hakipu'u Learning Center
Site Visit Report



State Public Charter School Commission
Site Visit Report for Hakipu'u Learning Center
School Year: 2018-2019

Issued on November 30, 2018

Site Visit Report for: Hakipu'u Learning Center School Year: 2018-2019	
Organizational Performance Review	
Date of site visit	October 19, 2018
Hakipu'u Learning Center Participants	<ul style="list-style-type: none"> • Pilimai Traub, Administrative Team member and Community-Based Resource Specialist • Ardis Eschenberg, Governing Board Chair • Maunalei Love, Educational Resource Specialist and Governing Board Member • Leilani Roth, SASA/Registrar/Administrative Assistant • Kat Hulama, Office Clerk
Financial Performance Review	
Date of site visit	October 19, 2018
Hakipu'u Learning Center Participants	<ul style="list-style-type: none"> • Pilimai Traub, Administrative Team member and Community-Based Resource Specialist and • Kanoë Kahalewai, Business Manager
Academic Performance Review	
Date of site visit	October 30, 2018
Hakipu'u Learning Center Participants	<ul style="list-style-type: none"> • Pilimai Traub, Administrative Team member and Community-Based Resource Specialist • Polly Pidot, Administrative Team member and Assessment Coordinator • Maunalei Love, Educational Resource Specialist and Governing Board Member

Organizational Performance Review

Compliance Review Subject	Yes/No	Evidence	Concerns	Comments
PERSONNEL – SITE REVIEW				
The charter school is able to produce on-site documentation that HCJDC background checks were conducted on all hires since July 1, 2017.	No	<ul style="list-style-type: none"> School is not currently conducting background checks through the Hawaii Criminal Justice Data Center but is using a third-party service provider (Goodenow). School provided its binder on procedures for conducting background checks. School reported it conducts checks on both employees and volunteers. 	Section 12.7 of the Charter Contract states: The School shall conduct criminal history checks, administered by the Hawaii Criminal Justice Data Center in accordance with Section 846-2.7, HRS, solely for the purpose of determining whether a prospective employee or agent 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	Notice of Concern: Issued for non-compliance with Section 12.7 of the Charter Contract.

Compliance Review Subject	Yes/No	Evidence	Concerns	Comments
			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.	
The charter school has established policies and procedures that meet Section 9.4 of the Charter Contract for reporting incidents, which include the disciplinary actions for failing to reports these incidents.	Yes	<ul style="list-style-type: none"> • School reported that they do have a policy for reporting incidents. • The school reported it does not include this policy in its annual faculty and staff training, however going forward training on this policy will be included. 	School has not provided training on this policy in the past and cannot assure that faculty and staff are aware of the school's procedures and requirements for reporting incidents or the disciplinary actions that will happen for failing to make a report.	School follow-up: Include this policy in faculty and staff trainings.
<p>The charter school has records that indicate it has trained all employees regarding:</p> <ul style="list-style-type: none"> • blood borne pathogens • child abuse reporting • sexual harassment • policies and procedures for reporting Crime-related incidents 	No	<ul style="list-style-type: none"> • The school reported that they keep sign-in sheets of the staff trainings. • School reported that it does conduct training of all staff, not just teachers, on Blood borne pathogens, child abuse reporting, sexual harassment and workplace violence. 		Note: School must include all employees in trainings, for example custodial or office staff, and not just focus only on teachers. Some employees then may not be aware of the expectations or proper procedures.

Compliance Review Subject	Yes/No	Evidence	Concerns	Comments
		<ul style="list-style-type: none"> School reported that training sessions are conducted annually at the beginning of the year with all of school staff and faculty. They use a checklist of policies to cover which, in addition to this list, also includes Code of Conduct and McKinney Vento. 		It is noted that Hakipu'u Learning Center reported it provides training for all staff members.
Teachers have the credentials and licenses required to comply with the state Every Student Succeeds Act (ESSA), and HTSB requirements	Yes	<ul style="list-style-type: none"> School provided its binder on procedures for hiring teachers. The school's business administrator is responsible for verifying through Hawaii Teachers Standards Board (HTSB) website that the candidate has a teaching license. Candidates without a license are directed to a teacher certification program. 		Best practice: School's written procedures not only provide steps but include flow-charts. This made the steps of the process more clear and are an example of a best practice that could be shared with other schools.
(If applicable) If the charter school has been audited by the Hawaii Criminal Justice Data	N/A	School reported it has not received an audit from HCJDC		

Compliance Review Subject	Yes/No	Evidence	Concerns	Comments
Center (HCJDC) there were no significant findings.				
The charter school has not received a notification letter of concern, or any other official communication regarding concerns, from the Hawaii Teachers Standards Board (HTSB)	Yes	School reported it has not received a notification letter or other official communication from HTSB regarding concerns.		
HEALTH AND SAFETY – SITE REIEW				
Has the charter school's facilities been modified during the past year?	N/A	School reports that no work requiring a permit has been conducted on the school's facilities.	School reported that the roof was leaking so a tarp was applied to stop the leaking.	School follow-up: Confirm with the County that the solution to the leaking roof meets county requirements for a school facility.
If yes and construction is ongoing:				
The school was able to produce the applicable state and county permits for modification				
If yes and construction is completed:				
The school was able to produce 1) a Certificate of Occupancy for the building and also 2) the same certificate is posted				

Compliance Review Subject	Yes/No	Evidence	Concerns	Comments
The charter school's facilities are adequate for the number of students assigned to each site	Not able to determine	<ul style="list-style-type: none"> • Certificate of Occupancy: school reports that the "cottages" belong to Windward Community College property but used to be managed by the Department of Health. These were considered living quarters for doctors in the past. These are older buildings and the school reported they had concerns with some portions of the floors. • Asbestos: The school has been inspected by DOH regarding asbestos. School provided its letter from DOH that school is in compliance regarding the statute on asbestos. School reported attending the training arranged by the Attorney General on asbestos. School reported that they send a letter every year to 	School was unable to provide a Certificate of Occupancy.	<ul style="list-style-type: none"> • School follow-up: Provide evidence of its attempts to secure a copy of the Certificate of Occupancy, for example its letters/emails requesting the documents. If these records were not maintained, request a copy of the Certificates of Occupancy. Provide a copy of the letter to the Commission, as well as any response. • School does appear to have secured Dept of Health clearance for asbestos and use of facility. (DOH letter dated 11/4/2016) and the school did provide evidence of continued training and monitoring for asbestos.

Compliance Review Subject	Yes/No	Evidence	Concerns	Comments
		families notifying them of the asbestos in the school's building materials. School reported they are aware that repairs must be conducted in a special manner due to the asbestos in the buildings and the necessary documentation needed during repairs. School reports there is a specific staff person responsible for maintaining a binder regarding asbestos and this person works with the DOH. School reported that they are aware that they need to have at least one person trained every year regarding asbestos.		
Random sampling				
What is the occupancy limit for the building or room?	Not able to determine	Unable to do a random sampling of compliance with occupancy limits since no maximum	See section on Certificate Of Occupancy	See section on Certificate of Occupancy

Compliance Review Subject	Yes/No	Evidence	Concerns	Comments
		occupancy placards are posted in the classrooms.		
How many students are served at one time in that building or room?	See above	See above		
If the charter school is not in a DOE facility, the charter school has the following on file:				
<i>Certificate of Occupancy for each building OR</i>	No	<ul style="list-style-type: none"> School was unable to provide the Certificates of Occupancy for the school's buildings. Lease: the governing board chair reported the board has applied for a long-term lease with Windward Community College (WCC). As an employee of WCC, the governing board's chair reported that she recused herself from those board discussions. The new lease would be for more buildings and for repairs to the portables 	<p>The school does not have copies of the Certificates of Occupancy for the school's buildings.</p> <p>It is unclear whether the school has a current lease agreement for its current site.</p>	<ul style="list-style-type: none"> School follow-up: Provide evidence of its attempts to secure a copy of the Certificate of Occupancy, for example its letters/emails requesting the documents. If these records were not maintained, request a copy of the Certificates of Occupancy. Provide a copy of the letter to the Commission, as well as any response. School follow-up: Submit via Epicenter a copy of the school's

Compliance Review Subject	Yes/No	Evidence	Concerns	Comments
		<p>including utility hook-ups, roofing work, traffic flow, and the graded parking area. It was reported that although the school has built a financial base, the school is pursuing a grant to assist with costs. Another board member reported the school is also negotiating for a different site. Although the other site would cost more, the school reported they have lined up partners to assist with the financing and plans to run a summer program to bring in additional income. Also, a variance is needed from neighborhood association. As an alternative, the school could decide to bus students in from the current campus to</p>		<p>current lease agreement.</p>

Compliance Review Subject	Yes/No	Evidence	Concerns	Comments
		<p>alleviate the traffic concerns.</p> <ul style="list-style-type: none"> • The board member reported that the school still maintains its lease for the lo'i where the students conduct lab work. 		
<i>Conditional Use Permit or Special Use Permit for each site</i>	N/A			
The charter school has developed a safety plan.	Yes	<ul style="list-style-type: none"> • School reported that its Safety Plan is in its Positive Learning Environment Handbook • As of 11/29/18 Positive Learning Environment Handbook is posted on the school's website • School reported that it does conduct training with the school's faculty and staff on its safety plan. 		
There is evidence that staff has been trained in the school's safety plan.	Yes	<ul style="list-style-type: none"> • School confirmed that it trains all of the faculty and staff on the school's safety plan 		

Compliance Review Subject	Yes/No	Evidence	Concerns	Comments
		<ul style="list-style-type: none"> • School reports that sign-in sheets are maintained by one of the school's administrators. • The school reported that a recently developed PowerPoint presentation regarding safety will be shown to faculty and staff. 		
The charter school maintains a log of emergency drills for each site at which it operates.	Yes	<ul style="list-style-type: none"> • The school's Administrative Assistant is the position responsible for maintaining the log. Although the individual is on an extended leave, the school has a backup position trained on the log. • School reported some of its emergency drills includes practice for school lock-down. 		Note: The school must have more than one person with knowledge of the emergency procedures, as if only one person has that knowledge and is unavailable the charter school's operations are interrupted. It is noted that the school has cross trained its staff, but not for emergency drills.
Elementary schools have conducted monthly fire drills.	Yes	<ul style="list-style-type: none"> • School did provide the fire drill log for SY18-19. 		Note: The school demonstrated understanding of the

Compliance Review Subject	Yes/No	Evidence	Concerns	Comments
		<p>One month was missed due to staff shortage.</p> <ul style="list-style-type: none"> The school provided confirmation that the school conducts whole-school fire drills 		<p>requirement; without prompt the school described the requirements for a schools serving elementary grade levels and older grade levels to conduct whole-school monthly fire drills</p>
High, middle, and intermediate schools have conducted quarterly drills.	N/A	see above		
The fire inspection on file at the school is not more than 1 year old.	Yes	School confirmed that the fire inspectors are scheduled to inspect the school's facilities this month.		<ul style="list-style-type: none"> Note: Similar to the comment regarding fire drills, it was noted that the school demonstrated good understanding of the requirement; without prompt the school described the annual compliance requirement. School was informed at the visit that they can upload the inspection report early to Epicenter and to include a summary and actions that will

Compliance Review Subject	Yes/No	Evidence	Concerns	Comments
				be taken to address any findings
The charter school maintains records and documents of inspections, maintenance, and testing of the alarm system and any other equipment related to fire safety.	N/A	The school confirmed it does not have a fire alarm system or other related equipment.		
GOVERNANCE –SITE REVIEW				
Agendas are posted at a publicly accessible area in the charter school's office.	Yes	<ul style="list-style-type: none"> • Agendas are kept in a binder in the school's office behind the Administrative Assistant's desk. There was an agenda for an upcoming meeting more than 10 days in advance of the meeting (Oct. 29 meeting) • School confirmed its understanding that agendas are posted six days ahead of the governing board's meeting. 		Best practice: It is noted that an agenda for the upcoming meeting was available earlier than the required six-day notification. This exceeds the expectation.
Written minutes from the governing board's meetings are available in a publicly	Yes	<ul style="list-style-type: none"> • Minutes are kept in a binder in the school's office behind the 		

Compliance Review Subject	Yes/No	Evidence	Concerns	Comments
accessible area in the charter school's office.		Administrative Assistant's desk.		
A list of the current names and contact information of the governing board's members and officers are available in the charter school's office.	Yes	<ul style="list-style-type: none"> A list of governing board members, officers, and member contact information is kept in a binder in the school's office behind the Administrative Assistant's desk. 		
Training is conducted, with the school's Governing Board members and employees, on the State Code of Ethics.	No	<ul style="list-style-type: none"> Ethics training: some members have received training through other avenues, not through their service on the governing board. The board is aware of an upcoming State Code of Ethics training coordinated by the school's Deputy Attorney General. A board member reported the board would consider bringing in a trainer to attend their governing board meeting so all members may receive the training. It is challenging 	Section 3.2 of the Charter Contract states: The School's Governing Board and employees shall comply with the State Code of Ethics, codified in Chapter 84, HRS	School follow-up: Contact State Ethics Commission for training opportunities for employees and governing board members on the State Code of Ethics

Compliance Review Subject	Yes/No	Evidence	Concerns	Comments
		<p>for members to attend training sessions that interfere with work. The member suggested that an online training tool would help.</p> <ul style="list-style-type: none"> Other board training: the member reported that the governing board is planning a retreat. Working with a contractor through Kamehameha Schools for strategic planning. 		
Are any governing board members or charter school employees employed or considering employment by a private non-profit organization established to support the charter school?	No	A governing board member confirmed that there is no sharing of employees or members between the school and any non-profit organization established to support the charter school.		Best practice: Although not required, it was noted that two of the governing board's members were present for a portion of this site review. One of the members was the board's chair.
ACCESS AND EQUITY – SITE REVIEW				
If the school needed to use a lottery to determine which students will be allowed to enroll, there is documentation that the process was held in	N/A	<ul style="list-style-type: none"> Lottery: school confirmed it did not need to use a lottery. Access and Equity: the school reported that it is 		

Compliance Review Subject	Yes/No	Evidence	Concerns	Comments
the manner described in the approved policy		<p>aware that it cannot prevent a student from applying and confirmed that its application process is open to all. The school does meet with parents and students to inform them about the program. They do share that the most successful students have been those who are comfortable with being independent in their learning.</p>		
STUDENT CONDUCT AND DISCIPLINE – SITE REVIEW				
If the school utilized restraint of a student the school maintains records of its reviews of restraint data and any resulting decisions or actions regarding the use of restraint	N/A	<ul style="list-style-type: none"> • School administrator reported that it does not ever utilize restraint of students, including SPED students. • School administrator reported that she was aware there could be a student's Individualized Learning Plan that may allow only necessary restraint however, there 		Suggestion: Adopt procedures to ensure the school complies with law and will maintain appropriate records to be able to review data and any resulting decisions or actions regarding the use of restraint. Although the school does not have a current reason it will be prepared if a student

Compliance Review Subject	Yes/No	Evidence	Concerns	Comments
		are no enrolled students with this plan.		enrolls with an IEP of this nature. Documentation and protocol will be important for the school in this situation. School should obtain Crisis Prevention Intervention training for staff.
The school has policies regarding student discipline that include procedures for suspension that protects the required due process rights of students with IEPs or 504 plans.	Yes	<ul style="list-style-type: none"> The school reported that it understands the due process rights of students with an IEP or 504 plan. If there is a situation requiring suspension, the school reported that they also understand the requirement to continue education while the student is away. The school reported it promotes a "positive learning" environment. As such, out of school suspension is discouraged. As an example, the school 		

Compliance Review Subject	Yes/No	Evidence	Concerns	Comments
		<p>pointed to a current discipline matter involving two students who both have IEPs. Instead of suspension the school used alternative approaches that involved working with parents and students.</p> <ul style="list-style-type: none"> • The school reported that, despite its discipline program, in an extreme event the school would suspend a student. For example, a Class A offense. • School reported that it follows DOE's Chapter 19 for the categorization of incidents. • Bullying - school has contracted a position to address bullying at the school. The school has developed a process for involved students to 		

Compliance Review Subject	Yes/No	Evidence	Concerns	Comments
		<p>communicate to the staff and each other</p> <ul style="list-style-type: none"> To make the discipline policy more clear and transparent for parents, the school reports they are working on providing a guide on how incidents are escalated. 		
SASA, or comparable school staff, is able provide their certificate of completion of the SASA Resources Student Privacy Course.	Yes	The school's Administrative Assistant has the certificate		
School has signed Acknowledgement General Confidentiality Expectations forms for all staff and individuals who interact with students and/or student data.	No	School has the signed form from some of the staff. It reported it will get signatures from the staff that hasn't completed this.		School follow-up: Ensure all staff is trained in student privacy and forms have been collected from each employee who interacts with students or student data. Maintain the acknowledgment forms.
School is able to produce the signed Adult Publication/Audio/Video Release form, OSIP April 2017, for all adult employees and volunteers.	No	School has the signed form from some of the staff and reported it will get signatures from the staff that hasn't completed this.		School follow-up: Ensure that all staff is aware of their rights and have signed a release form. Maintain the acknowledgment forms.

Compliance Review Subject	Yes/No	Evidence	Concerns	Comments
SASA, Registrar, or other pertinent staff member, has a bookmark on their internet browsers with HIDOE's webpage, http://bit.ly/FERPAHI , to be able to reproduce pertinent student information privacy documents, notices, and/or forms.	Yes	The bookmarks were added to the Administrative Assistant's and the Office Clerk's internet browsers during the site review.		
The charter school has records that indicate:				
<i>All employees are trained in the school's discipline policies</i>	No	<ul style="list-style-type: none"> • School reported that a Positive Learning Handbook is provided to the staff. The handbook includes the discipline policy. • School reported that the Administration team handles discipline matters. • School reported that teachers receive instruction on the process for discipline matters, including how to complete an incident report and incident reports are kept in a 	If another staff position, not a teacher, sees a matter requiring student discipline how would they know what to do if only teachers receive this training.	School follow-up: Provide training for all staff, not just teachers, in the proper reporting process for discipline, including how to complete an incident report.

Compliance Review Subject	Yes/No	Evidence	Concerns	Comments
		binder in the school office.		
<i>Certification of the FERPA 101 video training for all individuals who interact with students and/or student data</i>	No	<ul style="list-style-type: none"> • School provided FERPA certificates for some employees for SY18-19. • School had a list of employees that had not yet turned in the certificates and reported it continues to collect these from staff • School reported they have asked employees to watch the online FERPA videos and reminds staff during Morning Brief to turn in the certificate. • Administrative Assistant collects and maintains the certificates. • School was aware about the November due date to turn in its FERPA checklist to the DOE. 	Some staff members may not be aware of FERPA requirements. School may not be able to turn in a completed FERPA checklist to the DOE by the due date.	School follow-up: As the year is nearing the end of the 2nd semester and the FERPA checklist increase efforts to collect all certificates and be able to complete the DOE FERPA checklist.
<i>The Privacy Rights posters, RS 14-1820, is</i>	Yes	<ul style="list-style-type: none"> • Confirmed that poster is in school office (behind 		

Compliance Review Subject	Yes/No	Evidence	Concerns	Comments
<i>in a clearly visible location at the school site</i>		<p>the door but some of poster can still be seen when the front door is blocking.)</p> <ul style="list-style-type: none"> Printed FERPA, SPED, and McKinney Vento information was available at the doorway of the school office. 		
(If applicable) If the school has more than 1 educational site, the school confirmed that the Privacy Rights posters, RS 14-1820, is in a clearly visible location at all of the school's sites.	N/A	School has one instructional site		
School staff confirmed that the Parent Notification booklet, RS 18-0977, and Student Publication/Audio/Video Release insert, RS 16-1391 was distributed to each student	Yes	School reported the booklet and insert were distributed in its enrollment packets. As confirmation, the school provided its enrollment packet checklist and these were on the checklist.		
(Random Selection) School was able to produce students' returned signed forms:				
<i>Page 13 of the Parent Notification Booklet;</i>	No	<ul style="list-style-type: none"> School reported it did not collect the forms from students. 	The school doesn't have any supporting documents that parents	School follow-up: As the year is nearing the end of the 2nd semester and the

Compliance Review Subject	Yes/No	Evidence	Concerns	Comments
		<ul style="list-style-type: none"> The school reported it will send the forms out again and collect the signatures. 	<p>received the Notification Booklet and may not be informed about student privacy.</p> <p>School may not be able to turn in a completed FERPA checklist to the DOE by the due date.</p>	FERPA checklist is now due, the school should increase its efforts to collect the signed forms.
<i>Students' returned Publication/Audio/Video Release Form, RS 16-1391, in each active student's file (random selection)</i>	Yes	School reported it did collect these forms from students.		
The school is able to produce its student withdrawal and transfer procedures	Yes	<ul style="list-style-type: none"> School provided its binder of the DOE's current Enrollment and Withdrawal Process and Procedures Manual. Binder is kept behind the Administrator Assistant's desk. School reports that it maintains copies of the student release forms. A random sampling of student records was reviewed and records were complete and organized: FM 13 for 		Best practice: In the SY15-16 Commission site visit report, there were findings regarding student records, such as filing practices, incomplete records, and security over student files. The school has clearly addressed these items; there is noteworthy improvement on all items.

Compliance Review Subject	Yes/No	Evidence	Concerns	Comments
		<p>each student record, immunization records, and recent report cards.</p> <ul style="list-style-type: none"> • School wanted to report that there is a problem with timely releases on PowerSchools. Because it takes several days for students to be release on this system, Hakipu'u Learning Academy did not receive per-pupil funds for a Title I student. The school's appeal to the DOE was denied and Hakipu'u Learning Academy feels they lost funds due to a systems issue. • The school reported that, despite the school's different way of calculating student credits, they provide timely transitions for students. • School reports that it likes the system Infinite Campus citing it's easy to use. 		

Compliance Review Subject	Yes/No	Evidence	Concerns	Comments
		<ul style="list-style-type: none"> School reported that it attends all of the Infinite Campus trainings and cross-trains its staff. 		
(If Applicable) the Governing Board's policy for attendance addresses the virtual and/or blended school program(s)	N/A	<ul style="list-style-type: none"> School does not have a virtual or blended program 		
There is an assigned individual responsible for maintaining daily records of student attendance and absences	Yes	<ul style="list-style-type: none"> School reported that by 8:30 AM each classroom turns in a hard copy of attendance to the office. The Office Clerk enters the data into Infinite Campus and makes phone calls to parents. School reported it inputs attendance data daily. The school uses Infinite Campus to track attendance. The school reported it calls parents for every absence, including the first absence. An attendance report on chronic absenteeism is provided to the 	There is a health and safety concern that the school does not know where each students is at all times of the day. During the Academic Performance Framework site review, reviewers noted that a student, leaving class, proceeded to walk off campus unescorted by an adult, such as a parent. Additionally, on the day of the review, the regular school staff who walks students to their WCC class was absent. Another staff person was assigned to attend the students, however when asked, the	Suggestion: Since the school's program requires students travel off campus and to other classrooms/teachers, the school should consider enforcing efforts for safety. For example, taking attendance more than once a day to be able to track student throughout the entire day. The school should make sure it knows the specific location of all sites, labs, and other locations that students travel to and that the adult in charge at each site can be easily contacted.

Compliance Review Subject	Yes/No	Evidence	Concerns	Comments
		Administration Team. Letters are sent to parents as well as meetings with the parents.	staff member in charge did not know where the classroom was.	
The School's withdrawal and transfer procedures provides for the transfer of the student's records to the new school in a reasonable timeframe	Yes	<ul style="list-style-type: none"> • School reported it withdraws a student immediately upon receiving the parent signature. A student release packet is provided to parents within two days. • School reported that the step-by-step process for withdrawal has not been written down completely. A member of the Administrative Team reported they will create a flow chart of the steps. • The school reported it is cross-training staff for the registrar position. • The school reported they are on the courier route. 		

Compliance Review Subject	Yes/No	Evidence	Concerns	Comments
The school adheres to its process for resolving public complaints	Yes	<ul style="list-style-type: none"> • A member of the Administration Team reported that the governing board takes complaints seriously and is helpful through the process. • A member of the governing board reported that the board adheres to the complaint policy and asks complainants to follow the steps. • The school reported the current policy is not written for community complaints and the board is revising the policy to include a step where the governing board will review the complaint. • The governing board member reported that the board is taking a more active role in governance. For example its priority are fiscal matters and the 		

Compliance Review Subject	Yes/No	Evidence	Concerns	Comments
		following priority will be governance.		
(If Applicable) (Check Epicenter for transportation form, print out list of drivers, at site review) Driver qualification folders contain the key components for each driver:	Yes	<ul style="list-style-type: none"> • An employee folder was reviewed. All key components were found in the folder. • The school provided its spreadsheet, maintained by the Fiscal Manager, to track the folder components and requirements by individual. All components were on the school's checklist. • School reported drivers are on a schedule for training, filing current driver abstracts; and physicals. These forms are maintained with the school's personnel records. • The school reported they maintain vehicle inspection checklist. 		Best practice: the school's spreadsheet is an organized method for tracking upcoming due dates and requirements for each individual. This is a best practice that could be shared with other schools.
<i>Current medical certificate</i>				
<i>Annual traffic abstract from Hawaii and the</i>				

Compliance Review Subject	Yes/No	Evidence	Concerns	Comments
<i>state in which the driver is licensed</i>				
<i>Copy of a valid driver's license of the appropriate class, type 3 or 4 as designated by HRS;</i>				
<i>Copy of bus driver's examination on school bus laws and rules</i>				
<i>Participation in school bus driver training activities</i>				
<i>Commendations or complaints</i>				
<i>Accidents involving the bus driver</i>				
<i>Certification of a TB examination</i>				
School arranges for DOT inspections of vehicles used to transport students	Yes			
School maintains DOT inspection records	Yes	<ul style="list-style-type: none"> School reported that it does maintain the DOT inspection records but because the person responsible for maintaining the inspection records 		Suggestion: consider cross training for the maintenance of the DOT inspection records.

Compliance Review Subject	Yes/No	Evidence	Concerns	Comments
		<p>was on an extended leave the school wasn't able to show its records.</p> <ul style="list-style-type: none"> • School reported it did work with the DOT to correct any findings. • School provided the vehicle inspection certificate. 		

Compliance Review Subject	Yes/No	Evidence	Concerns	Comments
PERSONNEL - DESK REVIEW				
The charter school is registered as a qualified entity with the Hawaii criminal justice data center (HCJDC).	Yes	<p>The Charter Commission received a list from HCJDC in October 2017 of the registered charter schools. Hakipu'u Learning Center was on the list. However, the school has not been conducting background checks through HCJDC but is using a third-party service provider (Goodenow).</p> <p>Reference Personnel Site Review section above</p>	<p>Section 12.7 states The School shall conduct criminal history checks, administered by the Hawaii Criminal Justice Data Center in accordance with Section 846-2.7, HRS, solely for the purpose of determining whether a prospective employee or agent is suitable for working in close proximity to children. All</p>	<p>Notice of Concern: Issued for non-compliance with Section 12.7 of the Charter Contract. (same as Personnel Site Review section above)</p>

Compliance Review Subject	Yes/No	Evidence	Concerns	Comments
			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	

Compliance Review Subject	Yes/No	Evidence	Concerns	Comments
			that the person poses a risk to the health, safety, or well-being of children.	
The charter school has conducted criminal history record checks, on all hires since July 1, 2017, utilizing fingerprints and the Hawaii criminal justice data center	No	See above	See above	See above
Teachers have the credentials and licenses required to comply with the state Every Student Succeeds Act (ESSA), and HTSB requirements	Yes	On November 26, 2018 HTSB was asked whether there were any findings of non-compliance related to the school. It was reported that Hakipu'u Learning Center has no current findings.		
HEALTH AND SAFETY – DESK REVIEW				
The charter school's safety plan is accessible from the School's website	Yes	<ul style="list-style-type: none"> School reported that its Safety Plan is in its Positive Learning Environment Handbook As of 11/29/18 Positive Learning Environment Handbook is posted on the school's website 		
Review fire inspection reports for all years of the charter contract:				

Compliance Review Subject	Yes/No	Evidence	Concerns	Comments
<i>Are there repeat findings/notations in consecutive years of the annual reports</i>	N/A	The school's contract began in July 2017. As such, only one fire inspection report has been collected during the term of the contract. Thus, there is no report on repeat findings in consecutive years.		
Has the school submitted a fire inspection report for all instructional sites listed in the school's Exhibit A for each year of the charter contract?	Yes	School has one instructional site.		
GOVERNANCE – DESK REVIEW				
Not more than 1/3 of the governing board's voting members are:				
<i>Employees or former employees of any charter school, unless one year has passed since the conclusion employment with the school;</i>	Yes	School's roster, submitted on 10/12/18, reported 7 voting members. Of the 7 members, 1 is reported as an employee or former employee. As this is less than 1/3 of the board's voting members, the board meets the requirement.		
<i>Relatives of employees or former employees of any charter</i>	Yes	See above		

Compliance Review Subject	Yes/No	Evidence	Concerns	Comments
<i>school unless one year has passed since the conclusion employment with the school; and</i>				
<i>Vendors or contractors providing goods or services to any charter school under the jurisdiction of that governing board, unless at least one year has passed since the conclusion of the vendor or contractor's service</i>	Not able to determine	School's roster, submitted on 10/12/18, did not report any members as vendors or contractors. However, there is a question as the board chair's is an employee of WCC, the landlord of the school's property, and also teaches classes as an employee of WCC, that the charter school's students attend.	The matter needs review by the State Ethics Commission. If the chair is found to fall into one of the restricted categories for board members, the individual will not be able to serve as the board's chair.	School follow-up: Contact the State Ethics Commission for a review of the chair's employment with WCC, who is the landlord and a service provider for the charter school, in regards to HRS 302D-12
Does the school have an exemption, from the Commission, that allows the governing board's	No	See above	See above	See above

Compliance Review Subject	Yes/No	Evidence	Concerns	Comments
chair to be an employee, former employee, relative of an employee or former employee, or a vendor or contractor				
If no exemption has been granted, the governing board's chair is <u>not</u> a/an:				
<i>employee or former employee of the charter school (unless one year has passed since the conclusion of employment);</i>	Yes			
<i>relative of an employee or former employee (unless one year has passed); or</i>	Yes			
<i>vendor or contractor providing goods or services (unless at least one year has passed since the conclusion of service)</i>	See above	See above	See above	See above

Compliance Review Subject	Yes/No	Evidence	Concerns	Comments
Agendas are posted on the charter school's internet website	Yes	Website was reviewed on 11/29/2018: https://www.hakipuulc.org/copy-of-sy2017-18-gb-documents		
The charter school keeps written minutes of all public meetings that include:				
The date, time, and place of the meeting;	No	The minutes did not provide where the meeting was held. Although it does state, "Hakipu'u Learning Center" this isn't descriptive enough to direct the public to the meeting site once on campus. As an example of practices by other schools, descriptions such as "Administration Office" are included.	HRS 302D-12(h)(3)(A) states that governing boards shall keep written minutes of all public meetings that shall include: the date, time, and place of the meeting.	School follow-up: Include in the board's minutes and agendas the room where the governing board's meetings are held.
All governing board members recorded as either present or absent;	Yes			
The substance of all matters proposed, discussed, and decided;	No	The minutes do not provide the substance of the matters discussed. For example, reference the 9/30/18 which state: Committee Reports (Updates shared during HLC Strategic Planning Mtg from 9am-1pm)	HRS 302D-12(h)(3)(C) states that governing	School follow-up: Include in the board's

Compliance Review Subject	Yes/No	Evidence	Concerns	Comments
		1. WCC Lease Update 2. Order of the Sacred Hearts Lease Proposal Update These minutes are not a record of the content/substance of these updates.	boards shall keep written minutes of all public meetings that shall include: The substance of all matters proposed, discussed, and decided.	minutes the substance of all matters proposed, discussed, and decided
The views of the participants;	No	Same issue as above, see that example; the minutes are not a good record of the views of the participants.	HRS 302D-12(h)(3)(D) states that governing boards shall keep written minutes of all public meetings that shall include: the views of the participants.	School follow-up: Include in the board's minutes views of the participants

Compliance Review Subject	Yes/No	Evidence	Concerns	Comments
A record, by individual member, of any votes taken; and (if applicable)	Yes			
Any other information that any member of the governing board requests be included or reflected in the minutes;				
Governing board meeting minutes are posted on the charter school's website within sixty calendar days after the public meeting or five calendar days after the next public meeting, whichever is sooner	Yes	Minutes were posted, 11/29/18: https://www.hakipuulc.org/copy-of-sy2017-18-gb-documents		
A list of the current names and contact information of the governing board's members and officers on the charter school's internet website	Yes	A list (names, contact, and officers) was found on the website, 11/29/18: https://docs.wixstatic.com/ugd/de2705_cfe9e6474a00400e8aff6f9b5d853f65.pdf		
ACCESS AND EQUITY – DESK REVIEW				
Approved admission policy is posted on school's website	Yes			
STUDENT CONDUCT AND DISCIPLINE – DESK REVIEW				

Compliance Review Subject	Yes/No	Evidence	Concerns	Comments
Student discipline policy indicates that no physical punishment of any kind is inflicted upon any pupil	Yes	Reference the school's Positive Learning Environment Handbook, posted on the school's website. Especially Old Paradigm vs. New Paradigm, and Restorative Justice sections.		
SCHOOL OPERATIONS – DESK REVIEW				
The front page of school's website contains student information privacy hyperlink to the HIDOE's webpage, http://bit.ly/FERPAHI	Yes			
The School has a process for resolving public complaints, which includes an opportunity for complainants to be heard by the School's Governing Board	No	<ul style="list-style-type: none"> Complaints policy does not include an opportunity for public complaints to be heard by the school's governing board. Although the policy states "any final administrative appeal to be heard by and resolved by the full Board of Directors" there doesn't appear to be a step in the process for this. There are four steps in the Procedure section that ends with guidance by ProService to the school's HR Department. Policy is written to address personnel issues, not public complaints 	Section 8.6 of the Charter Contract States: The School shall adopt and adhere to a process for resolving public complaints which shall include an opportunity for complainants to be heard by the School's	Notice of Concern: Issued for non-compliance with Section 8.6 of the Charter Contract.

Compliance Review Subject	Yes/No	Evidence	Concerns	Comments
			<p>Governing Board. For matters concerning the operations and administration of the School, the decision by the School's Governing Board shall be considered final, except where the complaint pertains to a possible violation of any law or breach of this Charter Contract. In the case of a possible violation of law or breach</p>	

Compliance Review Subject	Yes/No	Evidence	Concerns	Comments
			of the Charter Contract, the Commission or other appropriate state agency may investigate the validity of the complaint to determine whether additional actions are needed. The complaints process shall be readily accessible from the School's website, as described in Section 8.9, of this Charter Contract.	
The school's complaints process is accessible	Yes			

Compliance Review Subject	Yes/No	Evidence	Concerns	Comments
from the School's website				
The School current versions of the following policies and procedures readily accessible from its website:				
<i>Admissions policies and procedures</i>	Yes			
<i>Student conduct and discipline policy</i>	Yes	See the school's Positive Learning Environment Handbook, posted on the school's website		
<i>Complaints procedures</i>	Yes			
<i>Attendance policies and procedures</i>	Yes	See the school's Positive Learning Environment Handbook, posted on the school's website		
<i>Procurement policy</i>	Yes			
<i>Safety plan</i>	Yes	<ul style="list-style-type: none"> • School reported that its Safety Plan is in its Positive Learning Environment Handbook • As of 11/29/18 Positive Learning Environment Handbook is posted on the school's website 		
<i>Financial management policies and procedures</i>	Yes			

Compliance Review Subject	Yes/No	Evidence	Concerns	Comments
<i>Personnel policies</i>	Yes			

Financial Performance Review

AREA OF FOCUS	1. On-Site Financial Records: <i>Determine whether files are secure (how is access limited and who has access). Review fiscal files for key components: a) approval by authorized sources; b) proper supporting documents available for all purchases; c) Check writing procedures available and proof of adherence to GAAP accordant related policy.</i>	
Evidence of Compliance	Concerns	Comments
<ul style="list-style-type: none"> Onsite Financial Records are in a secure location that is locked with appropriate access to approved school personnel as demonstrated onsite by the School Director and Business Manager. Testing of Fiscal Year 2018-2019 Procurement Requisitions and supporting documentation were complete. Check testing showed that appropriate controls were being executed in accordance with GAAP and all check copies had appropriate signatures by approved signatories. 	None.	Onsite Financial Records are in a secure location that is locked with appropriate access to approved school personnel. A review of the financial records illustrated that procurement procedures adopted by the Governing Board of the school are being followed by staff. Check writing procedures are appropriate and adhere to GAAP principles.

AREA OF FOCUS	2. Computer-Based Financial Records: <i>Prior to the site visit, review procedures. During the site visit, review the process described by the school – does it have similar components to security as on-site financial records? Who has access and are the controls appropriate?</i>	
Evidence of Compliance	Concerns	Comments
Computer-Based Financial Records at the school are secure and have the appropriate access restrictions based on onsite verification of appropriate permissions and password security of software.	None.	Computer-Based Financial Records at the school are secure and have the appropriate access restrictions. The school utilizes an online system that allows for timely reconciliations and is standard for governmental accounting.
AREA OF FOCUS	3. Fiscal Policies: <i>The school's policy for the procurement of goods, services and construction is consistent with the goals of public accountability and public procurement practices. If no, what is the school's current practice?</i>	
Evidence of Compliance	Concerns	Comments

Testing of Fiscal Year 2018-2019 Procurement Requisitions and supporting documentation were complete and are in alignment with the schools posted policies and procedures on procurement.	None.	The fiscal policies that appear on the school's website are being followed as stated and provided.
AREA OF FOCUS	4. Internal Controls and Segregation of Duties: <i>Evidence the school is following all of its fiscal policies and that they are readily available and understood by staff and administration. Do these policies adhere to GAAP principles?</i>	
Evidence of Compliance	Concerns	Comments
The school utilizes separation of duties that allow a different staff member to approve procurement, enter purchases, and reconcile financial transactions that are backed up digitally for redundancy.	None.	The school demonstrates the appropriate Internal Controls and Segregation of Duties that exist in their fiscal policies and those policies are readily available and understood by the appropriate staff.
AREA OF FOCUS	5. Compliance: <i>Prior to site visit, review any outstanding compliance issues relating to Financial Performance.</i>	
Evidence of Compliance	Concerns	Comments
The school received previous audit findings related to outdated or manual modules for data backup and accounts payable. The school submitted a Corrective Action Plan to address the Notice of Concern that was	None.	The school received previous audit findings related to outdated or manual modules for data backup and accounts payable. The school submitted a CAP to address the Notice of Concern that was subsequently approved by the Commission. This CAP

subsequently approved by the Commission. This Corrective Action Plan outlined that the school had implemented an online accounting system that addressed those findings and allows for proper fiscal management. The new online Computer-Based accounting software was witnessed in operation at the school during this site visit and is fully functional.		outlined that the school had implemented an online accounting system that addressed those findings and allows for proper fiscal management.
AREA OF FOCUS	6. Roles and Responsibilities: <i>Policies and Procedures demonstrate a strong understanding of the appropriate delineation of such roles and responsibilities among the proposed school leadership team or management team and proposed school governing board regarding school financial oversight and management.</i>	
Evidence of Compliance	Concerns	Comments

<p>The school utilizes separation of duties that allow a different staff member to approve procurement, enter purchases, and reconcile financial transactions that are backed up digitally for redundancy.</p> <p>A hard copy of all Fiscal Policies and Procedures including proper documentation examples is kept on file by the Business Manager for reference. Governing Board receives Quarterly updates on the school finances as evidenced by reports prepared by the Business Manager and approved by the School Director.</p>	None.	<p>The school's existing Fiscal Policies and Procedures as written and approved by the school Governing Board are appropriate and delineated properly to maintain oversight and management</p>
AREA OF FOCUS	7. Budget: <i>Complete, realistic, and viable operating budget that aligns to the Financial Performance Framework.</i>	
Evidence of Compliance	Concerns	Comments

Approved Fiscal Year 2018-2019 School Budget is in alignment with the Financial Performance Framework and should place the school in appropriate standing for the Annual Financial Performance Framework Risk Assessment at the end of the fiscal year and is tracked quarterly by the Business Manager.	None.	The school maintains a viable operating budget that has been approved and submitted by the Governing Board and aligns to the Financial Performance Framework.
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Academic Performance Review

On, October 30, 2018, Commission staff visited Hakipu'u Learning Center. Commission staff arrived at 7:30 AM and met with two of the school's three co-administrators Pilimai Traub and Polly Pidot, at approximately 8:15 AM to discuss the school's responses to the self-reflection questions that Commission staff sent to the school prior to the visit (Attachment 1). The administrators provided some reference materials and an overview of the class schedule for the day and invited Commission staff to observe any of the day's classes.

During the morning math period, Commission staff observed three math classes: algebra for students in grades 9 and 10; elementary math for students in grades 4, 5, 6, and 8 (some of whom were Special Education students); and a combined class of geometry for grades 10 to 12 and pre-algebra for grade 8. During the next period, Commission staff observed multi-grade independent "project time" on the school's campus and an Early College course, Intro to College, which was taught by a Windward Community College professor on the adjacent community college campus for students in grades 9 to 12.

After lunch, a senior gave a presentation of her Alapi'i project (annual capstone project) for her junior year to Pilimai Traub and Commission staff. Because Alapi'i project presentations occur at the end of the school year, the school arranged for one student to give a "repeat performance" so that Commission staff could experience this key component of its model first-hand.

Following the presentation, Commission staff met with Pilimai Traub and Maunalei Love, Educational Resource Specialist and Governing Board Member, who provided additional information and artifacts related to the school's project-based model and students' personal learning plans.

Commission staff then met independently to discuss and compile notes from the day's observations, and reconvened with Pilimai Traub, Polly Pidot, and Maunalei Love to clarify and confirm what was observed and to share observations and feedback specifically related to the contract sections that were the focus of the site visit. Further details are outlined below. The debrief concluded at approximately 4:30 PM.

Structured bullet points pull directly from the school's Charter Contract. Under each bullet point is related evidence of compliance, concerns, and comments based on Commission staff's observations from the site visit.

<p>CONTRACT FOCUS AREA</p>	<p>Section 4.2 Material Elements of Educational Program</p> <p>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 Charter Contract. The School shall, at all times, operate in a manner consistent with its Educational Program as defined in Exhibit A. Revisions to any of the elements in Exhibit A (such as establishing, creating, or expanding a virtual or blended learning programs or expanding or eliminating a division) shall be considered a material change to the Charter Contract and shall require prior written approval by the Commission. Where appropriate, this approval shall be informed by an analysis of the School's performance on the Performance Frameworks under Section 5.1 of this Charter Contract particularly to the extent that such changes are intended to improve educational outcomes.</p> <p><u>Mission and Vision:</u></p> <p>Hakipu'u Learning Center (HLC) - an innovative, community-based school rooted in the traditional wisdom of Hawai'i - utilizes a student-centered, place and project based approach to build an 'ohana of life-long learners who apply critical thinking, creativity, and problem solving skills to achieve success now and into the future.</p> <p>Hakipu'u Learning Center (HLC) is a multi-generational learning center infused with the Hawaiian core values. HLC works with and within the community to develop leaders and advocates; to expand knowledge, skills, aptitudes, and self-confidence; to level the playing field for success; to give families choices; and to host learning educational opportunities for students from early childhood through 12th grade, for families, and for the community at large.</p> <p>HLC learners exemplify:</p> <ul style="list-style-type: none"> a) `Ike Maoli - Knows and practices the culture, values, and language; demonstrates deep knowledge and insight with Ko'olau as the piko extending/connecting to the broader global community; b) Mākaukau- Is prepared and ready for life; is equipped with foundational academic knowledge and life skills; applies these skills as a contributing member of a local, national, and global society; c) Mālama - Demonstrates/has kuleana for self/others; is a positive leader for 'ohana and community (locally, nationally, and globally); practices mālama 'āina; d) Ulu Mau - Is prepared for, demonstrates, and values life-long learning toward continuous growth; and
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	e) Ha'aheo - Demonstrates a sense of positive self-esteem, responsibility, and pride in the HLC community from a foundation of humility.	
Evidence of compliance	Concerns	Comments
<ul style="list-style-type: none"> Reviewed sample personal learning plans. Observed independent project work time. Observed students engaging in research regarding essential questions and a teacher guiding a student through this process. Observed Hawaiian values and sayings posted throughout the campus. Through student presentation of junior Alapi'i project, student demonstrated what she learned through the HLC project process on a topic of her choice and shared about the traditional and contemporary information sources and research methods used and related community service activities -- student exemplified the school's mission and vision and five HLC values. 	<ul style="list-style-type: none"> As described by school administrators during the site visit, the school's project-based instructional model is complex and involves the development of small-scale student-driven, multi-disciplinary projects by each student multiple times per year, plus an annual larger-scale capstone project. Based on the observations made and information gathered during the site visit, it appears that the school is experiencing difficulty implementing this model as described in the Charter Contract. For additional details, refer to the concerns regarding the school's Essential Terms below. School administrators shared that students are not consistently engaging in Alapi'i projects, even though all students at the school are supposed to complete one each year. 	<ul style="list-style-type: none"> Notice of Concern: Issued for non-compliance with Section 4.2 of the Charter Contract. The junior Alapi'i project presented to Commission staff was clearly student-driven and personalized, and was also extremely detailed, comprehensive, and engaging; furthermore, through the student's presentation and discussion with Commission staff afterward, the deep, personal impact of conducting in the project was evident. Unclear how the Early College course content connects with and supports the school's educational program -- the topics covered during the observed class (how to cite an information source in a research paper) was duplicative of the content that the school administrators described as being delivered to students related to the Alapi'i projects, which require source citations. Morning piko is a daily routine at HLC, however Commission staff were not invited to observe it during the site visit. Students appeared to struggle with transitioning from self-directed instruction to teacher-directed instruction. In one of the morning math classes, the students appeared more comfortable with working on their own and the teacher had a difficult time keeping them engaged in the instruction. Did not observe evidence of routines related to

		<p>transitioning between independent student work time and teacher-directed learning, which may be impacting classroom management and student learning experiences.</p> <ul style="list-style-type: none"> • Although these comments relate more to student safety and policy than the school's educational program, what was observed was significant enough of a concern that it is still being noted in this report: <ul style="list-style-type: none"> ○ The EA assigned to escort the Early College students to their twice-weekly class was out sick on the day of the site visit. None of the faculty and staff present at the school knew where on the Windward Community College campus the Early College class was held, so the students led the substitute escort to the classroom. Because school staff did not know the location of the Early College class, they could not direct Commission staff on where to go; instead, Commission staff accompanied an Early College student who was running late to the class. ○ After the Early College class was finished and students were walking from the Windward Community College campus back to the school campus, one student was observed exiting the community college campus without stopping by the school. School administrators later confirmed that this student was signed out early by a parent. ○ Although there was heavy rain and flash flooding, the school could not cancel the
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		mo'omona field experience because there was not sufficient classroom space to accommodate all students at once; instead, students engaged in alternate off-campus activity that was not weather-dependent (acquired rope for the wa'a).
CONTRACT FOCUS AREA	<u>Essential Term #1:</u> Student-centered: Credit award and standards met in the HLC project-based instructional model with individualized personal learning plans developed/updated for each student each year to empower learners to build knowledge, skills, and aptitudes to meet their individual life challenges successfully.	
Evidence of compliance	Concerns	Comments
<ul style="list-style-type: none"> Reviewed sample personal learning plans. Observed independent project work time. Observed students engaging in research regarding essential questions and a teacher guiding a student through this process. Student shared how she selected the topic for her junior Alapi'i project (the offshore islands in Kaneohe Bay) based on her personal interests and how it ended up informing her current career aspirations and the topic of her senior Alapi'i project (marine law and policy). 	<ul style="list-style-type: none"> School administrators shared that students are not consistently engaging in Alapi'i projects, even though all students at the school are supposed to complete one each year. The school's instructional model requires significant student-teacher interaction. However, during the site visit, Commission staff observed minimal student-teacher interaction, such as conferring or guiding. What was observed was teachers off to the side, sometimes in conversation with the EA, while students worked independently in small groups or individually, and direct instruction with minimal student participation. Student-centered instruction requires teacher guidance and intervention in addition to independent student work 	<ul style="list-style-type: none"> Notice of Concern: Issued for non-compliance with Section 4.2 of the Charter Contract.

<ul style="list-style-type: none"> School uses Project Foundry, an online project-tracking system that is Common Core-aligned, to track student completion of standards; the school then uses this information to determine the number of course credits each student has earned. 	<p>time. Finding the appropriate balance for this model requires skill and practice, and the school appears to be struggling in this area. During the site visit, Commission staff observed many students interacting with digital devices and not with teachers, and using earbuds while teachers were delivering direct instruction. Few teacher-student interactions that resembled conferring or guiding that might be related to a project were observed</p>	
CONTRACT FOCUS AREA	<p>Essential Term #2:</p> <p>Project process: Students learn through both teacher-driven projects in multi-age classrooms, as well as, student-driven projects with teacher-guided support. Both strive to integrate the expertise and resources of the community and family and to demonstrate learning through authentic, real-world assessments. HLC staff monitors and gathers data on the contributions of community and/or family's expertise and resources to mentoring student learning experiences on or off campus; evidence of authentic, real-world assessments of learning; and student participation in community service activities.</p>	
Evidence of compliance	Concerns	Comments
<ul style="list-style-type: none"> Reviewed sample personal learning plans. Observed independent project work time. Observed students engaging in research regarding essential questions and a teacher guiding a student through this process. 	<ul style="list-style-type: none"> As described by school administrators during the site visit, the school's project-based instructional model is complex and involves the development of small-scale student-driven, multi-disciplinary, grade level-appropriate projects by each student multiple times per year, plus an annual larger-scale capstone project. In order for this model to be implemented successfully, it requires significant resources that the school 	<ul style="list-style-type: none"> Notice of Concern: Issued for non-compliance with Section 4.2 of the Charter Contract. With this type of instructional model, a one day visit may not provide adequate time to observe all elements of the program. School administrators noted that the quality of the junior Alapi'i project that was presented to Commission staff, which was exemplary, was an exception and not representative of the quality of a typical project.

<ul style="list-style-type: none"> During the junior Alapi'i project presentation, the student shared that her interest in and prior knowledge of the topic was in large part due to her father's own interest in and knowledge of the ocean, what he taught her about it, and the time they have and continue to spend in the waters near their home. 	<p>does not appear to be able to provide currently:</p> <ul style="list-style-type: none"> Teachers need broad content expertise and dedicated collaboration time in order to be able to appropriately advise students on project design. However, although school administrators shared that teachers assist one another with advising students on multi-disciplinary projects by providing support in their subject areas of mastery, the school does not have teachers who are highly qualified to teach in all necessary content areas. Teachers must have a high degree of instructional skill in order to successfully guide and oversee project development and to determine the relevant standards and potential number of credits that students may earn for a given project; however, this was not observed during the site visit. As an example, during an observed project time, the instructor remained at the back of the classroom with the EA and did not engage the students until the end of the period, at which time students shared their guiding questions and the teacher responded with suggestions and/or comments. During the class, some students did not stay on task and, according to the teacher, watched YouTube the entire time. However, during the work time, the teacher did not make any attempt to redirect the students. 	<ul style="list-style-type: none"> During the site visit, school administrators did not share any information regarding how they monitor and gather data on the contributions of community and/or family's expertise and resources to mentoring student learning experiences on or off campus. During the junior Alapi'i project presentation, the student mentioned that she engaged in community service activities related to the project, but information about these activities were not included in the presentation.
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	<ul style="list-style-type: none"> ○ The complexity of the model necessitates considerable teacher professional development. However, as shared by school administrators, there is no formal onboarding process for new hires and faculty receive limited training on how to evaluate projects. ○ A large number of post-project evaluators are required in order to “close out” projects (conduct post-project evaluations, verify research sources and references, confirm the standards covered and credits earned). However, as described by school administrators, the school does not have enough faculty to do so in a timely manner and is behind in assessing and awarding students credit for their projects. ○ In order to successfully design and conduct student-driven projects, students must have the requisite foundational knowledge and organizational and time management skills. However, school administrators acknowledged that this is an area of need for students and that the school may need to incorporate more direct instruction for core content areas. Although this solution may serve to address students’ knowledge and skill deficits, this change in approach would constitute a significant shift away from the school’s educational program, as described in its Charter Contract. 	
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	<ul style="list-style-type: none"> ○ The school's instructional model requires significant student-teacher interaction. However, during the site visit, Commission staff observed minimal student-teacher interaction, such as conferring or guiding. What was observed was teachers off to the side, sometimes in conversation with the EA, while students worked independently in small groups or individually, and direct instruction with minimal student participation. ● School administrators shared that students are not consistently engaging in Alapi'i projects, even though all students at the school are supposed to complete one each year. 	
CONTRACT FOCUS AREA	<p>Essential Term #3:</p> <p>Place-based: Emphasis on the importance of knowing and using the contributions of the past - values, practices, and attributes of the Hawaiian systems of knowledge - to inform the present and to inspire the future in ways that are positive and culturally appropriate. All student projects are required to have a meaningful connection to Hawaii. Students also explore aspects of the values, practices, and attributes of Hawaiian systems of knowledge and apply this knowledge to addressing today's challenges.</p>	
Evidence of compliance	Concerns	Comments
<ul style="list-style-type: none"> ● Observed Hawaiian values and sayings posted throughout the campus. ● Topic of student's junior Alapi'i project -- the offshore islands in Kaneohe Bay -- was focused 	<ul style="list-style-type: none"> ● Did not observe place-based instruction or activities during site visit. 	<ul style="list-style-type: none"> ● Notice of Concern: Issued for non-compliance with Section 4.2 of the Charter Contract. ● Commission staff were unable to observe the mo'omona field experience due to weather and time constraints.

on the geographic area in which both the student resides and the school is located.		
CONTRACT FOCUS AREA	<u>Essential Term #4:</u> Community Impact and Contribution: Challenge students to create sustainable communities that honor diversity and steward relationships between each other and our natural resources as active contributors to the well-being of self, family and community. Student contributions to the community are required and documented in annual research projects. Student self-discovery and intra- and interpersonal growth is monitored through observation and selected surveys.	
Evidence of compliance	Concerns	Comments
<ul style="list-style-type: none"> The junior Alapi'i project presented to Commission staff included information regarding the impact of litter on the islands and their flora and fauna. 	<ul style="list-style-type: none"> Did not observe evidence of the Essential Term during any of the instructional periods. 	<ul style="list-style-type: none"> Notice of Concern: Issued for non-compliance with Section 4.2 of the Charter Contract. During the site visit, school administrators did not share any information regarding how student self-discovery and intra- and interpersonal growth is monitored through observation and selected surveys. In the self-reflection responses, the school cited the mo'omona field experiences as providing "service learning opportunities for students in the community;" however, based on Commission staff's observations and conversations with school administrators during the site visit, it is not clear how the mo'omona field experience for that day provided students with a service learning opportunity -- students were transported to Honolulu to pick up rope donations for refurbishing the wa'a.

		<ul style="list-style-type: none"> During the junior Alapi'i project presentation, the student mentioned that she engaged in community service activities related to the project, but information about these activities were not included in the presentation.
CONTRACT FOCUS AREA	Section 4.3 Academic Standards As determined by BOE Policy 102-3, as may be amended, the School shall implement the Common Core or other State academic standards. The School shall retain the autonomy to select a particular curricular and/or instructional approach consistent with the Common Core or other applicable State academic standards.	
Evidence of compliance	Concerns	Comments
<ul style="list-style-type: none"> Observed direct math instruction in one classroom that included the implementation of Go Math, a Common Core-aligned math curriculum. School uses Project Foundry, an online project-tracking system that is Common Core-aligned, to track student completion of standards; this information is then used to determine the number of course credits each student has earned. School administrators showed Commission staff the system. 	<ul style="list-style-type: none"> No evidence of standards posted in classrooms or embedded in conversation with students. Did not observe use of or reference to Project Foundry during any of the instructional periods. Unclear how teachers determine the relevant standards, the potential number of credits that students may earn for a given project, and the actual number of credits earned -- school administrators explained that the process occurs, but Commission staff did not receive any process documentation or observe related activities during the instructional periods. 	<ul style="list-style-type: none"> Notice of Concern: Issued for non-compliance with Section 4.3 of the Charter Contract. As explained by school administrators during the site visit, although direct instruction is a deviation from their project-based instructional model, the school chose to provide direct instruction in math for one hour per day, four days per week, because incorporating math into students' projects proved challenging for faculty.

CONTRACT FOCUS AREA	Section 4.4 Graduation Requirements for High School The School shall comply with the high school graduation requirements set in BOE Policy 102-15, as may be amended, provided that the School may request a waiver of this policy from the BOE and shall notify the Commission in writing of any approved waivers within 14 business days.	
Evidence of compliance	Concerns	Comments
<ul style="list-style-type: none"> Hakipu'u Learning Center to HIDOE Graduation Requirements GRADUATION REQUIREMENT COMPARISON (Attachment 2) is included in student handbook. School uses Project Foundry, an online project-tracking system that is Common Core-aligned, to track student completion of standards; this information is then used to determine the number of course credits each student has earned. School administrators showed Commission staff the system. 	<ul style="list-style-type: none"> Unclear how teachers determine the relevant standards, the potential number of credits that students may earn for a given project, and the actual number of credits earned -- school administrators explained that the process occurs, but Commission staff did not receive any process documentation or observe related activities during the instructional periods. 	<ul style="list-style-type: none"> Notice of Concern: Issued for non-compliance with Section 4.4 of the Charter Contract. The school's current graduation waiver from the Hawaii State Board of Education (BOE) expires at the end of the school's current Charter Contract, on June 30, 2019. If the school wishes to continue following non-standard graduation requirements in the future, it must obtain a new waiver.

Exhibit 3
Hakipu'u Learning Center
SY 2017-2018 Performance Report

Academic Performance Framework

I. Student Academic Outcomes

Academic Proficiency			
Subject	% Proficient: TARGET	% Proficient: ACTUAL	Met target?
Math	21% - 26%	(0-5%)	Did Not Meet
ELA	30% - 36%	21%	Did Not Meet
Science	<i>Target suppressed</i>	<i>Data suppressed</i>	Did Not Meet

Academic Growth			
Subject	Median SGP: TARGET	Median SGP: ACTUAL	Met target?
Math	43 - 49	25	Did Not Meet
ELA	45 - 49	21	Did Not Meet

College and Career Readiness

Chronic Absenteeism		
% Chronically Absent - Combined Elementary & Middle: TARGET	% Chronically Absent - Combined Elementary & Middle: ACTUAL	Met target?
16% - 19%	33%	Did not meet

11 th Grade ACT		
% Scoring 19+: TARGET	% Scoring 19+: ACTUAL	Met target?
15% - 20%	(0-5%)	Did Not Meet

Graduation Rate		
% Grad in 4 yrs: TARGET	% Grad in 4 yrs: ACTUAL	Met target?
65% - 70%	52%	Did Not Meet

College-going Rate		
% Enrolled in college w/in 1 st fall of grad: TARGET	% Enrolled in college w/in 1 st fall of grad: ACTUAL	Met target?
<i>Target suppressed</i>	<i>Data suppressed</i>	Did Not Meet

Achievement Gap			
Subject	% Proficient High Needs: TARGET	% Proficient High Needs: ACTUAL	Met target?
Math	No Target	(0-5%)	Not applicable
ELA	No Target	25%	Not applicable

II. Value Added

Inaugurate Windward Community College (WCC) and Hakipu'u Learning Center (HLC) Middle College Collaboration to complement current WCC/HLC Running Start collaboration.

Being situated on the campus of WCC has given HLC students several post-secondary education opportunities, e.g., Running Start Program in which HLC juniors and seniors can receive dual credits for college and high school, participation in the TRiO program, access to noted speakers, etc. To further contribute to student readiness for community, post high learning/college, and career readiness, HLC is working with WCC to launch a Middle College option for HLC students in SY2017-18. This initiative will enable HLC students to enter a college pathway in the summer after their 8th grade and work toward obtaining an associate's degree while also fulfilling requirements for their high school diploma.

Key milestones include:

- Inaugurate Middle College collaboration with Windward Community College (WCC) to give HLC and other students the opportunity to graduate from high school and obtain an AA simultaneously
- Develop the HLC student support framework for the expanded WCC/HLC Middle College collaboration
- Finalize plans to launch the Middle College initiative in the 2018 Spring semester
- Focus on Student development, growth, and achievement
 1. Readiness for contribution to Career, College, and Community
 2. Enhance student engagement in lifelong learning
 3. Introduction to post high learning experiences

Action	Measurable Outcomes	Lead	Due Date	On track?	Update	Contract amend-ment req?
1. Finalize plan to launch WCC HLC Early College initiative during SY 2017-18; target launch for Spring	• Finalize plan to launch Middle College initiative – class location(s), participation requirements - Identify initial choice(s) for study and course progression options, and - Set preferred course progression and timeline	HLC Admin/ WCC VC of Academic Affairs/ HLC Board	Statement of completion due October 15, 2017	yes	The Middle College Plan is now referred to as WCC HLC Early College Program. Recruitment of middle school (8th grade) students took place in April with informational meetings with 8th graders and a parent/student orientation. A College and	no

Action	Measurable Outcomes	Lead	Due Date	On track?	Update	Contract amendment req?
Term Design process to incorporate students from surrounding schools	<ul style="list-style-type: none"> - Set up timely WCC and HLC staff communication processes to address and support student success · Finalize HLC and family communication and support plan and processes · Explore processes to support participation of students from other windward schools Data Collection/Assessment: <ul style="list-style-type: none"> - Plan review and approval of processes completed (WCC and HLC) addressing recruitment, enrollment, and monitoring processes - WCC/HLC Middle College Plan adopted - documentation 				Career Fair took place on Friday May 4, 2018 at WCC. [REDACTED] HLC 8th [REDACTED] and [REDACTED] 9th [REDACTED] have applied to WCC for Fall 2018. Current (Spring 2018) Early College (EC) students have registered for two Early College courses for Fall 2018.	
2. Develop expanded HLC student support framework for participants in WCC/HLC Middle College initiative inclusive of: <ul style="list-style-type: none"> · orientation, · weekly consultation, and · mentoring process 	<ul style="list-style-type: none"> · Identify best practices to ensure student success · Set participation expectations · Establish criteria for student participation and identify potential indicators of student struggle · Plan for intervention strategies · Determine points of, schedule for, and level of interventions to support student success · Attend to lessons learned throughout program progression Data Collection/Assessment:	HLC Admin, Learning Pathway/ Senior Support Staff, HLC Kumu	October 15, 2017	yes	An Early College Resource Specialist (ECRS) was assigned to Early College students to ensure student success. The ECRS attended classes, took attendance, provided study sessions, checked assignments and communicated regularly with staff on student concerns and progress to ensure student success.	no

Action	Measurable Outcomes	Lead	Due Date	On track?	Update	Contract amend-ment req?
	<ul style="list-style-type: none"> - Resource reference of strategies for integration of PBL and EM completed - Resource reference of strategies 					
3. Develop and launch family/ student communication plan	<ul style="list-style-type: none"> · Develop informational and recruitment materials for the Middle School collaboration/opportunity · Inform families of the opportunity, expectations of student and family, and school support framework Data Collection/Assessment: <ul style="list-style-type: none"> - Communication plan and timeline completed - Related materials developed for distribution 	HLC Admin Team lead, Learning Pathway/ Senior Support Staff	October 15, 2017		HLC Family and Communication Plan	no
4. Recruit HLC junior/senior students attending Running Start to help mentor Middle College participants Develop divergent strategies for integration of student-centered, PBL & development of an entrepreneurial mindset (EM) toward learning	<ul style="list-style-type: none"> · Determine framework/expectations for mentoring · Develop process to support students in both roles – active WCC student and mutual support between HLC students · Schedule whole group, partner, and individual student sessions to address barriers to and celebration of success · Process and peer supporters identified to mentor WCC HLC Middle College cohort(s) Data Collection/Assessment: <ul style="list-style-type: none"> - Student report of use, value, and impact of PBL & EM - Record of meeting agenda, notes, and 	HLC Admin Team lead, Learning Pathway/ Senior Support Staff	October 15, 2018	yes	An Early College Resource Specialist (ECRS) met with Early College students on Monday and Wednesday from 1:00-2:00 to assist with the completion of assignments and preparing for tests. The Running Start program is now referred to as the Early College program. WCC and HLC are working collaboratively together to create an Early College Program for HLC students that will allow the in coming 9th grade cohort (Fall 2018) to earn an Associates degree at WCC by the time they graduate in 2022. HLC students enrolled in the Spring 2018 term will earn between 3-12 Early College credits by the end	no

Action	Measurable Outcomes	Lead	Due Date	On track?	Update	Contract amend-ment req?
	follow up				of the school year with some students earning a Certificate in Plant Biotechnology.	
5. Launch program for first student cohort · First cohort successful participation in orientation process and · Students enrolled in first tier courses	<ul style="list-style-type: none"> Identify initial Middle College student cohort, Conduct orientation and preparation sessions and identify expectations of participation and continuation Enroll interested students in WCC HLC Middle College cohort(s) <p>Data Collection/Assessment: -Course enrollment: orientation journal & registration - Attendance, productivity, evidence of learning: weekly status checks, grades, review of artifacts of learning</p>	Kumu, HLC Admin Team, Learning Pathway/ Senior Support Staff	May 10, 2018	yes	<p>Weekly status checks do not take place at a collegiate level; however, HLC ECRS was working closely with all EC students checking to ensure assignments were completed and preparing students for assessments. Grades for Spring 2018 will not be available till the week of May 14, 2018. Average Daily Attendance for ■ HLC students enrolled in HWST 195 Voyaging met state attendance benchmark - ■■■■■. Average Daily Attendance for ■ HLC students enrolled in BOT 105 and BOT 199 met the state attendance benchmark - ■■■■■. ■■■■■ enrolled in Logic, Ceramics, and Photography, having perfect attendance in these courses. ■ HLC students in grades 9-11 were enrolled in Spring 2018 term at WCC. Visit HLC's Facebook account (facebook.com/hakipuulearningcenter) to review evidence of learning and artifacts of learning. WCC student presentations are available for viewing. On May 30, 2018 EC student hō'ike at HLC (evidence of learning). On April 19, 2018 a Early College Parent Orientation meeting was conducted for 8th</p>	no

Action	Measurable Outcomes	Lead	Due Date	On track?	Update	Contract amend-ment req?
					grade parents. Parents completed all paper work required to apply to WCC HLC Early College Program.	
					Early College Orientation and Sign In Sheets	
6. Conduct on-going assessment of student progress and determine/d eliver interventions as needed Support students toward successfully completing each course	<ul style="list-style-type: none"> Set timeline for and schedule individual student and cohort meeting/check in dates to support student success Ensure timely communication with families of progress and struggles Collectively, identify and implement support strategies Data Collection/Assessment: <ul style="list-style-type: none"> Attendance, productivity, evidence of learning: weekly status checks, grades, review of artifacts of learning Level of readiness for contribution to Career, College, and Community Course completion: registration, grades, products 	Learning Pathway/ Senior Support Staff, student's Kumu/ Advisor, monitored by Admin Team lead	May 30, 2018	yes		no
7. Evaluation and Revisions	<ul style="list-style-type: none"> Review WCC awards Survey students and families about the process, the struggles, the successes, and ideas to improve Integrate input into planning for summer and fall semester options Data Collection/Assessment: <ul style="list-style-type: none"> Student surveys, feedback during discussion groups; 	Learning Pathway/ Senior Support Staff, student's Kumu/ Advisor, student self-report, monitored by Admin Team lead	May 30, 2018	yes	Student and parent surveys were emailed on May 30, 2018 and the results will be shared with instructional staff. ■ out of ■ students enrolled in WCC HLC EC Program completed. ■ students withdrew from the program.	no

Action	Measurable Outcomes	Lead	Due Date	On track?	Update	Contract amend-ment req?
	Parent feedback;overall satisfaction of all stakeholders - Lifelong Learning Journal: student self-report - What proportion of students who elect this option is successful (defined in terms of courses completed and/or Course enrollment and marks and/or degree completion rates, and what strategies helped achieve this success					

Value Added	
Evidence for school year 2017-2018:	See above.
Status:	Did not complete all Value Added activities, specifically Actions 4 and 6. Because this Value Added goal is only one year long, the school has developed a new Value Added Measure for the remainder of its contract term.

III. Interim Assessment Target

Hakipu'u Learning Center implements the Renaissance STAR math and reading assessments as an internal assessment for students in grade 4 through 11. The data is used to establish each students annual math and reading growth targets, guide overall project and content goal setting, and inform curriculum and support strategies to support student needs. The percentage of full school year students with an SGP of 50 or more on STAR reading and math will increase from the fall assessment administered between August 15th and October 15th to the Spring assessment administered between April 15th and May 15th by 2% in reading and 3% in math.

Student Growth Percentiles for Renaissance STAR			
Subject	Median SGP: TARGET	Median SGP: ACTUAL	Met target?
Reading	Fall 2017 SGP + 2 percentage points = 38% + 2% = 40%	42%	Exceeded
Math	Fall 2017 SGP + 3 percentage points = 51% + 3% = 54%	64%	Exceeded

Financial Performance Framework

Financial Performance Framework Audited Fiscal Year 2017-18 Risk Assessment Result

Formula

$$(\text{Current Ratio} \times 0.10) + (\text{Unrestricted Days Cash} \times 0.35) + (\text{Debt to Asset Ratio} \times 0.10) + (\text{Cash Flow} \times 0.10) + (\text{Total Margin} \times 0.25) + (\text{Budget Variance} \times 0.10) = \text{Final Risk Assessment Score}$$

The individual indicators and final risk assessment results are represented as one of five categories based on the school's risk assessment calculations and are rounded to the nearest whole number.

Low	Acceptable	Moderate	High	Significant
1	2	3	4	5

Hakipu'u Learning Center

$$(1 \times 0.10) + (1 \times 0.35) + (2 \times 0.10) + (3 \times 0.10) + (3 \times 0.25) + (2 \times 0.10) = 2$$

$$0.10 + 0.35 + 0.20 + 0.30 + 0.75 + 0.20 = 1.9 \text{ (Rounded Up)} = 2$$

Final Fiscal Year 2017-18 Risk Assessment: ACCEPTABLE

Organizational Performance Framework

For the 2017-2018 school year, the Organizational Performance Framework monitored eight indicators to verify compliance on requirements and performance under the framework.

School	List of Key School Employees/Contacts	Uniform Information Practices Act Annual Log	Governing Board Membership Roster	Teacher Licensure Task - Commission	Student Admission Packet Material for Upcoming Student Application Period	Uniform Information Practices Act Semi-annual Summary Log	Annual Fire Inspection Report	Statement of Assurances
Hakipu‘u Learning Center	✓	✓	✓	✓	✓	✓	✓	✓

Exhibit 4

**Letter to Hakipu'u Learning Center
January 4, 2019**

DAVID Y. IGE
GOVERNOR



JOHN S. S. KIM
CHAIRPERSON

STATE OF HAWAII
STATE PUBLIC CHARTER SCHOOL COMMISSION
('AHA KULA HO'ĀMANA)

<http://CharterCommission.Hawaii.Gov>
1111 Bishop Street, Suite 516, Honolulu, Hawaii 96813
Tel: (808) 586-3775 Fax: (808) 586-3776

January 4, 2019

VIA E-MAIL: ardise@hawaii.edu

Ardis Eschenberg, Governing Board Chair
Hakipu'u Learning Center
PO Box 1159
Kaneohe, HI 96744

RE: Hakipu'u Learning Center Response to NOC #1819AFO02 School Year 2017-2018 Frameworks Results and 2018-2019 Site Visit

Dear Chair Eschenberg:

This letter serves to provide you with an update on the status of the Notice of Concern (NOC) #1819AFO02 School Year 2017-2018 Frameworks Results and 2018-2019 Site Visit.

In accordance with Section 302D-17, HRS and through Exhibit D, Intervention Protocol of the Charter Contract, the Commission sent you NOC #1819AFO02 for Hakipu'u Learning Center's Framework Results for School Year 2017-2018 and the 2018-2019 Site Visit on December 3, 2018. Per the Intervention Protocol, the Hakipu'u Learning Center governing board was required to provide a written response to the Commission within 14 calendar days of the NOC. Commission staff approved two extensions to this deadline, extending it to December 28, 2018.

Thank you for the detailed response to the NOC submitted to the Commission by the Hakipu'u Learning Center governing board on December 31, 2018. Commission staff has reviewed the response and determined that the governing board has not addressed all of the areas of concern; therefore, as noted in the table below, additional information is required (*i.e.*, evidence of implementation, a corrective action plan that fully addresses the concern).

NOC #1819AFO02		
Performance Framework Results for School Year 2017-2018		
Notice of Concern	School Response	Additional Information Required?
Academic Performance Framework		

NOC #1819AFO02		
Performance Framework Results for School Year 2017-2018		
Notice of Concern	School Response	Additional Information Required?
<ul style="list-style-type: none"> Student Academic Outcomes: Academic Proficiency 	<i>Submitted corrective action plan</i>	Additional information is required as the corrective action plan does not address academic proficiency in science
<ul style="list-style-type: none"> Student Academic Outcomes: Academic Growth 	<i>Submitted one corrective action plan</i>	Additional information is required as the corrective action plan does not address academic growth
<ul style="list-style-type: none"> College and Career Readiness: 11th Grade ACT 	<i>Submitted one corrective action plan</i>	No
<ul style="list-style-type: none"> College and Career Readiness: Graduation Rate 	<i>Submitted one corrective action plan</i>	No
<ul style="list-style-type: none"> College and Career Readiness: College-Going Rate 	<i>Submitted one corrective action plan</i>	No

Site Visit Report Issued on November 30, 2018		
Notice of Concern	School Response	Additional Information Required?
Academic Performance Framework		
<ul style="list-style-type: none"> Section 4.2 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 <u>Exhibit A</u> to this Charter Contract. The School shall, at all times, operate in a manner consistent with its Educational Program as defined in <u>Exhibit A</u>. Revisions to any of the elements in <u>Exhibit A</u> (such as establishing, creating, or expanding a virtual or blended learning programs or expanding or eliminating a division) shall be considered a material change to the Charter Contract and shall require prior written approval by the Commission. Where appropriate, this approval shall be informed by an analysis of 	<i>Submitted six corrective action plans and five disputes</i>	<p>Additional information is required. While the corrective action plans and disputes address concerns described in the Site Visit Report issued on November 30, 2018, they do not address the school's implementation of the specified contract sections, specifically, the following portions of Section 4.2 Material Elements of Educational Program:</p> <ul style="list-style-type: none"> Mission and Vision Essential Term #1 Essential Term #2 Essential Term #3 Essential Term #4

Site Visit Report Issued on November 30, 2018		
Notice of Concern	School Response	Additional Information Required?
the School's performance on the Performance Frameworks under Section 5.1 of this Charter Contract particularly to the extent that such changes are intended to improve educational outcomes. (Attachment 2 pp. 53-62)		
<ul style="list-style-type: none"> Section 4.3 As determined by BOE Policy 102-3, as may be amended, the School shall implement the Common Core or other State academic standards. The School shall retain the autonomy to select a particular curricular and/or instructional approach consistent with the Common Core or other applicable State academic standards. (Attachment 2 p. 62) 	<i>Submitted two corrective action plans and one dispute</i>	Additional information required. While the corrective action plans and dispute address concerns described in the Site Visit Report issued on November 30, 2018, they do not address the school's implementation of Section 4.3 Academic Standards
<ul style="list-style-type: none"> Section 4.4 The School shall comply with the high school graduation requirements set in BOE Policy 102-15, as may be amended, provided that the School may request a waiver of this policy from the BOE and shall notify the Commission in writing of any approved waivers within 14 business days. (Attachment 2 p. 63) 	<i>Submitted one dispute</i>	Additional information required. While the dispute addresses concerns described in the Site Visit Report issued on November 30, 2018, it does not address the school's implementation of Section 4.4 Graduation Requirements for High School
Organizational Performance Framework		
<ul style="list-style-type: none"> Section 8.6 The School shall adopt and adhere to a process for resolving public complaints which shall include an opportunity for complainants to be heard by the School's Governing Board. For matters concerning the operations and administration of the School, 	<i>School did not address this area of concern</i>	Additional information required. Either: 1) provide a description of the remedy of the compliance breach, if the breach has been completely remedied. Include evidence of such remedy; or 2) provide a

Site Visit Report Issued on November 30, 2018		
Notice of Concern	School Response	Additional Information Required?
<p>the decision by the School's Governing Board shall be considered final, except where the complaint pertains to a possible violation of any law or breach of this Charter Contract. In the case of a possible violation of law or breach of the Charter Contract, the Commission or other appropriate state agency may investigate the validity of the complaint to determine whether additional actions are needed. The complaints process shall be readily accessible from the School's website, as described in Section 8.9, of this Charter Contract. (Attachment 2 pp. 41-43)</p>		<p>Corrective Action Plan designed to remedy the compliance breach that includes timelines and persons responsible for each action within the plan.</p> <p>An example of evidence could be a copy of the governing board's amended complaints policy, the minutes of the governing board meeting at which the policy was approved and a link to the school's website where the policy is posted.</p>
<ul style="list-style-type: none"> Section 12.7 The School shall conduct criminal history checks, administered by the Hawaii Criminal Justice Data Center in accordance with Section 846-2.7, HRS, solely for the purpose of determining whether a prospective employee or agent 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 	<p><i>School did not address this area of concern.</i></p>	<p>Additional information required.</p> <p>Either 1) provide a description of the remedy of the compliance breach, if the breach has been completely remedied. Include evidence of such remedy; or 2) provide a step-by-step Corrective Action Plan designed to remedy the compliance breach that includes timelines and persons responsible for each action within the plan.</p>

January 4, 2019

Site Visit Report Issued on November 30, 2018		
Notice of Concern	School Response	Additional Information Required?
the health, safety, or well-being of children. (Attachment 2 pp. 3-4, 32-34)		

Please submit the requested documentation noted in the above table to frameworks.compliance@spcsc.hawaii.gov by 4:30 pm on January 11, 2019. At a public meeting during the week of January 21, 2019, the Commission will review, and may take action on the fulfillment of this Notice of Concern. Commission staff will contact you when a Commission meeting date has been set.

Thank you for your attention to this matter.

With aloha,



Sione Thompson
Executive Director

c: Pilimai Traub, School Director (via email: ptraub@hakipuulearningcenter.org)

Exhibit 5
Hakipu'u Learning Center
NOC Response #1

DAVID Y. IGE
GOVERNOR



JOHN S.S. KIM
CHAIRPERSON

STATE OF HAWAII
STATE PUBLIC CHARTER SCHOOL COMMISSION
('AHA KULA HO'ĀMANA)
1111 Bishop Street, Suite 516, Honolulu, Hawaii 96813
Tel: (808) 586-3775 Fax: (808) 586-3776

RESPONSE TO NOTICE OF CONCERN FORM

NOC #: 1819AFO02

Sent to Governing Board Chair of Hakipu'u Learning Center on December 03, 2018

Response Deadline: December 17, 2018

On behalf of Hakipu'u Learning Center, I, Ardis Eschenberg, the school's governing board chair, hereby affirm:

☐ **Option 1: The issue of concern was completely remedied by the response deadline.**

Included below is:

- A description of the remedy (*e.g.*, school staff uploaded the required documents to Epicenter)

☒ **Option 2: The issue of concern was not completely remedied by the deadline, but the remedy is currently in progress.**

Included below is:

- A description of the corrective action plan designed to remedy the issue of concern
- A timeline and deadline for each action within the plan
- The person(s) responsible for each action within the plan

☒ **Option 3: The school governing board would like to dispute the issue of concern.**

** For concerns relating to 4.2, 4.3

Included below is:

- A description of the dispute with the issue of concern
- Evidence supporting the school governing board's disagreement with the issue (*if necessary, please attach additional documentation*)

Description of the remedy, corrective action plan, or dispute for the issue of concern and other required information, as outlined above:

Please see attached.

Appendix A. Makaukau Assistance Plan

Hakipu'u Learning Center		Makaukau Assistance Plan (MAP)		SY _____	
Student:		Date: _____			
Term of MAP:		Start date		End date	
Term of Administrative Home Study (if applicable):		Start date		End date	
Contract Goals (Indicate all that apply): () Build self-awareness & life-skills; () Ascertain commitment to personal kuleana; () Establish harmony; () Rebuild trust; () Meet annual PLP targets					
<p>Hakipu'u Learning Center provides a rigorous project-based learning (PBL) environment and recognizes that a PBL environment may not be the best fit for every learner. This MAP is designed to ensure that the student, family and HLC regularly review the student's successes and challenges, discuss appropriate strategies to support student growth and determine efficacy of continued enrollment at HLC.</p> <p>Student is required to meet the following expectations to remain enrolled at Hakipu'u Learning Center. If successful with this MAP, student will be allowed to maintain enrollment during the current school year with a follow-up MAP, as needed, to guide his / her continuing demonstration of positive behavior and appropriate academic progress.</p> <p>Progress will be reviewed and monitored weekly by Advisor and Admin Team. Any expectations that are not met will result in a meeting with parent and student to review the terms of this MAP.</p>					
Expectation(s) and Goal(s)		Specific Details		Alignment to 'Aelike & HLC Values	
Academic					
Complete 9 hours of student project work each week and log the time on Project Foundry with a minimum of 3 sentences per hour of project work.				Kulia i ka nu'u Recognize and do the hard work it takes to be successful in school and in life; fully engage in my learning opportunities	
Math- Keep current with all math assignments. Use timelogs to track # of lessons completed each week.				Positive attitude towards myself, others, the school and learning and that I work to the best of my ability	
Language Arts- Complete minimum 2 Independent Reading Projects by the end of each semester. Complete all required LA assignments. Use timelogs to track work completed each week.					

Expectation(s) and Goal(s)	Specific Details	Alignment to 'Aelike & HLC Values
Participate in Mo'omona on 1x weekly with all necessary gear and required ukana. <u>Make up work when absent.</u>		
Participate in Friday Elective. <u>Make up work when absent.</u>		
Other		
Attendance		
Maintain 95% or more attendance per block.		Kuleana Punctual, strive for 100% attendance.
Arrive on time and remain in school for entire school day.		
Other		
Behavioral		
Follow HLC values and expectations as outlined in the HLC Positive Learning Environment Handbook. Disrespectful, argumentative and /or non-compliant behavior will not be tolerated. No more than one <u>minor</u> incident report each block. A <u>serious</u> incident report (such as Class A & B offenses (behaviors prohibited by law) will lead to an immediate administrative review meeting.		Malama kekahi i kekahi Be responsible for my own behavior and follow HLC values and rules; set high positive behavior standards for myself

Expectation(s) and Goal(s)	Specific Details	Alignment to 'Aelike & HLC Values
HLC will use the precedent established by Chapter 19 as a resource guide. Behavioral support will involve notification of parents / legal guardians, possible police involvement, and Restorative Justice that best fits each individual.		Aloha aku, aloha mai Conduct myself in a way to protect the safety, feelings, and rights of others
Stay on task appropriate to the time. Unproductive conversation / behavior must be limited to breaks, before and after school.		Kupono Show respect for self, peers and staff on a daily basis.
Contribute to one's own learning of self and support the learning of others		Work to resolve conflicts in positive ways; learn to model positive dispute resolution
Other		
Other		

- If expectations of this MAP are **met** each week, student will continue with current MAP with possible revisions to reflect student progress towards being productive and positive.
- If expectations of this MAP are **not met**, student and family will be called to an administrative review meeting. At this meeting, student will need to present an argument as to why he / she should remain enrolled at Haku'u Learning Center. Possible results of this meeting include dis-enrollment from Haku'u Learning Center or an updated Makaukau Assistance Plan.
- Monitoring of MAP progress is aligned with and in addition to the block progress reports.

Student Acknowledgement:

I, _____, have read and understand the terms of this four page MAP and accept both the expectations and the potential consequences of this MAP.

Signature _____ Date _____ Contact # _____

Parent Acknowledgement:

I, _____, have read and understand the terms of this four page MAP and accept both the expectations and the potential consequences of this MAP.

Signature _____ Date _____ Contact # _____

Parent Acknowledgement:

I, _____, have read and understand the terms of this four page MAP and accept both the expectations and the potential consequences of this MAP.

Signature _____ Date _____ Contact # _____

Administrative Acknowledgement:

Advisor: Name _____ Signature _____

Administrative Team: Name _____ Signature _____

Other Attendees: Name _____ Signature _____

References: *Check all that apply*

- ☐ HLC Positive Learning Environment Handbook
- ☐ HLC Aclike
- ☐ Off Campus Learning Plan
- ☐ Other: _____

Appendix B. Assessment rubrics for alapi'i projects

Project Evaluation & Credit Assessment					Proposed Credit	
Student Name:		Pre Eval Date:				
Project Title:		Post Eval Date:				
Advisor:		Eval Team:				
Project Parts	0	1- Little Evidence/Effort	2- Satisfactory Evidence/Effort	3- Exemplary Evidence/Effort	Score credit	
Timeline, Work Ethic and Inquiry- 20% of credit			Average of scores=			
Proposed Timeline (Advisor)		*Deadlines not met and little attempt to stay on track *Time logged onto PF inconsistently *No work outside of school logged	*Deadlines for each phase are met and any postponements are documented and authorized *Time is logged onto PF regularly with a minimum of 3 sentences of comments *Work outside of school is logged and validated	*Deadlines met ahead of time *Time is logged onto PF daily with comments that clearly describes value of work done *Work outside of school hours is logged and validated with evidence		
Work Ethic (Advisor)		*Student is often off task and unproductive during project work time *Student did not attempt to meet with advisor during the project	*Student shows good work habits and uses time during the school day wisely *Student has met regularly with advisor regarding progress of project	*Student demonstrates pride in good work habits *Student sets an example and acts as a mentor for other students during project work time *Student has met regularly with advisor and has taken notes regarding progress of project		
Binder; Artifacts/ Formative evidence of learning.		*Project binder incomplete and unorganized *Little evidence of planning & development of product(s)	*Project Binder is in order, complete, and ready at time of each advisor check *Evidence of all planning, research, timelogs, development of product(s) and all written artifacts are included *Products are uploaded to Project Foundry	*Binder is complete and organized in a professional manner *Evidence of all planning, research, timelogs, development of product(s) and all written artifacts are included *Products are uploaded to Project Foundry		
PBL Focus Skill:						
Research		*Notes taken. *Notes are not organized or clearly written *Not all resources are cited	*Notes taken are from various resources *Various note taking skills are used *All sources cited correctly for the project *Research is organized	*Notes taken from various resources are annotated * Notes are rewritten for clarity * All resources are correctly cited in text, as well as at the end of project * Research is organized & indexed		
Resources		*Not all initial resources used *No effort to find more information *No primary resource used	*Three initial credible resources used * Input from Primary source incorporated	* Uses additional, credible resources than originally projected *Primary source is mentor throughout the project		
PBL Focus Skill:						

Knowledge Gained/Demonstrated- 40% of credit		Average the scores and multiply by 2=	
Content & Questions	*Not all DQ's were answered and/or used as the driving force *Research off topic *EQ is not realized * Student does not fully understands the topic	*All DQ's are clearly answered throughout the research *EQ clearly answered by evidence in the DQ's * Student fully understands the topic	*DQ's are expanded upon throughout the research *EQ is apparent throughout the project * Student fully understands the topic and expanded on it
Standard:			
Connection / Focus	*Meaningful connection to Hawaii is not clear, and/or little attempt to make one is found	* Meaningful connection to Hawaii is evident and demonstrated within the project and products, as it relates to the topic	* A meaningful connection to Hawaii is clearly demonstrated throughout the project with a deeper understanding of the Maoli culture as it relates to the topic
Foundational Skill:			
Reflection on new learning	*Reflection is unsatisfactory and shows little effort to learn from the experience.	* Reflection is thoughtful and satisfactory for student's level. Rubric is used as guide	*Reflections done throughout the project and with evidence within the final reflection.
Standard:			
Products/Evidence/Presentation- 40% of credit		Average the scores and multiply by 2=	
Products:	Final rubric scores for each individual product will be used in the calculation of final credit. Average all product scores.		
Student and Eval team agree on the rubric scores	1) _____ 2) _____ 3) _____ 4) _____		
Standard:			
Post Evaluation Presentation	*Student is missing products *Unable to share knowledge gained. *Unprepared	*Adequately presents evidence of new learning. *Speaks clearly *Does not read directly from note cards or visual product(s)	*Presents evidence of new learning confidently and practiced. *Student is on-time for evaluation and has all products displayed and is ready to share new knowledge.
Standard:			
Notes:			

**SCAN AND UPLOAD TO PROJECT FOUNDRY AS A PRODUCT
BEFORE COMPLETING THE CREDIT AWARD**

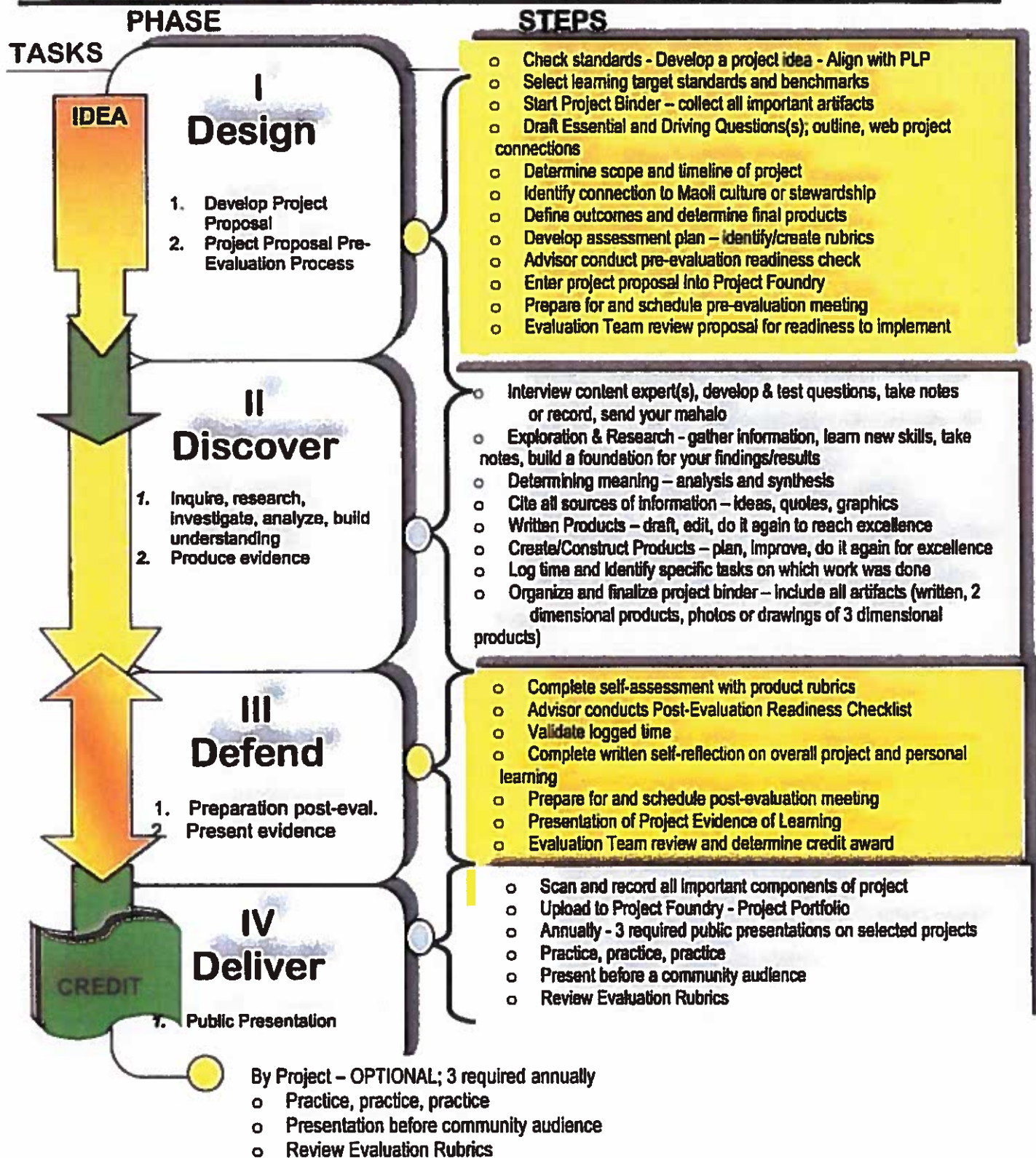
Credit Calculation	
1) Rubric Score	
2) Divide rubric score by-	10
3) Decimal formatted rubric score	
4) Validated credit hours	
5) Credit Hours (#4 multiplied by #3)	
Final Credit (#5 divided by 100 rounded to hundredths)	

Appendix C. Alapi'i flowchart

I. Attachment A: HLC Project Flowchart

LOG TIME throughout
all phases of a project

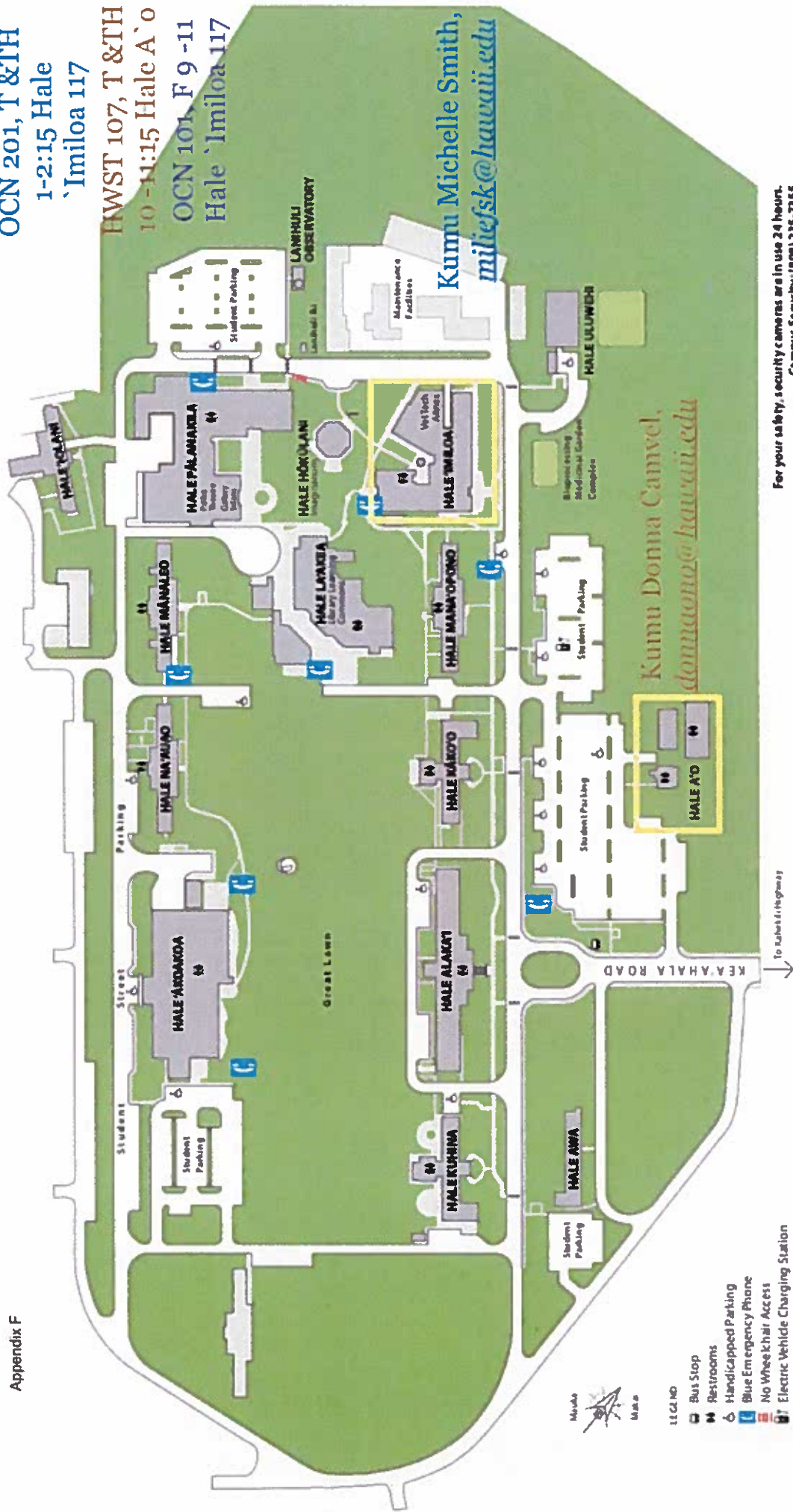
HLC Project-Based Learning Approach
FLOWCHART



Student Alapī'i Guidelines SY 2015 -16

		1		2		3		4		5		6		7	
Level	Hours	25	Staff selects and defines topic, outcomes, final activities, products, timeline and pace	25	Initial efforts of Student. Staff/student negotiate topic, outcomes, final activities, products, timeline and pace	50	Initial efforts of Student. Staff/student negotiate topic, outcomes, final activities, products, timeline and pace	75	Student selects and defines topics, outcomes, activities, final products, timeline and pace	100	Student selects and defines topics, outcomes, activities, final products, timeline and pace	150	Student selects and defines topics, outcomes, activities, final products, timeline and pace	300	Student selects and defines topics, outcomes, activities, final products, timeline and pace
Project Driver															
Research Paper (12 pt. font) Double Spaced		1 page 250 words		3 pages 750 words		3 pages 750 words		5 pages 1,250 words		5 pages 1,250 words		7 pages 1,750 words		10 pages 2,500 words	
Public Presentation		3-5 minutes @ HLC		5-7 minutes @ HLC		5-7 minutes @ HLC hō'ike or community setting		7-10 minutes @ HLC hō'ike or community setting		10-15 minutes @ HLC hō'ike or community setting		10-15 minutes @ HLC hō'ike or community setting		20-30 minutes Senior Hō'ike	
Community Impact		Content area expert; 1 hour of community service		Content area expert; 2 hours of community service		Content area experts; 3 hours of community service		Content area experts; 5 hours of community service		Two content area experts; 10 hours of community service		Two content area experts, mentor in project/content focus; 20 hours of community service		Three to five content area experts, mentor in project/content focus; 50 hours of community service	

Appendix D. Early College Map Spring 2019



**For your safety, security cameras are in use 24 hours.
Campus Security: (800) 235-7355**

Appendix E. Ho'ike Rubric

HAKIPU'U LEARNING CENTER

Presentation and Exhibition Form

Presenter's Name: _____ Ho'ike Date: _____
 Project Title: _____ Evaluator: _____

	Exemplary	Proficient	Approaching Proficient	Novice
	4	3	2	1
Overall Oral Presentation	Interesting, Well-rehearsed, Smooth delivery, Holds audience attention	Relatively interesting, Fairly smooth delivery, Usually holds audience attention	Delivery not smooth; Able to hold audience attention most of the time	Delivery not smooth; Audience attention lost
Time Limit	Presentation is 12-15 minutes long.	Presentation is 8-11 minutes long.	Presentation is 5-7 minutes long.	Presentation is 4 minutes or less.

Delivery:

Enthusiasm	Facial expressions & body language generate strong interest & enthusiasm about the topic in others.	Facial expressions & body language sometimes generate strong interest & enthusiasm about the topic in others.	Facial expressions & body language are used to try to generate interest & enthusiasm but seem somewhat forced.	Very little use of facial expressions & body language. Did not generate much interest in the topic.
Speaks Clearly	Speaks clearly & distinctly 100% of the time.	Speaks clearly & distinctly 95-99% of the time OR Mispronounces or stumbles with a few words.	Speaks clearly & distinctly 85-94% of the time OR Mispronounces or stumbles with words, which disrupts flow.	Often mumbles or cannot be understood.
Posture & Eye Contact	Stands up straight Looks relaxed & confident; Establishes eye contact with all in the room throughout the presentation.	Stands up straight; Looks relaxed and confident; Generally establishes eye contact with the audience.	Sometimes stands up straight. Sometimes establishes eye contact.	Slouches and / or Does not look at people during the presentation.

Content:

Preparedness	Completely prepared & obviously rehearsed	Pretty prepared; may have needed more rehearsal.	Somewhat prepared; Clear that rehearsal was lacking.	Does not seem prepared at all to present.
Organization	Content is well organized, includes 1) introduction, 2) project topic & its significance 3) clear outline of material to be covered	Good content organization; includes 1) introduction 2) project topic 3) overall organization is somewhat unclear.	Content is fairly well organized, but overall topic organization is somewhat confusing	Content is not organized OR organization is confusing/does not make logical sense
Stays on Topic	Stays on topic all (100%) of the time.	Stays on topic most (90-99%) of the time.	Stays on topic some (75-89%) of the time.	Does not stay on topic OR it was hard to tell what the topic was.
	Covers content in-depth with details & examples; Shows	Includes essential knowledge about the topic; Shows a good	Has 1-2 factual errors OR	Content is minimal OR There are several factual errors; Does

Content	full understanding of the topic.	understanding of the topic.	Shows good understanding of parts of the topic.	not seem to understand the topic very well
---------	----------------------------------	-----------------------------	--------------------------------------------------------	--------------------------------------------

	Exemplary	Proficient	Approaching Proficient	Novice
	4	3	2	1

Content (continued):

Originality	Shows large amount of original thought. Ideas are creative & inventive. Acknowledges resources & mentors	Shows some original thought. Shows new ideas & insights. Acknowledges resources	Uses other people's ideas & gives them credit; but little evidence of original thinking.	Uses other people's ideas, but does not give them credit.
Comprehension	Able to accurately answer almost all questions about the topic posed by the audience.	Able to accurately answer most questions about the topic posed by the audience.	Able to accurately answer a few questions about the topic posed by the audience.	Unable to accurately answer questions about the topic posed by the audience.
Integration of Maoli culture or malama 'aina	Project integrates the maoli culture or malama 'aina in a meaningful way that connects past, present, and future	Project integrates the maoli culture or malama 'aina in a meaningful way	Briefly mentions maoli culture or malama 'aina, but does not integrate either throughout the project	Does not include the maoli culture or malama 'aina

Visual Aids:				
Use of Technology and/or Props	Uses technology and / or several props (could include a costume) that show considerable work/ creativity & which make the presentation better.	Uses either technology or one prop (could include a costume) that show considerable work/ creativity & which make the presentation better.	Student uses one prop which adds to the presentation.	Uses no technology or props OR the ones chosen detract from the presentation.
Attractiveness	Makes excellent use of font, color, graphics, effects, etc. to enhance the presentation.	Makes good use of font, color, graphics, effects, etc. to enhance the presentation.	Use of font, color, graphics, effects, etc. occasionally detracts from the presentation	Makes little attempt to use of font, color, graphics, effects, etc. to enhance project
Mechanics	No misspelling or grammatical errors.	One to three misspellings or grammatical errors.	Four to six misspellings or grammatical errors.	More than six errors in spelling or grammatical errors.

Please add any additional comments you might have regarding areas done especially well or suggestions for improvement:

Appendix F. HLC Project Type Matrix

2. Attachment C: HLC Project Matrix

Hakipu'u Learning Center Project Type Matrix



Students, guided by HLC education staff and family, design their own annual personal learning plan.

Students shall meet the annual overall goal of 10 credits to move to the next level. Students may earn credits in a number of ways and each year the actual mix of ways may be different for each student.

The education team in communication with the student and his/her family will facilitate the annual mix of credits to support individual student needs, interest and capacity. It is not uncommon for a new student to have a higher percentage of staff driven projects in the first year or so; then move to about half staff driven and half student driven; and, as a junior or senior, have nearly all student-driven projects. Evidence of learning from each project earns credit and helps the student move toward becoming a life-long, self-directed learner and producer.

The annual personal learning planning process helps each student, guided by family and the HLC education staff, set his/her specific goals for the year aligned to future aspirations.

© Hakipu'u Learning Center updated 1/13/15

Type	Examples	Designer	Credit Potential	Evaluation Process	Awards Credit
Staff-driven	<ul style="list-style-type: none"> Ho'oma'a Math class Learning labs HLC camps Electives 	Sponsoring staff member and/or community resource specialist	Determined by sponsoring kumu; range from 0.1 to 1+ credits	Established, monitored and assessed by sponsoring staff or resource specialist	Sponsoring staff member or community resource specialist
Student-driven	<ul style="list-style-type: none"> Built from interests of student Align with learning target standards, benchmarks and HLC outcomes One project per year meets Alapi'i requirements 	Student - facilitated by adviser/ education team and guided by family	Proposed by student, coached by adviser/ education team and approved by Evaluation Team at pre-evaluation review; range from 0.1 to 1+ credits possible	<ul style="list-style-type: none"> Adviser/ education team Readiness Check List Pre-evaluation by Evaluation Team Post Evaluation by Evaluation Team Optional: Evaluation of Presentation by attending audience 	Evaluation Team from post-evaluation review based on evidence of learning new knowledge and skills, alignment to approved project, quality of products and validated time
Student-driven: community-based	<ul style="list-style-type: none"> Classes at WCC Punahou PUEO program NALU studies KS Summer Enrichment On-line classes Internships Work experiences 	Student-selected and arranged, guided by family, and monitored by adviser/education team; program syllabus, outline, or description	Proposed by student, affirmed by adviser/ education team; approved and assessed by program provider and HLC Evaluation Team for credit and standards award	<ul style="list-style-type: none"> Program provider completes assessment Adviser/ education team affirm readiness Affirm pre-evaluation by Evaluation Team Post Evaluation by Evaluation Team Optional: Evaluation of Presentation by attending audience 	Evaluation Team from post-evaluation review based on evidence of learning new knowledge and skills, alignment to approved project, quality of products and validated time
Student-driven Alapi'i projects culminating in the Senior Project Process	Senior Project requirements: <ul style="list-style-type: none"> Built from interests of student Align with target standards and HLC outcomes Required 300+ hour of which 50 hours contributes to community service as well as project focus 	Student - facilitated by adviser/ education team, informed by content mentor(s) and community service host, and guided by family	Proposed by student, coached by adviser/ education team and approved by Senior Project Evaluation Team at pre-evaluation review; range 3+ credits	<ul style="list-style-type: none"> Adviser/ education team and Senior Committee Check List for Timeline and Readiness Pre-evaluation by Senior Project Evaluation Team Post Evaluation by Senior Project Evaluation Team Presentation evaluation by audience at Senior Ho'ike 	Senior Project Evaluation Team from post-evaluation review based on evidence of learning, alignment to approved project, quality of products, completion of community service, and validated time
Student-driven Life-long Learning Project	<ul style="list-style-type: none"> Out-of-school learning experience of at least 8 hours Followed 2-3 hours on LLE reflection Often family-based 	<ul style="list-style-type: none"> Family Community resource person HLC-sponsored 	LLE = 0.1 credit (Note: if student would like to propose more credit, required to go through Student-driven project process)	Adviser/ education team	Adviser/ education team after posting to Project Foundry and review of Final LLE Reflection

Appendix G. Mo'omona Field Lab

SUPPORTING DOCUMENTATION: Tables, Graphics, Attachments, Evidence

1. Attachment A: Mo'omona Field Lab

PROJECT ELECTIVE DESCRIPTION	
Title of Project Mo'omona Ho'okahua	Dates: FALL Sessions - Annual/Semester Cyclical learning process building on previous learning and experiences over time
Objectives <ol style="list-style-type: none"> 1) Increase knowledge of Kāne'ohe Bay resource 2) Understand kuleana to mālama our resources - with privilege comes responsibility 3) Understand indicators of healthy and stressed environments and systems 4) Contribute to creating healthy environments and systems 5) Develop knowledge on how to use as a sustainable source of food 6) Develop stewardship knowledge and skills - know and practice mālama 7) Contribute to development, care and use of equipment/tools including Ulumua 	
Topics to research/investigate: Study of the north end of Kāne'ohe Bay through traditional and contemporary approaches to data collection, analysis and practice – area as defined from Mokoli'i Island to Kualoa Park shoreline and the Hakipu'u ahupua'a <ol style="list-style-type: none"> 1) Content and things to explore include the following: <ol style="list-style-type: none"> a) health/state of environment – identify biological indicators, conduct coral reef surveys <ol style="list-style-type: none"> i) fish ii) limu iii) coral b) moon phases and impact; tide connection c) weather conditions, cloud cover/type, winds – develop observational skills as a mode of data collection d) Mapping and inventory e) water quality throughout the ahupua'a of Hakipu'u - collect/process/analyze water samples, use/maintain scientific equipment, gather/interpret water quality data f) Contribute to the sea trials and completion of Ulumua 2) Training <ol style="list-style-type: none"> a) boat safety b) mapping skills c) reef protocol training d) inventory methodologies 3) Participate in developing infrastructure and planning to support on-going sessions and community 	

sharing of Mo'omona experiences
<u>Questions to answer: information to get:</u> 1) What is in Kāne'ohe Bay? Is it healthy? 2) What is a healthy/unhealthy marine environment? What indicators would be present? 3) What can be done to restore unhealthy environments/systems? 4) What can I do? What am I personally curious about and how can I make a difference? 5) Application of malama 'aina 6) What knowledge and skills are needed to harvest from Kāne'ohe Bay and insure it as a sustainable source of food for our community?
<u>Application to community. Hawaiian culture/environment by:</u> 1) monitoring the health of Kāne'ohe Bay 2) contributing to rehabilitation initiatives 3) learning of sustainable practices
<u>Mo'omona will add to the following Hawai'i Content and Performance Standards:</u> 1) Earth Systems - demonstrate understanding of earth systems 2) Elements of physics - demonstrate understanding of matter, forces and energy 3) Biological concepts 4) Environmental Systems 5) Integrate applied mathematics and statistics 6) Technical and research writing 7) Applicable technologies
<u>Potential Credit:</u> .5± credit per semester plus .25± from camp
<u>Framework</u> 1) One semester; Fridays 9:30 am - 1:30 pm 2) 2 overnight camps - TBD 3) exchanges /site visits with others doing similar work 4) individual research and project work outside of Friday sessions
<u>Participants required to provide own:</u> i) goggles and snorkel ii) fins iii) tabs iv) dedicated 2 inch three ring binder v) pens and pencils vi) sun screen and hat vii) back pack viii) clothing suitable for working in and around the water, a change of clothing and towel for each session
<u>Resource Specialists:</u> Dedicated Mo'omona Lab Team



Hakipu`u Learning Center

A Public Charter School

Ma ka hana ka `ike Knowing is in the doing

Aloha oukou,

March 30, 2017

Our Mo'omona Hui Lab camp is fast approaching. These camps are designed to mentor students for leadership development through experiences and learning in four strands: 1) content education [social studies, science, and language], 2) environmental stewardship, 3) community awareness and service, and 4) Hawaiian cultural practices.

All planned activities are grounded in cultural practices to build an understanding of the elements of a healthy ahupua'a system with specific reference to the Hakipu'u ahupua'a. All four strands will be interwoven to demonstrate their importance toward creating a healthy, sustainable community. Activities are designed to spiral the learning experience, to build on previous knowledge, and to emphasize the interdependence of natural and man-made systems.

The Mo'omona Camp for the 'Ohana of Kumu Nicky will begin on Tuesday, April 11, 2017 at 9:30am and will finish on Thursday, April 13, 2017 in time for the regular HLC closing protocol. Students report to school on Tuesday at the regular start time, and participate in all morning activities through 'Ohana session. HLC staff will provide transportation to and from the HLC campus.

Please find attached to this information packet:

- ❖ General outline of camp objectives
- ❖ Supply and packing list - Please assist your child in packing for these three days, and be advised that all bags will be checked thoroughly prior to departure from school. Students are not allowed to have any kapu items as stated in the HLC PLE Handbook, inclusive of electronic devices (phones, ipods, cameras, etc.) while at camp. All kapu items will be bagged and securely stored on campus until the students return to campus or a parent picks them up.
- ❖ **Forms for completion and return to the school by Wednesday, April 5th, 2017**
To attend the camp, students are required to return the parental permission forms with important information regarding contact information, transportation, medical information, and acknowledgement of expectations and potential consequences for student behaviors during all of the scheduled activities.

Attendance at the camps is required for the entire 3-day period. Students earn credit for their Ma Uka/Ma Kai Field Lab based on their presence, preparedness, participation and completion of quality products that provide evidence of their learning.

All camp activities will incorporate:

- Native Hawaiian cultural practices related to stewardship of healthy communities and natural resources
- Hands-on projects complemented with research and literature to enhance learning
- Application of learning toward real life solutions to enhance community assets

All 'Ohana and Lab staff will be at the camp; therefore, if you choose not to have your child participate in camp, there will be no staff on campus to supervise work with your child. Your child may prepare and get

approval for an Off-Campus Learning Plan (OCLP) to work from home for those three days. During an OCLP, students are considered present for attendance purposes upon evaluation evidence of their work.

We look forward to working with all of the students during Fall Camp. Please return the attached forms to the HLC office by Wednesday, April 5th; these forms are required for participation. If you have questions or need additional information, please contact any of the Mo'omona Ma Uka /Ma Kai team members noted below at 235-9155 (HLC). Mo'omona Makai/Mauka Lab Team: Lee Wright, Moani Heimuli

3. Attachment C: *Mo'omona Field Lab – Ma Kai Flyer*

4. Attachment D: *Mo'omona Field Lab – Ma Uka Flyer*

Appendix H. Collaboration with Kualoa Regional Park

Ka Huli o Hāloa, Hakipu'u Learning Center & Kualoa Regional Park Collaboration

A collaboration between the City & County of Honolulu, Kualoa Regional Park staff, HLC, and Ka Huli to develop and implement cultural, educational, and recreational activities at Kualoa Park to:

Honor, cultivate, and steward the unique cultural, natural, and recreational resources of the Kualoa and Hakipu'u ahupua'a

Provide/co-host expanded and in depth learning experiences utilizing the unique historical, cultural, and natural resources of Kualoa Regional Park and the surrounding area

Offer community-based educational experiences for students, families, and groups to build awareness regarding the importance of healthy ecosystems

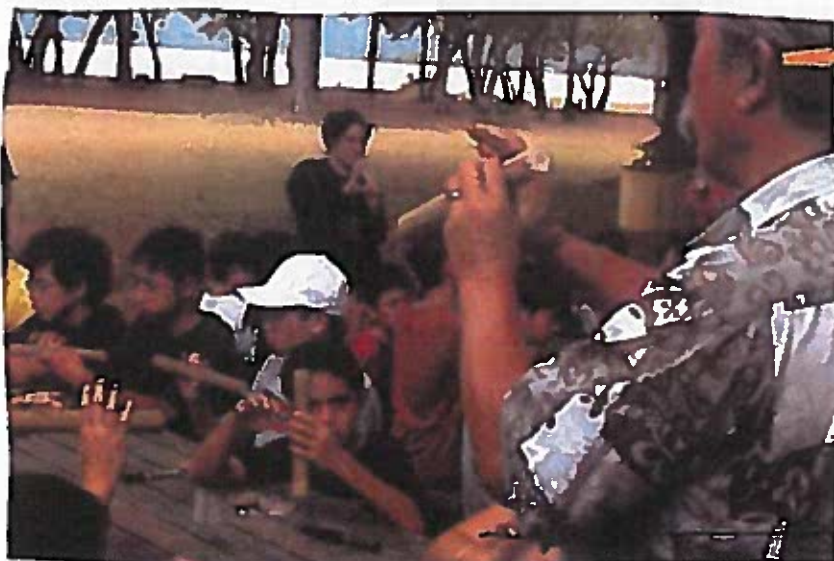
Perpetuate the cultural practices of this area, including way-finding and voyaging traditions, and their historical significance to Hawai'i



Sharing Cultural Practices Mālama Iwi

- Develop and implement strategies to care for iwi kūpuna as they are uncovered by erosion, wave action, and human activity
- Involve students and community groups in the stewardship of historic burial sites
- Assist Park staff with the re-interment process

HECO volunteers and HLC students prepare and place sand bags to protect selected areas of the Kualoa Park shoreline.



Sharing Cultural Practices Mālama Hana Hawai'i

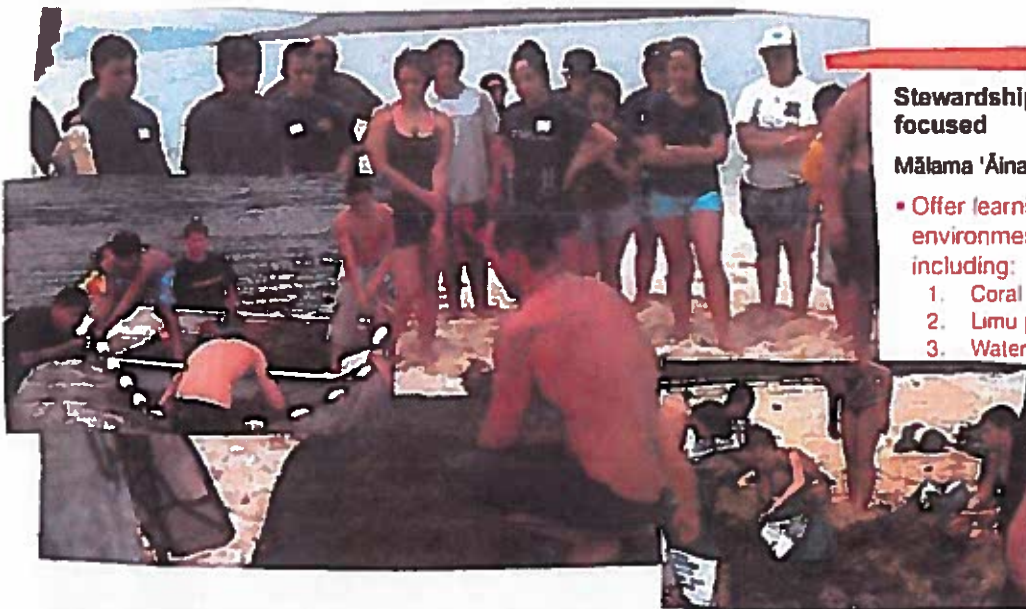
- Offer life-long learning experiences to continue cultural values and practices grounded in Kualoa and Hakipu'u, including:
 1. Leadership Training
 2. Makahiki
 3. Voyaging
 4. Natural resource management
 5. Sustainable living practices
 6. Oli and hula/ua
 - Host events to support cultural practices
 - Contribute to Park programs and events
- HLC students and staff offer cultural workshops for public and private school students.



Stewardship Experiences: Land-focused Mālama 'Āina

- Coordinate community service work days to help protect and enhance Park resources
 - Host Hawai'i, national, and international groups interested in cultural exchange, community service, and studying marine ecosystems
 - Provide educational experiences to encourage interaction with park resources
- HLC 2010 senior class plant niu (coconut) to help fortify sand along the shoreline and reduce erosion.

W



Stewardship Experiences: Ocean-focused Mālama 'Āina

- Offer learning opportunities to introduce environmental stewardship issues, including:
 1. Coral reef preservation,
 2. Limu propagation challenges,
 3. Water safety, etc.

Community volunteers join HLC students and staff to contain or eradicate invasive, introduced algae to help restore native limu.

W



HLC Marine Science Education Program Seeking Knowledge to Mālama the Bay

- Provide extended classes and camps for students to experience, learn, and practice skills necessary to safely and sustainably interact with our marine environment

All HLC students participant in a ma kai field lab to study marine ecosystems, replant native species, eradicate invasive limu, monitor the health of selected reef ecosystems, and learn to assess water quality.

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Appendix I. Collaboration with Kamehameha Schools at Waipao



Ka Huli o Hāloa, Hakipu'u Learning Center & Kamehameha Schools 'Āina Ulu Program

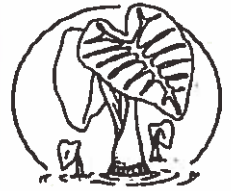
A collaboration between Kamehameha Schools 'Āina Ulu program, HLC and KHOH to develop and implement cultural, educational, and community activities at Waipao, He'eia to:

Support, honor, cultivate and mālama the unique cultural and natural opportunities of the Waipao, He'eia, Ko'olau, O'ahu lo'i and stream systems and surrounding areas

Provide/co-host beginning, in depth, & expanded learning experiences addressing the unique historical, cultural, and natural resources of Waipao and surrounding area

Offer community-service educational experiences for families, and groups to build awareness of the importance of natural ecosystems and the kuleana to nurture them

Build awareness and perpetuate the cultural practices of nā ahupua'a, lo'i systems, related science, and agricultural traditions significant to Waipao and Hawai'i



Sharing Cultural Practices Mālama Lo'i

- Develop and implement strategies to care for ancestral lo'i, to reopen unused systems, and create new systems
- Involve students and community groups in the stewardship of historic lo'i and agricultural sites
- Assist families and community groups with their lo'i systems

HLC students not only care for the Waipao lo'i system in their Ma Uka labs but assist with community work days to share their learning with others.



Sharing Cultural Practices Mālama Stream Ecosystems

- Offer learning experiences to continue cultural values and practices associated with stream management
 1. Leadership Training
 2. Auwai and lo'i set up
 3. Natural resource management
 4. Sustainable living practices
 5. Ahupua'a concept
- Host events to support cultural practices
- Contribute to community programs and events

Community work day in progress; families and community participants at Waipao lo'i.



Stewardship Experiences: Land-focused Mālama 'Āina

- Coordinate community service work days to restore native species and eradicate invasive plants
- Host Hawai'i, national, and international groups interested in the study of Hawai'i ecosystems, cultural exchange, and community service
- Provide educational experiences to encourage interaction with natural resources

Students learning to identify native and invasive plants to contribute to native plant restoration.

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Stewardship Experiences: Land and Stream-focused Mālama 'Āina

- Present learning opportunities to introduce issues of environmental stewardship
 1. Stream ecosystems
 2. Plants used in La'au Lapa'au
 3. Lo'i practices
 4. Water quality indicators

Family work day where participants of all ages help with the stream configuration to manage the Waipao 'auwai system.

W



HLC Lo'i and Stream Science Education

Seeking knowledge to Mālama Lo'i & Streams

- Provide extended classes and camps to experience, learn, and practice skills necessary to safely and sustainably interact with our natural environment

All HLC students participate in a Ma Uka field lab experience in which they study lo'i and fresh water ecosystems, help replant native species, assist in the eradication of invasive species, and learn to assess water quality.

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Appendix J. Sample reflection paper

REFLECTION

I chose psychiatric nursing for my project topic because it has always interested me, even as a child. I always found hospitals and doctor offices fun and interesting and I enjoyed going to the doctors. Through my years at Hakipuu I have done project that were connected to the brain or mental health. One of the project I did was about the brain and its functions. I was curious about how it worked and what part of the brain did what. I also did a criminal minds project. This project was about what was going on mentally with some of the biggest serial killers in America. During this I learned a lot about mental disorders and how it affects an individual. This just made me more interested because there was so much to learn. This project connected with Hawaii because we have the Hawaii State Hospital right above our school. We also have big issues dealing with homeless and mental illness. This project would benefit me by giving me the opportunity to volunteer at Tripler Army Medical Center and work in different departments.

What I am most proud of about myself is that I made it through and completed all my tasks, such as completing my community service early, and finishing my research paper right after I was done with my research. I am just happy it is almost done and I can move on.

The most challenging part about this project was staying inspired and motivated to finish. I felt this way because I had started my project so early. The project to me felt

very long, maybe even too long. Through the process I started to lose focus and felt unmotivated to do anything. This occurred after completing my research phase. From there I felt like I stopped learning. So because I felt this way I lost interest unfortunately and this was a big challenge because I felt discouraged to continue.

What I found to be the most successful thing about this project was my community service. I had a really awesome opportunity to volunteer at Tripler Army Medical Center for my community service. I worked mainly in the oncology clinic, there I learned about cancer and how to talk and work with cancer patients. This to me was the most successful thing because I learned a lot and I was able to get one on one with patients and learn about patient care. I shadowed Dr. Pat who is an advanced practice nurse and she was the one who taught me about how everything works and how to talk to patients.

What project based learning means to me is to be able to be responsible to my own learning and to be independent. During this process I was able to do community service which was a hands on experience and opened doors for me and taught me a lot. Through this process I had to set up dates myself and be responsible for communicating with my primary resources; such as setting up my community service and interviews. The project based learning process has taught me to keep track of my time and task lists to make sure I am where I'm supposed to be. I feel that project based

learning gave me the tools to help prepare me for my future in college, because I am able to be independent.

For my community service like I said before I volunteered at Tripler Hospital and showed Dr. Pat Nishimoto in the oncology clinic. There I also completed all 50 hours of my community service. For my time being there Dr. Pat said I handled myself maturely and worked well with patients. I feel like I gave back to the community because I helped critically ill patients feel a little better about the situation they are in. I also held their hands through small procedures and talked to them so they didn't feel so scared. Most of the patients were the elderly and I would wheelchair them in from the parking lot to the clinic, this made me feel like I was being useful and helpful to the community.

In the beginning of this project I was planning on going into the medical field as a nurse and was interested in psychology. Now a few months later I have learned that I don't want to go into the medical field. I learned that I want to be doing something I really love and am passionate about and that's beauty. This project helped me realize that I shouldn't do what everyone wants me to do and that I should go into something that I love. This project will still help me because I will still be going to college and taking test and learning on my own.

Appendix K. Documentation of Community Service

Hakipu'u Learning Center
Documentation of Community Service

Part A *(To be completed by the student)*

Name: _____ Grade: _____

Date(s) of Service: _____ # Hours Completed: _____

Name of Organization: _____

Description of work done:

Part B *(To be completed by an adult supervisor)*

1. I appreciated the following qualities and/or skills demonstrated by this student:

2. I recommend that the student work to improve in the following areas

Name *(Please print)* _____ Position _____

Phone# _____ email _____

Supervisor's Signature _____ Date _____

(Time log see back)

Appendix E

Use this area to log time for on-going service at the same location.

[illegible]

Appendix L. HLC Standards

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HLC STANDARDS REFERENCE

SY 2018/2019

HLC Graduation Requirement Reference								SY 2018/2019	
Minimum credit requirements by grade level									
Entry Grade Level	4	5	6	7	8	9	10	11	12
Art	8	7	6	5	4	3	2	1.5	
College & Career	3.5	3	2.5	2	1.5	1	.5	*	
Foundations	7	6	5	4	3	2	1	1	
PBL	2.8	2.4	2	1.6	1.2	.8	.4	.4	
Ho'oma'a	2.8	2.4	2	1.6	1.2	.8		.4	
Technology	1.4	1.2	1	.8	.6	.4	.2	.2	
Health	3.5	3	2.5	2	1.5	1	.5	*	
Language Arts	18	16	14	12	10	8	6	4	
Language	3.6	3.2	2.8	2.4	2	1.6	1.2	.8	
Communications	3.6	3.2	2.8	2.4	2	1.6	1.2	.8	
Reading	5.4	4.8	4.2	3.6	3	2.4	1.8	1.2	
Writing	5.4	4.8	4.2	3.6	3	2.4	1.8	1.2	
World Language	0	0	0	0	0	0	0	0	
Math	11	10	9	8	6.5	5	4	3	
PE	4.5	4	3.5	3	2.5	2	1.5	1	
Science	11	10	9	8	7	6	4.5	3	
Science free choice	2	2	2	1.5	1.25	1.5	*	*	
Process	1.5	1	1	.5	.5	.5	.5	.2	
Life Science	2	1.75	1.5	1.5	1.25	1	1	.7	
Environmental Science	2	1.75	1.5	1.5	1.25	1	1	.7	
Physical Sciences	2	1.75	1.5	1.5	1.25	1	1	.7	
Earth and Space Science	2	1.75	1.5	1.5	1.25	1	1	.7	
Social Studies	12	11	10	9	8	7	5	3	
Hist. Understanding	.6	.55	.5	.45	.4	.4	.25	.15	
Local History	1.8	1.65	1.5	1.3	1.2	1.1	.75	.5	
National History	1.8	1.65	1.5	1.3	1.2	1.1	.75	.5	
World History	1.2	1.1	1	1	.8	.6	.5	.2	
Political Science/Civics	1.8	1.65	1.5	1.35	1.2	1	.75	.45	
Cultural Anthropology	3.6	3.3	3	2.7	2.4	2.1	1.5	.9	
Geography	.6	.55	.5	.45	.4	.35	.25	.15	
Economics	.6	.55	.5	.45	.4	.35	.25	.15	
Student Choice	11.5	10	8.5	7	6	5	5	3.5	
Total	90	80	70	60	50	40	30	20	

Graduation Requirements: All students must complete their individual content area credits and targets (benchmarks) as defined in their Personal Learning Plan (PLP), Mo'omona/lab requirements, successful completion of a senior/Alapi'i 7 project and Ho'ike presentation, one year College and Career Exploration senior elective, and creation of a Lei Hulu.

Advancement each year: To advance each year, Students are expected to earn 10 credits per year of enrollment, as defined in their personal learning plan.

Annual Learning Elements to be completed:

- 4 Reading projects as defined in the student's PLP
- 1 Math project inclusive of Everyday math skills
- 1 completed Alapi'i project showing proficiency at student's level
- 3 presentations with an audience of five or more

Mo'omona Community Experiences:

All students attend Mo'omona each year through the 10th grade. 11th and 12th grade students with 2 years of Mo'omona completed, or successful completion of college level courses or programs, may opt out with approval from parent and admin.

Art, College and Career Explorations, Health and PE Content Areas: Students may choose which strands and targets they will complete to earn the required credit in each of these content areas.

College and Career Exploration (CCE): Students are required to participate in the HLC CCE process, culminating in a portfolio to support future learning.

Foundational skills: Students who have earned the minimum credit requirement in grades 4-8, and have shown consistent satisfactory knowledge of these skills, may be exempt from this requirement in grades 9-12. In this case, student choice credit will be increased accordingly.

Language Arts: World Language is optional and credit will be applied to the Language Arts content area. Requirements in all other strands of LA remains the same. Students who enter in the tenth or eleventh grade may have requirements revised based on credits earned previously.

Math: Students are expected to complete a minimum of 1 credit of math course work per year, in addition to integrating Everyday/applied math into selected projects. A minimum of 1.0 credit in Algebra 1 studies, and studies in Geometry and advanced math are to be completed as defined in their PLP to meet graduation requirements.

Science: HLC acknowledges that science curriculum crosses all strands, targets, and benchmarks. Students who enroll in the tenth or eleventh grade may have science requirements revised based on credits earned previously.

Social Studies: History Strands have specific credit requirements pertaining to benchmarks. Students who enter in the tenth or eleventh grade may have requirements revised based on credits earned previously.

Required targets and/or benchmarks are noted as "R" in the Standards Reference.

New students, particularly those who enter in grades 10-11, may have adjusted Personal Learning Plans based on credits earned and standards awarded from their previous school.

Legend for the terms that we are using:

Standards- the overall compilation of HLC requirements

Content Area - Art, Career and College Exploration, Foundations, Health, Language Arts, etc.

Strands- subgroups of the content areas, ie. Visual Art and Music, Reading and Writing, History and Geography, etc.

Targets - specific requirements within the strand, ie. within reading- Foundational, Literature, Informational, etc

Benchmarks= details of the targets which may be used for assessment.

HLC Arts Standards Reference 2018/2019

Strand	Target	Benchmark
VISUAL ARTS AR:VIS.01	How the Arts Are Organized AR:VIS.01.01	AR:VIS.01.01.01 Create original works of art using a variety of visual arts materials, techniques, and processes
		AR:VIS.01.01.02 Create an original integrated art product or performance and explain how this process enhances a specific art work
		AR:VIS.01.01.03 Use art vocabulary when evaluating intent and content of works of art
		AR:VIS.01.01.04 Use subjects, themes, or symbols from life experiences to convey personal ideas
		AR:VIS.01.01.05 Compare the characteristics of artwork from various historical periods and/or cultures
		AR:VIS.01.01.06 Analyze, using evidence, why specific works of art were created
		AR:VIS.01.01.07 Demonstrate how the composition of a work of art is affected by the use of elements or principles of art and design
		AR:VIS.01.01.08 Evaluate the effectiveness of the use of elements and principles of art and design in works of art
		AR:VIS.01.01.09 Analyze, using evidence, the relationship between themes explored in the visual arts and those explore in other content areas
		AR:VIS.01.02.01 Understand and apply selected elements and principles of art and design to communicate a particular message or opinion in an original work of art; understand and apply different qualities and characteristics of art materials, techniques, and processes to convey effectively different experiences, ideas, and opinions
MUSIC AR:MUS.01	How the Arts Communicate AR:VIS.01.02	AR:VIS.01.02.02 Describe and evaluate how different elements and principles of art and design, and styles can be used to express a variety of moods, feelings, themes, and ideas
		AR:VIS.01.03.01 Evaluate the function of artwork in different cultures, careers, and historical periods
		AR:VIS.01.03.02 Create works of art that contain one or more symbol, theme, and metaphor
		AR:VIS.01.03.03 Analyze, using evidence, how cultural factors have affected works of art now and in the past
		AR:VIS.01.03.04 Analyze common characteristics of works of art and artifacts across time periods and among cultural groups to identify influences
		AR:VIS.01.03.05 Create a work of art using the elements and principles of art and design demonstrating Maoli experience(s)
		AR:MUS.01.01.01 Perform music from a variety of cultures, styles, and genres individually as well as in small and/or large ensembles
		AR:MUS.01.01.02 Perform music in various meters
		AR:MUS.01.01.03 Perform a variety of musical elements with appropriate understanding, expression, and style individually and in a group
		AR:MUS.01.01.04 Evaluate the effectiveness of a musical performance or composition
Understand and apply elements of music and understand how music communicates ideas, feelings, and experiences across cultures	How the Arts Are Organized AR:MUS.01.01	AR:MUS.01.01.05 Compose, arrange, or notate music using specific guidelines
		AR:MUS.01.01.06 Improvise a short pattern or melody to be performed with a rhythmic and/or melodic accompaniment
		AR:MUS.01.01.07 Improvise short melodies based on a chord pattern
		AR:MUS.01.01.08 Apply knowledge of music theory to compose and arrange music within specified guidelines
		AR:MUS.01.01.09 Analyze compositional devices and techniques
		AR:MUS.01.01.10 Compare terms and elements used in music, the other arts, and other content areas; Describe how various elements and roles of music integrate with other content areas
		AR:MUS.01.02.01 Understand and apply elements of music and understand how music communicates ideas, feelings, and experiences across cultures.

HLC Arts Standards Reference 2018/2019

	How the Arts Shape and Reflect Culture AR:MUS.01.03	AR:MUS.01.03.01 Compare the role of music and composers in various cultures and time periods
		AR:MUS.01.03.02 Analyze the use of musical elements in various cultures with an emphasis on melody and harmonic progressions
		AR:MUS.01.03.03 Analyze the significance of music and composers in various cultures and time periods
		AR:MUS.01.03.04 Compose and/or perform a work of music using musical elements, expression, style and/or instruments demonstrating Maoli experience(s)
DRAMA AND THEATRE AR:DRA.01	How the Arts Are Organized AR:DRA.01.01	AR:DRA.01.01.01 Perform in at least one of various roles and responsibilities in theatre productions
		AR:DRA.01.01.02 Develop a dialogue for a scene or one-act play.
		AR:DRA.01.01.03 Apply basic stage movement
		AR:DRA.01.01.04 Design scenery that establishes an environment for a character.
Understand and apply the skills of acting, design, and technical theatre and understand the role of drama in various cultures throughout history	How the Arts Communicate AR:DRA.01.02	AR:DRA.01.02.01 Demonstrate how theatre can be used to communicate concepts from another content area
		AR:DRA.01.02.02 Explain the effect and impact of sets, make-up, costumes, sound, light, and props in a theatrical performance.
		AR:DRA.01.02.03 Evaluate the use of technical elements (e.g., sets, make-up, costumes, sound, light, and props) and their effect on the meaning of a production
		AR:DRA.01.02.04 Demonstrate various elements that contribute to the overall impact of a theatrical presentation on an audience
	How the Arts Shape and Reflect Culture AR:DRA.01.03	AR:DRA.01.03.01 Explain the role of an audience in a theatrical production
		AR:DRA.01.03.02 Compare theatrical styles common to certain historical and cultural periods
		AR:DRA.01.03.03 Apply theatrical traditions of various cultures
		AR:DRA.01.03.04 Explain how theatre has depicted the history of Hawai'i, USA or another country/community
DANCE AR:DAN.01	How the Arts Are Organized AR:DAN.01.01	AR:DRA.01.03.05 Evaluate how technology has impacted theatre production
		AR:DRA.01.03.06 Create and/or perform in a theatrical work communicating concepts of Maoli experience(s)
		AR:DAN.01.01.01 Use kinesthetic awareness, concentration, and focus in performing movement skills
		AR:DAN.01.01.02 Apply the use of choreographic principles with partners or in groups
Understand and apply elements of dance, appreciate how dance communicates meaning, and recognize its role across cultures and throughout history	How the Arts Communicate AR:DAN.01.02	AR:DAN.01.01.03 Use a variety of dance elements to develop dance phrases
		AR:DAN.01.01.04 Use a variety of choreographic structures of forms to develop movement studies
		AR:DAN.01.01.05 Use kinesthetic awareness and spatial awareness in combination with time or force elements
		AR:DAN.01.02.01 Evaluate a dance for dance elements, choreographic principles, processes, and structures
DIGITAL MEDIA AR:DME.01	How the Arts Shape and Reflect Culture AR:DAN.01.03	AR:DAN.01.02.02 Evaluate a dance using personal preferences and personal knowledge of dance composition and impact
		AR:DAN.01.02.03 Communicate daily life experiences and ideas through dance
		AR:DAN.01.03.01 Apply the use of choreographic principles with partners or in groups
		AR:DAN.01.03.02 Compare types of dance from different cultures and historical periods
Understand and apply the capacity of digital media to	How the Arts Are Organized AR:DME.01.01	AR:DAN.01.03.03 Analyze the historical evolution of dance from the lives of people in a community over time
		AR:DAN.01.03.04 Perform a dance using dance elements, choreographic elements & principles while demonstrating appropriate Maoli cultural understanding
		AR:DME.01.01.01 Apply existing knowledge to generate new ideas, products, or processes
		AR:DME.01.01.02 Apply a variety of digital media operations and elements to develop an original work
Understand and apply the capacity of digital media to	How the Arts Communicate AR:DME.01.02	AR:DME.01.01.04 Apply the use of digital media principles with partners or in groups
		AR:DME.01.02.01 Create original works as a means to communicate personal or group expression/experience
		AR:DME.01.02.02 Evaluate digital media works for elements, principles, processes, and structures to communicate

create original works and/or demonstrate creative thinking <i>Photography</i> <i>Video</i> <i>Graphic design</i> <i>Animation</i> <i>Etc.</i>		AR:DME.01.02.03 Evaluate digital media works using personal preferences and personal knowledge of a media's capacity and it's impact in communicating a message
		AR:DME.01.02.04 Communicate daily life experiences and ideas through digital media
	How the Arts Shape and Reflect Culture AR:DME.01.03	AR:DME.01.03.01 Use models and simulations within original works to explore/explain complex systems and issues
		AR:DME.01.03.02 Create original digital media works with partners or in groups
		AR:DME.01.03.03 Compare the role of technology/digital media and art in different cultures and historical periods
		AR:DME.01.03.04 Analyze the historical evolution of digital media art in a community over time
		AR:DME.01.03.05 Create an original work using digital media while demonstrating appropriate Maoli experience(s)

INDUSTRIAL and CULTURAL ARTS AR:IND.01	Woods & Naturals AR:IND.01.01	AR:IND.01.01.01 Learn to use a variety of woodworking tools safely and responsibly
		AR:IND.01.01.02 Create an original wooden structure or create an original wooden sculpture
		AR:IND.01.01.03 Study woodworking in various cultures.
	Ceramics AR:IND.01.02	AR:IND.01.01.04 Use natural materials, such as wood, leaves, vines, bamboo, etc. creatively
		AR:IND.01.02.01 Create an original ceramic piece using a variety of hand methods, and finishing glazes.
		AR:IND.01.02.02 Create an original ceramic piece using a potter's wheel, and finishing glazes.
	Textiles AR:IND.01.03	AR:IND.01.02.03 Identify the different types of ceramics across history and cultures
		AR:IND.01.03.01 Learn to use a sewing machine safely and responsibly.
		AR:IND.01.03.02 Learn to crochet, knit, weave, sew, etc.
		AR:IND.01.03.03 Learn the differences of a variety of fabrics and their uses
		AR:IND.01.03.04 Compare and analyze the connection of time and place to the history of fashion
		AR:IND.01.03.05 Create with fabrics; clothing, quilts, décor, etc
	Jewelry AR:IND.01.04	AR:IND.01.04.01 Learn to use a variety of jewelry making tools safely and responsibly
		AR:IND.01.04.02 Create a variety of original jewelry items
		AR:IND.01.04.03 Use natural materials in creating jewelry
	Photography/Film AR:IND.01.05	AR:IND.01.05.01 Understand how a film camera works, still photos and/or movies
		AR:IND.01.05.02 Learn how to develop film in a darkroom and understand the process
		AR:IND.01.05.03 Study the history of filmmaking.
	Glass & Metals AR:IND.01.06	AR:IND.01.05.04 Create an exhibit of photographs or a film
		AR:IND.01.06.01 Learn to use a variety of glass and metal tools safely and responsibly
		AR:IND.01.06.02 Create original works of art using glass and metals
	Culinary AR:IND.01.07	AR:IND.01.07.01 Learn the art of cooking
		AR:IND.01.07.02 Study methods of cooking in various cultures
		AR:IND.01.07.03 Understand the importance of kitchen health and safety
	Automotive/ Mechanical AR:IND.01.08	AR:IND.01.08.01 Learn the basics of how an automotive engine works
		AR:IND.01.08.02 Learn how to use tools safely and responsibly
		AR:IND.01.08.03 Learn to safely operate heavy equipment
	Cultural AR:IND.01.09	AR:IND.01.09.01 Create an artifact or representation of a specific cultural art form.

Strand	Target	Benchmark
COLLEGE CE:COL.01 Explore and understand educational options in order to develop and implement personal, educational, and career goals	Exploration CE:COL.01.01	CE:COL.01.01.01 Utilize college information resources
		CE:COL.01.01.02 Determine possible interests in higher education
		CE:COL.01.01.03 Participate in TRIO, College/Career guidance and/or Early College or similar program
		CE:COL.01.01.04 Research scholarships and their requirements
	Planning CE:COL.01.02	CE:COL.01.02.01 Create a timeline for junior/senior year
		CE:COL.01.02.02 Complete the SAT, ACT or similar
		CE:COL.01.02.03 Create a timeline for college application process
		CE:COL.01.02.04 Start a portfolio for the application process
	Application CE:COL.01.03	CE:COL.01.03.01 Write a personal statement
		CE:COL.01.03.02 Write a resume.
CAREER CE:CPN.01 Explore and understand career options in order to develop and implement personal, educational, and career goals	Career Goals and Options CE:CPN.01.01	CE:COL.01.03.03 Apply to a minimum of one college or school of higher education
		CE:COL.01.03.04 Complete the FAFSA
		CE:CPN.01.01.01 Create and define individual education and career goals
		CE:CPN.01.01.02 Evaluate potential career choices in relation to personal interests, strengths, and values
	Career Skills CE:CPN.01.02	CE:CPN.01.01.03 Assess the compensation, lifestyle, and other benefits associated with careers of interest
		CE:CPN.01.02.01 Assess personal qualities that are needed to be successful in various work environments
		CE:CPN.01.02.02 Define appropriate and safe behaviors and practices related to various work environments
		CE:CPN.01.02.03 Evaluate the following academic and career skills as they relate to home, school, community, and employment: communication, punctuality, time management, organization, decision making, goal setting, resource allocation, fair and equitable compensation, safety, employment application skills, teamwork,
	Career Portfolio Development CE:CPN.01.03	CE:CPN.01.03.01 Create career portfolio that documents personal, educational, and career goals
		CE:CPN.01.03.02 Assess evidence of progress toward their attainment and update annually
	Job Search CE:CPN.01.04	CE:CPN.01.04.01 Analyze the demographic, geographic, and technological trends that affect work opportunities
		CE:CPN.01.04.02 Identify and explore available job search resources to gather information about and analyze opportunities in various careers
	Job Application Process CE:CPN.01.05	CE:CPN.01.05.01 Gather and prepare documents related to job-seeking
		CE:CPN.01.05.02 Prepare for the job interview process
	Work Experience CE:CPN.01.06	CE:CPN.01.06.01 On the job experience. After an initial 40 hours of training, credit will be calculated by 4:1 ratio of work hours. Other target areas may also be addressed with the same job, such as Industrial Math and Arts.

Strand	Target	Benchmark
PROJECT BASED LEARNING FN.PBL.01 Understand and practice the skills necessary for PBL.	Project Skills FN.PBL.01.01 Understand and practice the skills necessary for PBL.	FN.PBL.01.01.01 R Utilize Project Foundry to track and record project development, progression and completion
		FN.PBL.01.01.02 R Understand the project design process; develop student-driven project proposal(s)
		FN.PBL.01.01.03 R Demonstrate personal accountability and time management skills: develop task lists, plan project timelines, manage calendar and schedule to accomplish proposed projects
		FN.PBL.01.01.04 R Demonstrate understanding and apply various approaches to idea/ topic development - webs, outlines, brainstorming
		FN.PBL.01.01.05 R Design an essential question and driving questions to focus each project
		FN.PBL.01.01.06 R Organize project progression; create project binders with sections for proposal components, research resources, research results and findings, product planning, evidence of learning, etc. as needed
		FN.PBL.01.01.07 R Understand the use of rubrics for guidance and personal assessment; develop and gather rubrics for each product proposed as evidence for learning
		FN.PBL.01.01.08 R Understand and apply HLC content and performance standards
		FN.PBL.01.01.09 R Understand and utilize sound research skills: take notes, utilize graphic organizers, highlight important information, cite all sources, interview content expert(s)
		FN.PBL.01.01.10 R Validate the authenticity/quality of source material/person, differentiate between primary and secondary sources, content experts/mentors, and understand the consequences of plagiarism
HO'OMA'A FN:HOO.01 Understand and practice the values, ethics and skills to become and independent learner.	Core Values FN:HOO.01.01 <i>This Target is for first year students.</i> <i>See SS:CUL benchmarks for continuing students</i> Character Development and Ethics FN:HOO.01.02.	FN:HOO.01.01.01 R Learn and develop an understanding of HLC protocol – daily, community presence, formal gatherings
		FN:HOO.01.01.02 R Learn and develop an understanding of HLC core oli and hula
		FN:HOO.01.01.03 R Learn and develop an understanding of HLC core values: Aloha aku aloha mai; Kulia I ka nu'u; Malama ke kahi i ke kahi; Kuponu; AND Kuleana
		FN:HOO.01.02.01 R Critical thinking <ul style="list-style-type: none"> • Demonstrate the application of problem solving and decision making processes • Describe and apply constructive responses to criticism • Recognize and describe how bias, vested interest, stereotyping, and the manipulation or misuse of information interfere with problem solving or attaining goal
		FN:HOO.01.02.02 R Self-Management <ul style="list-style-type: none"> • Determine methods for maximizing personal productivity • Revise and update your personal learning plan annually
		FN:HOO.01.02.03 R Interpersonal Communication Model interpersonal and effective conflict resolution skills; po'ai pili
		FN:HOO.01.02.04 R Character Development and Ethics <ul style="list-style-type: none"> • Describe how character influences work productivity • Describe the relationship of privileges to personal kuleana and reflect how this impacts and individual's duty to a group's wellbeing
		Discuss the roles of personal choice, consequences and sanctions, and personal/professional code of ethics/conduct in relationship to rules or laws

HLC Foundations Standards Reference 2018/2019

	Connections to Hawaiian culture FN:HOO.01.03	FN:HOO.01.03.01 R Demonstrate a connection to Hawaiian culture and/or environment, past or present within a project.
TECHNOLOGY FN:TEC.01	Research and information fluency FN:TEC.01.01	FN:TEC.01.01.01 R Plan strategies to guide inquiry
	Apply digital tools and operations to gather, evaluate, and use information	FN:TEC.01.01.02 R Locate, organize, evaluate, synthesize, and ethically use information from a variety of sources and media
		FN:TEC.01.01.03 R Evaluate and select information sources and digital tools based on the appropriateness of specific tasks
		FN:TEC.01.01.04 R Process data and report results
		FN:PBL.01.01.01 R Utilize Project Foundry to track and record project development, progression and completion
	Critical thinking, problem solving, and decision making FN:TEC.02.01	FN:TEC.02.01.01 R Identify and define authentic problems and significant questions for investigation
	Use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.	FN:TEC.02.01.02 R Plan and manage activities to develop a solution or complete a project
		FN:TEC.02.01.03 R Collect and analyze data to identify solutions and/or make informed decisions
		FN:TEC.02.01.04 R Use multiple processes and diverse perspectives to explore alternative solutions
	Digital citizenship FN:TEC.03.01	FN:TEC.03.01.01 R Advocate and practice safe, legal, and responsible use of information and technology
	understand human, cultural, and societal issues related to technology and practice legal and ethical behavior	FN:TEC.03.01.02 R Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity
		FN:TEC.03.01.03 R Demonstrate personal responsibility for life-long learning
		FN:TEC.03.01.04 R Exhibit leadership for digital citizenship
	Technology, operations and concepts FN:TEC.04.01	FN:TEC.04.01.01 R Understand and use technology systems
	Demonstrate a sound understanding of technology concepts, systems and operations	FN:TEC.04.01.02 R Select and use applications effectively and productively
		FN:TEC.04.01.03 R Troubleshoot systems and applications
		FN:TEC.04.01.04 R Transfer current knowledge to learning of new technologies
		FN:TEC.04.01.05 R Develop basic skills in Word Processing, Spreadsheet, and Presentation Application Programs
	Communication FN:OHA.01.01	FN:OHA.01.01.01 R Advisor communication a minimum of every three weeks
	Conferences FN:OHA.01.02	FN:OHA.01.02.01 R Parents meet with the Educational Team/Advisor bi- annually to support the development of the student's Personal Learning Plan.
'OHANA INVOLVEMENT FN:OHA.01	Ho'ike FN:OHA.01.03	FN:OHA.01.03.01 R Attend All Ho'ike events in support of the student and their projects.
	Events FN:OHA.01.04	FN:OHA.01.04.01 R Attend events throughout the school year, such as Open House, Makahiki, 'Ohana Nights, La 'Ohana days, camps and community outreach activities.
	Volunteering FN:OHA.01.05	FN:OHA.01.05.01 R Take part in volunteer opportunities throughout the year, on campus and well as off campus.

Strand	Target	Benchmark
CORE CONCEPTS: HE:COR.01 Understand concepts related to health promotion and disease prevention	Mental and Emotional Health HE:COR.01.01	HE:COR.01.01.01 R Explain the relationship between mental, emotional, social, and physical health HE:COR.01.01.02 R Compare the relationships among mental, emotional, social, and physical health in adulthood
	Healthy Eating HE:COR.01.02	HE:COR.01.02.01 R Describe short- and long-term effects and consequences of poor nutrition and lack of physical activity HE:COR.01.02.02 R Examine and explain the nutritional elements of a healthy diet
	Promoting Safety and Preventing Violence and Unintentional Injury HE:COR.01.03.01	HE:COR.01.03.01 R Describe types and degrees of risk encountered in daily living and formulate strategies to avoid or reduce threatening situations HE:COR.01.03.02 R Know how to use appropriate strategies to avoid, reduce, and report threatening situations HE:COR.01.03.03 R Understand and apply basic first aid HE:COR.01.03.04 R Understand and apply basic lifeguarding and water safety techniques HE:COR.01.03.05 Learn and become certified in CPR HE:COR.01.03.06 Complete drivers education and demonstrate safe driving practices
	Tobacco-Free Lifestyle HE:COR.01.04	HE:COR.01.04.01 R Describe short- and long-term effects and consequences of using tobacco products or vaping
	Alcohol and Other Drug-Free Lifestyle HE:COR.01.05	HE:COR.01.05.01 R Describe short- and long-term effects and consequences of drinking alcohol HE:COR.01.05.02 R Describe short- and long-term effects and consequences of using drugs
	Sexual Health and Responsibility HE:COR.01.06	HE:COR.01.06.01 R Describe short- and long-term effects and consequences of sexual activity
	Personal Health and Wellness HE:COR.01.07	HE:COR.01.07.01 R Describe the body system functions, how they interact with each other, and how they are impacted by health behaviors HE:COR.01.07.02 R Identify choices individuals can make to promote or harm their health HE:COR.01.07.03 R Identify proper health care and describe how it can prevent premature death and disability HE:COR.01.07.04 R Identify personal health behaviors and other factors that impact body system functions HE:COR.01.07.05 R Explain the purpose of public health policies and government regulations in health HE:INF.01.01.01 Identify when it is necessary to access health services for self and others HE:INF.01.01.02 Use appropriate sources to access valid health information, products, and services HE:INF.01.01.03 Compare health information provided from home, school, and community resources HE:INF.01.01.04 Evaluate the validity of different sources of health information HE:INF.01.01.05 Describe when and how to access health services for self and others
	ACCESSING INFORMATION	
	Accessing information: HE:INF.01	
	Access valid health information and health: promoting products and services	

HLC Health and Safety Standards Reference 2018/2019

ACCESSING INFORMATION	Mental and Emotional Health HE:INF.02.02	HE:INF.02.02.01 Explain personal preferences for coping and stress management strategies HE:INF.02.02.02 Compare a variety of personal coping and stress management strategies
	Personal Health and Wellness HE:INF.02.03	HE:INF.02.03.01 Explain the importance of assuming responsibility for personal health behaviors HE:INF.02.03.02 Compare the importance of enhancing health and safety in the community, workplace, and/or at home HE:INF.02.03.03 Evaluate personal behaviors within the risk areas (e.g., tobacco use, alcohol and drug use, nutrition, fitness, personal safety, sexual activity)
ACCESSING INFORMATION	Factors Influencing Health Across Topic Areas HE:INF.03.01	HE:INF.03.01.01 Explain the influence of internal and external factors on health outcomes
Analyzing influences: HE:INF.03 Understand the influences of culture, family, peers, media, technology, and other factors on health		HE:INF.03.01.02 Evaluate the interrelationship of internal and external factors that influence health behaviors
ACCESSING INFORMATION	Communication Skills Across Topic Areas HE:INF.04.01	HE:INF.04.01.01 Use effective verbal and non-verbal communication skills
Interpersonal communication: HE:INF.04 Use interpersonal communication skills to enhance health		HE:INF.04.01.02 Use effective behaviors that communicate care, consideration, and respect of self and others
		HE:INF.04.01.03 Know how to use appropriate verbal and non-verbal communication skills that are necessary to avoid potentially harmful situations
	Promoting Safety and Preventing Violence and Unintentional Injury HE:INF.04.02	HE:INF.04.02.01 Identify possible causes of disputes connected to personal, family, and community matters
		HE:INF.04.02.02 Apply appropriate conflict resolution strategies to deal with potentially harmful situations
		HE:INF.04.02.03 Know how to use appropriate strategies to resolve disagreements
ACCESSING INFORMATION	Decision-Making Across Topic Areas HE:INF.05.01	HE:INF.05.01.01 Describe decision-making processes related to health-related decisions
Decision making and goal setting: HE:INF.05 Use decision: making and goal: setting skills to enhance health		HE:INF.05.01.02 Assess health-related decisions and consequences that affect oneself and others
		HE:INF.05.01.03 Evaluate personal health strengths and risks to set personal goals
		HE:INF.05.01.04 Explain decision-making strategies used to make health-related decisions
		HE:INF.05.01.05 Evaluate health decisions that have immediate and long-term consequences on the individual, family, and community
		HE:INF.05.01.06 Know how to apply appropriate responses to risky situations

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		HE:INF.05.01.07 Create and implement a plan for enhancing life-long goals
<p>ACCESSING INFORMATION</p> <p>Advocacy: HE:INF.06</p> <p>Advocate for personal, family, and community health</p>	<p>Advocacy Across Topic Areas HE:INF.06.01</p>	HE:INF.06.01.01 Use effective strategies to influence and support others in making healthful choices
		HE:INF.06.01.02 Use appropriate methods to communicate accurate health information and ideas
		HE:INF.06.01.03 Describe how barriers can affect the communication of information, ideas, feelings, and opinions
		HE:INF.06.01.04 Use effective strategies to help others promote and protect their health
		HE:INF.06.01.05 Design a school-wide health advocacy campaign that advocates for a healthy lifestyle
		HE:INF.06.01.06 Evaluate the effectiveness of strategies in communicating health information
		HE:INF.06.01.07 Explain how health messages can be translated to particular audiences
		HE:INF.06.01.08 Evaluate work place health and safety policies and understand the importance of following these procedures and processes

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Strand	Target	Benchmark
LANGUAGE LA:LAN.01	Conventions: (Grammar, capitalization, and punctuation, and spelling) LA:LAN.01.01	LA:LAN.01.01.01 R Use knowledge of developmentally appropriate language and its conventions when reading.
		LA:LAN.01.01.02 R Demonstrate command of developmentally appropriate conventions of standard English grammar when reading
		LA:LAN.01.01.03 R Demonstrate command of developmentally appropriate conventions of standard English capitalization, punctuation, and spelling when reading.
		LA:LAN.01.01.04 R Use knowledge of developmentally appropriate language and its conventions when writing.
		LA:LAN.01.01.05 R Demonstrate command of developmentally appropriate conventions of standard English grammar when writing.
		LA:LAN.01.01.06 R Demonstrate command of developmentally appropriate conventions of standard English capitalization, punctuation, and spelling when writing.
		LA:LAN.01.01.07 R Use knowledge of developmentally appropriate language and its conventions when speaking.
		LA:LAN.01.01.08 R Demonstrate command of developmentally appropriate conventions of standard English grammar when speaking
		LA:LAN.01.01.09 R Demonstrate command of developmentally appropriate conventions of standard English capitalization, punctuation, and spelling when speaking.
		LA:LAN.01.02.01 R Determine or clarify the meaning of unknown and multiple-meaning words and phrases
	Vocabulary LA:LAN.01.02	LA:LAN.01.02.02 R Demonstrate understanding of figurative language, word relationships, and nuances in word meanings
		LA:LAN.01.02.03 R Acquire and use accurately developmentally appropriate, general academic and domain-specific words and phrases
		LA:LAN.01.02.04 R Demonstrate an understanding of: Greek and Latin Affixes and roots Similies and metaphors Antonyms and synonyms Personification Cause and effect Connotations Hyperbole Satire Sarcasm
		LA:COM.01.01.01 R Use appropriate volume, pacing, gestures, expressions and eye contact while speaking to support the content of the speech
		LA:COM.01.01.02 R Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
		LA:COM.01.02.01 R Follow a logical pattern of organization to plan a speech that informs or persuades
		LA:COM.01.02.02 R Construct sentences and select words in order to emphasize important points
		LA:COM.01.02.03 R Use speaking and listening strategies to plan and organize content for a specific audience
COMMUNICATIONS: SPEAKING AND LISTENING LA:COM.01	Oral Presentation LA:COM.01.01	
Presentations- Min. 3 per year	Speech LA:COM.01.02	

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.1 credit with all pres. and speech standards hit.	Critical Listening LA:COM.01.03	LA:COM.01.03.01 R Conduct content area expert in-person interview: Be prepared- Arrange a meeting practice introduction, questions, have evaluation form for the interviewee. Document information, written, recorded, etc. Analyze feedback for improvement. LA:COM.01.03.02 R Form an opinion from oral messages, and summarize LA:COM.01.03.03 R Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
	Interviews Min. 1 per year	
	Media Comprehension and Interpretation LA:COM.01.04	LA:COM.01.04.01 R Examine a social, cultural, and/or political issue in the media, evaluate the purpose, accuracy and bias of various print and broadcast coverage on the issue LA:COM.01.04.02 R Examine the role of advertising in their daily lives and explore how companies utilize the media to communicate with potential consumers LA:COM.01.04.03 R Explore how the media portrays a specific group of individuals or products and apply this information to a project
	Foundational LA:REA.01.01	LA:REA.01.01.01 R Identify the main idea, supporting details, sequencing and conclusion of a passage. LA:REA.01.01.02 R Demonstrate good reading strategies- connecting, inferring, predicting, etc. LA:REA.01.01.04 R Know and apply phonics and word analysis skills in decoding words.
READING LA:REA.01.02	Foundational LA:REA.01.02	LA:REA.01.01.05 R Read with sufficient accuracy and fluency to support comprehension. LA:REA.01.02.03 R Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. LA:REA.01.02.04 R Distinguish among fact, opinion, and reasoned judgment in a text.
	Foundational LA:REA.01.03	LA:REA.01.02.05 R Read and comprehend science/technical/history/social studies texts independently and proficiently. LA:REA.01.03.01 R Analyze the personal, social, cultural, and /or historical context of a written work and incorporate the information into another product
		LA:REA.01.03.02 R Examine professional reviews of literature read and critically analyze the purpose, presentation, and style of the literature to create a professional review to agree or dispute the previous reviews
		LA:REA.01.03.03 R Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
Literature LA:REA.01.04		LA:REA.01.03.04 R Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
		LA:REA.01.03.05 R Compare and contrast treatments of the same topic in several primary and secondary sources.
		LA:REA.01.04.01 R Identify and understand a variety of genres; poetry, stories, drama's at appropriate grade level.
		LA:REA.01.04.02 R Read, analyze, and critique a novel and incorporate the purpose or message into a project LA:REA.01.04.03 R Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

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WRITING LA:WRI.01	Production LA:WRI.01.01	Informational: Non-fiction LA:REA.01.05	LA:REA.01.04.04 R Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
			LA:REA.01.05.01 R Summarize, paraphrase, and synthesize information from a variety of sources.
			LA:REA.01.05.02 R Explain features of the world represented in a text through multiple perspectives (e.g., influence of historical context, stereotyped gender roles, martial law).
			LA:REA.01.05.03 R Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
			LA:REA.01.05.04 R Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
WRITING LA:WRI.01	Production LA:WRI.01.01	Informational: Non-fiction LA:REA.01.05	LA:REA.01.05.05 R Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.
			LA:WRI.01.01.01 R Write an essay with a clear message and a logical beginning, middle and end, with supporting details.
			LA:WRI.01.01.02 R Create writing works that demonstrate: <ul style="list-style-type: none"> Ideas that communicate content and main theme(s) enriched and developed with details Organization of internal structure Conviction of voice of the individual writer communicated through the words Fluid sentences creating a rhythm and flow of language Mechanically correct usage of conventions - spelling, paragraphing, grammar and usage, punctuation, and use of capitals Readability through the effective use of form and layout in the text presentation, and Demonstrate a sense of audience for particular works of writing
			LA:WRI.01.01.03 R Demonstrate understanding of the writing process: an outline, thesis, specific details, structure, revision, editing, in-text documentation, and bibliography; all being developed through stages and support.
			LA:WRI.01.01.04 R Produce quality writing for a specific audience, using writing strategies to revise and edit the final work.
WRITING LA:WRI.01	Purpose LA:WRI.01.02	Informational: Non-fiction LA:REA.01.05	LA:WRI.01.02.01 R NARRATIVE <ul style="list-style-type: none"> Write about one's self in autobiographies and journals
			LA:WRI.01.02.02 R REFLECTIVE/PERSONAL <ul style="list-style-type: none"> Apply meaningful reflection to one's work. Write a fictional work based on a topic of personal interest.
			LA:WRI.01.02.03 R EXPOSITORY <ul style="list-style-type: none"> Explain or inform in writing about a topic.
			LA:WRI.01.02.04 R DESCRIPTIVE <ul style="list-style-type: none"> Use details to create a mental picture (object, person, place) in writing.
			LA:WRI.01.02.05 R PERSUASIVE <ul style="list-style-type: none"> Develop an opinion in writing.

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		<ul style="list-style-type: none"> • Write an editorial to submit to a newspaper/magazine/journal/website <p>LA: WRI.01.02.06 R CRITICAL</p> <ul style="list-style-type: none"> • Analyze a person/place/thing with attention to meaning/ significance/value. • Write a professional review of an object, belief, or idea • Write critically to challenge, defend, and/or debate a current issue <p>LA: WRI.01.02.07 R RESEARCH</p> <ul style="list-style-type: none"> • Develop a meaningful, focused thesis /driving question to guide research • Evidence of research on the topic • Demonstrate use of varied sources checked for accuracy, inclusion of internet sources checked for reliability • All sources cited using a proper, consistent format of Modern Language Association (MLA)/American Psychology Association (APA). • Demonstrate an understanding of plagiarism and how to avoid it. <p>LA: WRI.01.02.08 R ARGUMENTATIVE</p> <ul style="list-style-type: none"> • Investigate a topic; collect, generate, and evaluate evidence; and establish a position on the topic <p>LA: WRI.01.02.09 R CAUSE AND EFFECT</p> <ul style="list-style-type: none"> • Write an essay explaining how one action or event caused certain effects to occur.
WORLD LANGUAGE LA:WLA <i>Second languages</i>	Verbal Communication LA:WLA.01.01	<p>LA:WLA.01.01.01 Ask and answer social questions to get information or to maintain a conversation</p> <p>LA:WLA.01.01.02 Ask and answer transactional questions to provide and obtain goods, services, or information</p> <p>LA:WLA.01.01.03 Exchange opinions and feelings about familiar experiences and events</p> <p>LA:WLA.01.01.04 Ask and answer questions to get information and clarify something that has been not been clearly understood</p> <p>LA:WLA.01.01.05 Provide details to elaborate on familiar topics and ask clarifying questions</p> <p>LA:WLA.01.01.06 Use appropriate vocabulary to exchange opinions and personal perspectives</p> <p>LA:WLA.01.01.07 Use appropriate vocabulary to exchange ideas about current or past events that are of significance to the culture being studied</p> <p>LA:WLA.01.01.08 Exchange ideas about issues or problems and their possible solutions</p> <p>LA:WLA.02.01.01 Identify the main idea and significant details of oral and written materials with visual cues</p> <p>LA:WLA.02.01.02 Identify the main idea and significant details of oral or written material with limited visual cues</p> <p>LA:WLA.02.01.03 Describe the main ideas and significant details of a variety of oral and written materials</p> <p>LA:WLA.02.01.04 Recall information from announcements and messages intended for a wide audience</p> <p>LA:WLA.02.01.05 Identify significant ideas and details in materials by making inferences or predictions supported by evidence in the text</p> <p>LA:WLA.02.01.06 Assess main ideas and most supporting details of broadcast or published materials on a wide variety of subjects</p> <p>LA:WLA.03.01.01 Use oral language skills to make simple presentations</p> <p>LA:WLA.03.01.02 Use oral language skills to present a narrative</p> <p>LA:WLA.03.01.03 Use appropriate language to present creative and informative pieces</p> <p>LA:WLA.03.01.04 Use strategies appropriate to speaking for various purposes</p> <p>LA:WLA.03.01.05 Use interpretation, persuasion, or critical analysis to make an oral presentation</p> <p>LA:WLA.03.02.01 Prepare written communication on a given theme</p>
	Critical Listening/ Reading LA:WLA.02.01	
	Presentation LA:WLA.03.01	

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	Cultural Comparisons and Knowledge LA:WLA.04.01	LA:WLA.03.02.02 Write about a familiar event, experience, or topic
		LA:WLA.03.02.03 Write paraphrases, summaries, and descriptions
		LA:WLA.03.02.04 Write creative and informative texts
		LA:WLA.03.02.05 Use strategies appropriate to writing for various purposes
		LA:WLA.03.02.06 Write for personal purposes in varied situations and contexts
		LA:WLA.04.01.01 Identify tangible and intangible products and practices of the target culture and compare them to other cultures
	Linguistic and Grammatical Concepts LA:WLA.05.01	LA:WLA.04.01.02 Describe the impact of own culture and target culture on each other
		LA:WLA.04.01.03 Analyze the expressive products of the culture being studied through comparison to native culture
		LA:WLA.04.01.04 Analyze the history, politics, and art of the culture being studied by making comparisons to native culture
		LA:WLA.04.01.05 Investigate how basic cultural ideas affect behavior and language through comparison of culture being studied and native culture
		LA:WLA.04.02.01 Describe the meanings or purposes of various cultural activities and how they are practiced
		LA:WLA.04.02.02 Use appropriate language and gestures to interact in a wide range of social contexts
		LA:WLA.04.02.03 Explain patterns of behavior and expressive products typical of the target culture
		LA:WLA.04.02.04 Explain themes, ideas, and perspectives related to products and practices of the target culture
		LA:WLA.04.02.05 Analyze connections among products, practices, and perspectives of the target culture
		LA:WLA.05.01.01 Apply tenses appropriately to express actions and state of being in the present
		LA:WLA.05.01.02 Compare basic grammatical and linguistic structures of target language with own language
		LA:WLA.05.01.03 Explain cultural phrases and idiomatic expressions related to familiar topics
		LA:WLA.05.01.04 Describe similarities and differences in structural patterns of the language being learned and other languages
		LA:WLA.05.01.05 Use past and future tenses correctly when speaking and writing for a variety of purposes
		LA:WLA.05.01.06 Use various structural patterns in narration and description
		LA:WLA.05.01.07 Assess the impact on communication of words and phrases that do not translate directly from one language to another

Notes:

Grammar- “A set of rules and examples dealing with the syntax and word structures (morphology) of a language.”
<http://grammar.about.com/od/flv/g/grammarterm.htm>

Punctuation-

“Punctuation is a set of symbols used in writing to help indicate something about the structure of sentences, or to assist readers in knowing when to change the rhythm or the stress of their speaking.” <http://grammar.about.com/od/basicsentencegrammar/a/grammarintro.htm>
 “Punctuation marks are symbols that indicate the structure and organization of written language, as well as intonation and pauses to be observed when reading aloud.”
 Wikipedia; en.wikipedia.org/wiki/Punctuation

Strand	Target	Benchmark
MATH 4 MA:4GR.01	Operations and Algebraic Thinking MA:4GR.01.01	<p>MA:4GR.01.01.01 Use the four operations with whole numbers to solve problems:</p> <ul style="list-style-type: none"> Interpret a multiplication equation as a comparison, e.g., interpret $35 = 5 \times 7$ as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations. Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison. Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding. <p>MA:4GR.01.01.02 Gain familiarity with factors and multiples:</p> <ul style="list-style-type: none"> Find all factor pairs for a whole number in the range 1–100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1–100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1–100 is prime or composite. <p>MA:4GR.01.01.03 Generate and analyze patterns:</p> <ul style="list-style-type: none"> Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. For example: Given the rule “Add 3” and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way.
	Number and Operations in Base Ten MA:4GR.01.02	<p>MA:4GR.01.02.01 Generalize place value understanding for multi-digit whole numbers:</p> <ul style="list-style-type: none"> Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. For example, recognize that $700 \div 70 = 10$ by applying concepts of place value and division. (Grade 4 expectations in this domain are limited to whole numbers less than or equal to 1,000,000.) Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons. (Grade 4 expectations in this domain are limited to whole numbers less than or equal to 1,000,000.) Use place value understanding to round multi-digit whole numbers to any place. (Grade 4 expectations in this domain are limited to whole numbers less than or equal to 1,000,000.) <p>MA:4GR.01.02.02 Use place value understanding and properties of operations to perform multi-digit arithmetic.</p> <ul style="list-style-type: none"> Fluently add and subtract multi-digit whole numbers using the standard algorithm. (Grade 4 expectations in this domain are limited to whole numbers less than or equal to 1,000,000. A range of algorithms may be used.) Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models. (Grade 4 expectations in this domain are limited to whole numbers less than or equal to 1,000,000. A range of algorithms may be used.) Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication

	and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models. (Grade 4 expectations in this domain are limited to whole numbers less than or equal to 1,000,000. A range of algorithms may be used.)
Number and Operations: Fractions MA:4GR.01.03	<p>MA:4GR.01.03.01 Extend understanding of fraction equivalence and ordering.</p> <ul style="list-style-type: none"> Explain why a fraction a/b is equivalent to a fraction $(n \times a)/(n \times b)$ by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions. (Grade 4 expectations in this domain are limited to fractions with denominators 2, 3, 4, 5, 6, 8, 10, 12, 100.) Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as $1/2$. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model. (Grade 4 expectations in this domain are limited to fractions with denominators 2, 3, 4, 5, 6, 8, 10, 12, 100.) <p>MA:4GR.01.03.02 Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.</p> <ul style="list-style-type: none"> Understand a fraction a/b with $a > 1$ as a sum of fractions $1/b$. a. Understand addition and subtraction of fractions as joining and separating parts referring to the same whole. b. Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions, e.g., by using a visual fraction model. Examples: $3/8 = 1/8 + 1/8 + 1/8$; $3/8 = 1/8 + 2/8$; $2/8 = 1/4 + 1/8 = 8/8 + 8/8 + 1/8$. Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and their relationship between addition and subtraction. d. Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem. Apply and extend previous understandings of multiplication to multiply a fraction by a whole number. a. Understand a fraction a/b as a multiple of $1/b$. For example, use a visual fraction model to represent $5/4$ as the product $5 \times (1/4)$, recording the conclusion by the equation $5/4 = 5 \times (1/4)$. b. Understand a multiple of a/b as a multiple of $1/b$, and use this understanding to multiply a fraction by a whole number. For example, use a visual fraction model to express $3 \times (2/5)$ as $6 \times (1/5)$, recognizing this product as $6/5$. (In general, $n \times (a/b) = (n \times a)/b$.) c. Solve word problems involving multiplication of a fraction by a whole number, e.g., by using visual fraction models and equations to represent the problem. For example, if each person at a party will eat $3/8$ of a pound of roast beef, and there will be 5 people at the party, how many pounds of roast beef will be needed? Between what two whole numbers does your answer lie? <p>MA:4GR.01.03.03 Understand decimal notation for fractions, and compare decimal fractions:</p> <ul style="list-style-type: none"> Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100. For example, express $3/10$ as $30/100$ and add $3/10 + 4/100 = 34/100$. (Students who can generate equivalent fractions can develop strategies for adding fractions with unlike denominators in general. But addition and subtraction with unlike denominators in general is not a requirement at this grade.) Use decimal notation for fractions with denominators 10 or 100. For example, rewrite 0.62 as $62/100$; describe a length as 0.62 meters; locate 0.62 on a number line diagram. (Grade 4 expectations in this domain

		<p>are limited to fractions with denominators 2, 3, 4, 5, 6, 8, 10, 12, 100.)</p> <ul style="list-style-type: none"> Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when two decimals refer to the same whole. Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual model. (Grade 4 expectations in this domain are limited to fractions with denominators 2, 3, 4, 5, 6, 8, 10, 12, 100.)
Measurement and Data MA:4GR.01.04		<p>MA:4GR.01.04.01 Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit:</p> <ul style="list-style-type: none"> Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of smaller unit. Record measurement equivalents in a two-column table. For example: Know that 1 ft is 12 times as long as 1 in. Express the length of a 4 ft snake as 48 in. Generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3, 36), ... Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale. Apply the area and perimeter formulas for rectangles in real world and mathematical problems. For example, find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor.
		<p>MA:4GR.01.04.02 Represent and interpret data:</p> <ul style="list-style-type: none"> Make a line plot to display a data set of measurements in fractions of a unit ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$). Solve problems involving addition and subtraction of fractions by using information presented in line plots. For example, from a line plot find and interpret the difference in length between the longest and shortest specimens in an insect collection.
		<p>MA:4GR.01.04.03 Geometric measurement-- understand concepts of angle and measure angles:</p> <ul style="list-style-type: none"> Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement: a. An angle is measured with reference to a circle with its center at the common endpoint of the rays, by considering the fraction of the circular arc between the points where the two rays intersect the circle. An angle that turns through $\frac{1}{360}$ of a circle is called a "one-degree angle," and can be used to measure angles. b. An angle that turns through n one-degree angles is said to have an angle measure of n degrees. Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure. Recognize angle measure as additive. When an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts. Solve addition and subtraction problems to find unknown angles on a diagram in real world and mathematical problems, e.g., by using an equation with a symbol for the unknown angle measure.
Geometry MA:4GR.01.05		<p>MA:4GR.01.05.01 Draw and identify lines and angles, and classify shapes by properties of their lines and angles.</p> <ul style="list-style-type: none"> Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel line. Identify these in two-dimensional figures. Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of specified size. Recognize right triangles as a category, and identify right triangles.

MATH 5 MA:5GR.01	Operations and Algebraic Thinking MA:5GR.01.01	<ul style="list-style-type: none"> Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry. <p>MA:5GR.01.01.01 Write and interpret numerical expressions.</p> <ul style="list-style-type: none"> Use parentheses, brackets, or braces in numerical expressions and evaluate expressions with these symbols. Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison. Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding. <p>MA:5GR.01.01.02 Analyze patterns and relationships.</p> <ul style="list-style-type: none"> Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane. For example, given the rule "Add 3" and the starting number 0, and given the rule "Add 6" and the starting number 0, generate terms in the resulting sequences, and observe that the terms in one sequence are twice the corresponding terms in the other sequence. Explain informally why this is so.
Number and Operations in Base Ten MA:5GR.01.02		<p>MA:5GR.01.02.01 Understand the place value system.</p> <ul style="list-style-type: none"> Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left. Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use positive integer exponents to denote powers of 10. Read, write, and compare decimals to thousandths. <ol style="list-style-type: none"> Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)$. Compare two decimals to thousandths based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons. Use place value understanding to round decimals to any place. <p>MA:5GR.01.02.02 Perform operations with multi-digit whole numbers and with decimals to hundredths.</p> <ul style="list-style-type: none"> Fluently multiply multi-digit whole numbers using the standard algorithm. Find whole-number quotients with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models. Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.
Number and Operations: Fractions MA:5GR.01.03		<p>MA:5GR.01.03.01 Use equivalent fractions as a strategy to add and subtract fractions.</p> <ul style="list-style-type: none"> Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. For example, $2/3 + 5/4 = 8/12 + 15/12 = 23/12$. (In general, $a/b + c/d = (ad + bc)/bd$.)

	<ul style="list-style-type: none"> Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. For example, recognize an incorrect result $2/5 + 1/2 = 3/7$ by observing that $3/7 < 1/2$.
	<p>MA:5GR.01.03.02 Apply and extend previous understandings of multiplication and division to multiply and divide fractions.</p> <ul style="list-style-type: none"> Interpret a fraction as division of the numerator by the denominator ($a/b = a \div b$). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem. For example, interpret $3/4$ as the result of dividing 3 by 4, noting that $3/4$ multiplied by 4 equals 3 and that when 3 wholes are shared equally among 4 people each person has a share of size $3/4$. If 9 people want to share a 50-pound sack of rice equally by weight, how many pounds of rice should each person get? Between what two whole numbers does your answer lie? Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction. a. Interpret the product $(a/b) \times q$ as a parts of a partition of q into b equal parts; equivalently, as the result of a sequence of operations $a \times q \div b$. For example, use a visual fraction model to show $(2/3) \times 4 = 8/3$, and create a story context for this equation. Do the same with $(2/3) \times (4/5) = 8/15$. (In general, $(a/b) \times (c/d) = ac/bd$.) b. Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas. Interpret multiplication as scaling (resizing), by: a. Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication. b. Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence $a/b = (n \times a)/(n \times b)$ to the effect of multiplying a/b by 1. Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem. Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions. (Note: Students able to multiply fractions in general can develop strategies to divide fractions in general, by reasoning about the relationship between multiplication and division. But division of a fraction by a fraction is not a requirement at this grade.) a. Interpret division of a unit fraction by a non-zero whole number, and compute such quotients. For example, create a story context for $(1/3) \div 4$, and use a visual fraction model to show the quotient. Use the relationship between multiplication & division to explain that $(1/3) \div 4 = 1/12$ because $(1/12) \times 4 = 1/3$. b. Interpret division of a whole number by a unit fraction, and compute such quotients. For example, create a story context for $4 \div (1/5)$, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that $4 \div (1/5) = 20$ because $20 \times (1/5) = 4$. c. Solve real world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, e.g., by using visual fraction models and equations to represent the problem. For example, how much chocolate will each person get if 3 people share $1/2$ lb of chocolate equally? How many $1/3$-cup servings are in 2 cups of raisins?

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	Measurement and Data MA:5GR.01.04	<p>MA:5GR.01.04.01 Convert like measurement units within a given measurement system.</p> <ul style="list-style-type: none"> Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step real world problems. <p>MA:5GR.01.04.02 Represent and interpret data.</p> <ul style="list-style-type: none"> Make a line plot to display a data set of measurements in fractions of a unit ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$). Use operations on fractions for this grade to solve problems involving information presented in line plots. For example, given different measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the beakers were redistributed equally. <p>MA:5GR.01.04.03 Geometric measurement-- understand concepts of volume and relate volume to multiplication and to addition.</p> <ul style="list-style-type: none"> Recognize volume as an attribute of solid figures and understand concepts of volume measurement. a. A cube with side length 1 unit, called a "unit cube," is said to have "one cubic unit" of volume, and can be used to measure volume. b. A solid figure which can be packed without gaps or overlaps using n unit cubes is said to have a volume of n cubic units. Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units. Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume. a. Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent threefold whole-number products as volumes, e.g., to represent the associative property of multiplication. b. Apply the formulas $V = l \times w \times h$ and $V = b \times h$ for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths in the context of solving real world and mathematical problems. c. Recognize volume as additive. Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real world problems.
	Geometry MA:5GR.01.05	<p>MA:5GR.01.05.01 Graph points on the coordinate plane to solve real-world and mathematical problems.</p> <ul style="list-style-type: none"> Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., x-axis and x-coordinate, y-axis and y-coordinate). Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation. <p>MA:5GR.01.05.02 Classify two-dimensional figures into categories based on their properties.</p> <ul style="list-style-type: none"> Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles. Classify two-dimensional figures in a hierarchy based on properties.
	MATH 6 MA:6GR.01 Ratios and Proportional Relationships MA:6GR.01.01	<p>MA:6GR.01.01.01 Understand ratio concepts and use ratio reasoning to solve problems:</p> <ul style="list-style-type: none"> Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. For example, "The ratio of wings to beaks in the bird house at the zoo was 2:1, because for every 2 wings there was 1 beak." "For every vote candidate A received, candidate C received nearly three votes."

	<ul style="list-style-type: none"> Understand the concept of a unit rate a/b associated with a ratio $a:b$ with $b \neq 0$, and use rate language in the context of a ratio relationship. For example, "This recipe has a ratio of 3 cups of flour to 4 cups of sugar, so there is $3/4$ cup of flour for each cup of sugar." "We paid \$75 for 15 hamburgers, which is a rate of \$5 per hamburger." (Note: Expectations for unit rates in this grade are limited to non-complex fractions.) Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations. a. Make tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios. b. Solve unit rate problems including those involving unit pricing and constant speed. For example, if it took 7 hours to mow 4 lawns, then at that rate, how many lawns could be mowed in 35 hours? At what rate were lawns being mowed? c. Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means $30/100$ times the quantity); solve problems involving finding the whole, given a part and the percent. d. Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.
The Number System MA:6GR.01.02	<p>MA:6GR.01.02.01 Apply and extend previous understandings of multiplication and division to divide fractions by fractions:</p> <ul style="list-style-type: none"> Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem. For example, create a story context for $(2/3) \div (3/4)$ and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that $(2/3) \div (3/4) = 8/9$ because $3/4$ of $8/9$ is $2/3$. (In general, $(a/b) \div (c/d) = ad/bc$.) How much chocolate will each person get if 3 people share $1/2$ lb of chocolate equally? How many $3/4$-cup servings are in $2/3$ of a cup of yogurt? How wide is a rectangular strip of land with length $3/4$ mi and area $1/2$ square mi? <p>MA:6GR.01.02.02 Compute fluently with multi-digit numbers and find common factors and multiples:</p> <ul style="list-style-type: none"> Fluently divide multi-digit numbers using the standard algorithm. Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation. Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers 1–100 with a common factor as a multiple of a sum of two whole numbers with no common factor. For example, express $36 + 8$ as $4(9 + 2)$. <p>MA:6GR.01.02.03 Apply and extend previous understandings of numbers to the system of rational numbers:</p> <ul style="list-style-type: none"> Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, debits/credits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation. Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates. a. Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line; recognize that the opposite of the opposite of a number is the number itself, e.g., $-(-3) = 3$, and that 0 is its own opposite. b. Understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane; recognize that when two ordered pairs differ only by signs, the locations of the points

	<p>are related by reflections across one or both axes. c. Find and position integers and other rational numbers on a horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a coordinate plane.</p> <ul style="list-style-type: none"> Understand ordering and absolute value of rational numbers. a. Interpret statements of inequality as statements about the relative position of two numbers on a number line diagram. For example, interpret $-3 > -7$ as a statement that -3 is located to the right of -7 on a number line oriented from left to right. b. Write, interpret, and explain statements of order for rational numbers in real-world contexts. For example, write $-3^{\circ}\text{C} > -7^{\circ}\text{C}$ to express the fact that -3°C is warmer than -7°C. c. Understand the absolute value of a rational number as its distance from 0 on the number line; interpret absolute value as magnitude for a positive or negative quantity in a real-world situation. For example, for an account balance of -30 dollars, write $-30 = 30$ to describe the size of the debt in dollars. d. Distinguish comparisons of absolute value from statements about order. For example, recognize that an account balance less than -30 dollars represents a debt greater than $\\$30$. Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane. Include use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate.
<p>Expressions and Equations MA:6GR.01.03</p>	<p>MA:6GR.01.03.01 Apply and extend previous understandings of arithmetic to algebraic expressions:</p> <ul style="list-style-type: none"> Write and evaluate numerical expressions involving whole-number exponents. Write, read, and evaluate expressions in which letters stand for numbers. a. Write expressions that record operations with numbers and with letters standing for numbers. For example, express the calculation "Subtract y from 5" as $5 - y$. b. Identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, coefficient); view one or more parts of an expression as a single entity. For example, describe the expression $2(8 + 7)$ as a product of two factors; view $(8 + 7)$ as both a single entity and a sum of two terms. c. Evaluate expressions at specific values of their variables. Include expressions that arise from formulas used in real-world problems. Perform arithmetic operations, including those involving whole-number exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations). For example, use the formulas $V = s^3$ and $A = 6s^2$ to find the volume and surface area of a cube with sides of length $s = \frac{1}{2}$. Apply the properties of operations as strategies to generate equivalent expressions. For example, apply the distributive property to the expression $3(2 + x)$ to produce the equivalent expression $6 + 3x$; apply properties of operations to $y + y + y$ to produce the equivalent expression $3y$. Identify when two expressions are equivalent (i.e., when the two expressions name the same number regardless of which value is substituted into them). For example, the expressions $y + y + y$ and $3y$ are equivalent because they name the same number regardless of which number y stands for. <p>MA:6GR.01.03.02 Reason about and solve one-variable equations and inequalities:</p> <ul style="list-style-type: none"> Understand solving an equation or inequality as a process of answering a question: which values from a specified set, if any, make the equation or inequality true? Use substitution to determine whether a given number in a specified set makes an equation or inequality true. Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set. Solve real-world and mathematical problems by writing and solving equations of the form $x + p = q$ and $px = q$ for cases in which p, q, and x are all nonnegative rational numbers.

	<ul style="list-style-type: none"> Write an inequality of the form $x > c$ or $x < c$ to represent a constraint or condition in a real-world or mathematical problem. Recognize that inequalities of the form $x > c$ or $x < c$ have infinitely many solutions; represent solutions of such inequalities on number line diagrams.
	<p>MA:6GR.01.03.03 Represent and analyze quantitative relationships between dependent and independent variables:</p> <ul style="list-style-type: none"> Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation. For example, in a problem involving motion at constant speed, list and graph ordered pairs of distances and times, and write the equation $d = 65t$ to represent the relationship between distance and time.
Geometry MA:6GR.01.04	<p>MA:6GR.01.04.01 Solve real-world and mathematical problems involving area, surface area, and volume:</p> <ul style="list-style-type: none"> Find area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems. Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formulas $V = lwh$ and $V = bh$ to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems. Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate. Apply these techniques in the context of solving real-world and mathematical problems. Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques in the context of solving real-world and mathematical problems.
Statistics and Probability MA:6GR.01.05	<p>MA:6GR.01.05.01 Develop understanding of statistical variability:</p> <ul style="list-style-type: none"> Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers. For example, "How old am I?" is not a statistical question, but "How old are the students in my school?" is a statistical question because one anticipates variability in students' ages. Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape. Recognize that a measure of center for a numerical data set summarizes all of its values using a single number, while a measure of variation describes how its values vary using a single number.
	<p>MA:6GR.01.05.02 Summarize and describe distributions:</p> <ul style="list-style-type: none"> Display numerical data in plots on a number line, including dot plots, histograms, and box plots. Summarize numerical data sets in relation to their context, such as by: <ol style="list-style-type: none"> Reporting the number of observations. Describing the nature of the attribute under investigation, including how it was measured and its units of measurement. Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered. Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data

		were gathered.
BASIC MATH	Number Sense MA:BAS.01.01	MA:BAS.01.01.01 R Solve problems using fractions, decimals, and percents
	Operation Sense MA:BAS.01.02	MA:BAS.01.01.02 R Converts between standard notation and scientific notation when solving problems that involve large numbers.
	Computation Strategies MA:BAS.01.03	MA:BAS.01.01.03 R Describe and solve situations represented by integers and absolute value MA:BAS.01.01.04 R Apply number theory concepts to solve problems MA:BAS.01.02.01 R Describe situations involving arithmetic operations with integers MA:BAS.01.02.02 R Apply the order of operations when calculating with rational number, excluding exponents MA:BAS.01.02.03 R Apply the inverse relationship between addition and subtraction, and between multiplication and division, to solve one-step equations
Patterns, Functions, and Algebra MA:BAS.04	Fluency With Measurement MA:BAS.02.01	MA:BAS.01.03.01 R Add, subtract, multiply, and divide integers MA:BAS.01.03.02 R Determine the reasonableness of a solution by comparing the answer to an estimate MA:BAS.02.01.01 R Determine how measurements, such as perimeter and area, of common shapes (e.g., squares, rectangles, parallelograms, triangles, circles) are affected when one of the attributes is changed in some way. Use known measurements (e.g., radius) to calculate desired measurements (e.g., circumference and area) of circles
	Properties And Relationships MA:BAS.03.01	MA:BAS.02.01.02 R Uses ratios and proportions to relate a scale drawing to the actual object
	Transformations And Symmetry MA:BAS.03.02	MA:BAS.03.01.01 R Apply the concept of similarity to solve problems MA:BAS.03.02.01 R Describe changes in size between a given figure and its dilation
Data, Analysis, Statistics, and Probability MA:BAS.05	Representational Systems MA:BAS.03.03	MA:BAS.03.03.01 R Use coordinate geometry to determine the change in size of a figure that is dilated by a scale factor
	Patterns And Functional Relationships MA:BAS.04.01	MA:BAS.04.01.01 R Create a pattern or function for a rule given in symbolic form MA:BAS.04.01.02 R Describe multi-step functions using words and symbols when given a table of "input" and "output" values and use the rule for the function to determine other input and output values
	Symbolic Representation MA:BAS.04.02	MA:BAS.04.02.01 R Analyze the relationship among tables, graphs (including graphing technology when available), and equations of linear functions, paying particular attention to the meaning of intercept and slope
Fluency With Data MA:BAS.05.01	Statistics	MA:BAS.05.01.01 R Design a study, collect data, and select the appropriate representation (line graph, bar graph, circle graph, histogram, stem and leaf plot, box and whisker plot) to display the data MA:BAS.05.02.01 R Relate the spread of a data set to a box-and-whisker plot

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	MA:BAS.05.02	MA:BAS.05.03.01 R Formulate new questions that arise from previous conclusions or conjectures and plan a new study to answer them
PRE-ALGEBRA	Data Analysis MA:BAS.05.03	
	Number Sense MA:PRE.01.01	MA:PRE.01.01.01 R Identify situations represented by square roots and cube roots MA:PRE.01.01.02 R Compare and order rational numbers and square roots
Numbers and Operations MA:PRE.01	Operation Sense MA:PRE.01.02	MA:PRE.01.01.03 R Use ratios and proportions to represent the relationship between two quantities MA:PRE.01.02.01 R Apply the order of operations when calculating with rational numbers MA:PRE.01.02.02 R Demonstrate the inverse relationship between square numbers and square roots, and cubes and cubed roots
	Computation Strategies MA:PRE.01.03	MA:PRE.01.03.01 R Add, subtract, multiply, and divide numbers with whole number exponents MA:PRE.01.03.02 R Estimate a reasonable range (i.e., upper and lower limit) for the solution to a problem MA:PRE.01.03.03 R Explain that rounding answers in certain real-world situations may lead to major problems
Geometry and Spatial Sense MA:PRE.03	Fluency With Measurement MA:PRE.02.01	MA:PRE.02.01.01 R Select and use appropriate units to measure the surface area and volume of solids. Use formulas to determine the surface area and volume of selected prisms, cylinders, and pyramids. MA:PRE.02.01.02 R Express rates of change as a ratio of two different measures, where units are included in the ratio, and use the derived rate to solve problems. Use ratios and proportions to solve measurement problems MA:PRE.02.01.03 R Use the right triangle relationships (e.g., trigonometric ratios: cosine, sine, and tangent) to solve problems
	Properties And Relationships MA:PRE.03.01	MA:PRE.03.01.01 R Apply the Pythagorean theorem to solve problems involving right triangles
Data, Analysis, Statistics, and Probability MA:PRE.05		MA:PRE.03.01.02 R Evaluate conjectures about classes of two- and three-dimensional shapes/objects
	Transformations And Symmetry MA:PRE.03.02	MA:PRE.03.02.01 R Perform a transformation (reflection, rotation, translation) when given a figure and necessary parameters MA:PRE.03.02.02 R Describe the size, position, and orientation of shapes under transformations and compositions of transformations MA:PRE.03.02.03 R Describe three-dimensional shapes that are formed by rotating two-dimensional figures about an axis
Visual And Spatial Sense MA:PRE.03.03		MA:PRE.03.03.01 R Use two-dimensional representations of pyramids, prisms, and cylinders to solve problems involving these figures
	Representational Systems MA:PRE.03.04	MA:PRE.03.04.01 R Use coordinate geometry to represent transformations in the coordinate plane.
Patterns And Functional Relationships MA:PRE.04.01		MA:PRE.04.01.01 R Represent a variety of patterns (including recursive patterns) with tables, graphs (including graphing technology when available), words, and when possible, symbolic rules MA:PRE.04.01.02 R Use linear relationships with two variables to solve problems
		MA:PRE.04.01.03 R Identify functions as linear or nonlinear and contrast their properties from tables, graphs (including graphing technology when available), or equations
Symbolic Representation		MA:PRE.04.02.01 R Translate among tables, graphs (including graphing technology when available), and equations involving linear relationships

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	MA:PRE.04.02	MA:PRE.04.02.02 R Solve linear equations and inequalities with two variables using algebraic methods, manipulatives, or models MA:PRE.04.02.03 R Use tables and graphs to represent and compare linear relationships MA:PRE.04.02.04 R Use the slope of a line to describe a constant rate of change
	Fluency With Data MA:PRE.05.01	MA:PRE.05.01.01 R Design a study that compares two samples, collect data, and select the appropriate representation (double bar graph, back-to-back stem and leaf plot, parallel box and whisker plots, scatter plot) to compare the sets of data
	Statistics MA:PRE.05.02	MA:PRE.05.01.02 R Judge the validity of data based on the data collection method MA:PRE.05.02.01 R Recognize situations appropriate for scatter plots
	Data Analysis MA:PRE.05.03	MA:PRE.05.02.02 R Analyze different representations of the same data to describe how representations can be used to skew a person's interpretation of the data
	Probability MA:PRE.05.04	MA:PRE.05.03.01 R Make conjectures about possible relationships between two characteristics of a sample based on interpretations of scatter plots MA:PRE.05.04.01 R Judge the validity of conjectures that are based on experiments or simulations
		MA:PRE.05.04.02 R Calculate probabilities for simple events under different relationships (e.g., inclusion, disjoint, complementary, independent, dependent, with replacement, without replacement)
		MA:PRE.05.04.03 R Use the Fundamental Counting Principle to calculate combinations and permutations
	ALGEBRA I	MA:ALI.01.01.01 R Recognize situations that can be represented by matrices
	Numbers and Operations MA:ALI.01	MA:ALI.01.02.01 R Apply arithmetic properties to operate on and simplify expressions that include radicals and other real numbers
	Measurement MA:ALI.02	MA:ALI.01.02.02 R Apply the laws of exponents to perform operations on expressions with integral exponents MA:ALI.01.02.03 R Use addition, subtraction, and scalar multiplication of matrices to solve problems
	Geometry and Spatial Sense MA:ALI.03	MA:ALI.02.01.01 R Use formulas, functions, or conversion equations to solve problems dealing with determining a measurement based on another derived or given measurement
	Patterns, Functions, and Algebra MA:ALI.04	MA:ALI.03.01.01 R Graph linear equations using slope-intercept, point-slope, and x- and y-intercept techniques MA:ALI.03.01.02 R Determine the slope of a line when given the graph of a line, two points on the line, or the equation of the line
	Data Analysis, Statistics, and Probability MA:ALI.05	MA:ALI.04.01.01 R Determine if a linear pattern exists in a set of data and represent the data algebraically and graphically MA:ALI.04.01.02 R Compare and contrast the concepts of direct and inverse variation of a relation MA:ALI.04.01.03 R Determine the zeros of a linear or quadratic function algebraically and graphically MA:ALI.04.01.04 R Compare and contrast the properties of linear functions and exponential functions
		MA:ALI.05.01.01 R Solve linear equations and inequalities in one variable using a variety of strategies (e.g., algebraically, by graphing, by using a graphing calculator)
		MA:ALI.05.01.02 R Translate between verbal mathematical situations and algebraic expressions and equations
		MA:ALI.05.01.03 R Justify the steps used in simplifying expressions and solving equations and inequalities

GEOMETRY Numbers and Operations MA:GEO.01	Statistics MA:ALI.05.02	MA:ALI.05.01.04 R Determine the equation of a line when given the graph of the line, the slope and a point on the line, or two points on the line MA:ALI.05.01.05 R Solve systems of two linear equations in two variables algebraically and graphically MA:ALI.05.01.06 R Factor first- and second-degree binomials and trinomials in one or two variables MA:ALI.05.01.07 R Solve quadratic equations in one variable algebraically, graphically, or by using graphing technology MA:ALI.05.01.08 R Select and use a variety of strategies (e.g., concrete objects, pictorial representations, algebraic manipulation) to perform operations on polynomials MA:ALI.05.01.09 R Analyze transformations of lines and understand how the transformation are represented in equations MA:ALI.05.02.01 R Compare data sets using statistical techniques (e.g., measures of central tendency, standard deviation, range, stem-and-leaf plots, and box-and-whisker graphs) MA:ALI.05.02.02 R Display bivariate data in a scatter plot, describe its shape, and determine the line of best fit that models a trend (if a trend exists)
		MA:GEO.01.01.01 Recognize situations that can be represented by vectors
		MA:GEO.01.02.01 Use vector addition, subtraction, and scalar multiplication to solve problems
		MA:GEO.02.01.01 Use right triangle trigonometric ratios to solve for an unknown length of a side or the measure of an angle MA:GEO.02.01.02 Solve problems using the formulas for perimeter, circumference, area, and volume of two- and three- dimensional figures and solids MA:GEO.02.01.03 Determine the effect of dimension changes to perimeter, area, and volume for common geometric figures and solids
		MA:GEO.03.01.01 Use inductive and deductive reasoning to create and defend geometric conjectures MA:GEO.03.01.02 Use the concept of corresponding parts to prove that triangles, and other polygons, are congruent or similar MA:GEO.03.01.03 Explain properties and characteristics of angle bisectors, perpendicular bisectors, and parallel lines MA:GEO.03.01.04 Use the relationship between pairs of angles (e.g., complementary, supplementary, vertical, exterior, interior) to determine unknown angle measures or definitions of properties MA:GEO.03.01.05 Apply the concepts of special right triangles to real-world situations MA:GEO.03.01.06 Use the relationships among properties of circles (e.g., chords, secants, tangents, arcs, circumference, radius, diameter, inscribed polygons) to solve problems
		MA:GEO.03.02.01 Describe three-dimensional figures that are formed by translating two-dimensional figures MA:GEO.03.03.01 Draw cross-sections, truncations, and compositions/decompositions of three-dimensional objects MA:GEO.03.03.02 Use concrete objects, pictorial representations, computer software, or graphing calculators to solve geometric problems
		MA:GEO.03.04.01 Use coordinate geometry to produce formulas and prove theorems for the midpoint of a line segment, the distance formula, and forms of equations of lines and circles
Measurement MA:GEO.02	Number Sense MA:GEO.01.01	
Geometry and Spatial Sense MA:GEO.03	Computation Strategies MA:GEO.01.02	
	Fluency With Measurement MA:GEO.02.01	
	Properties And Relationships MA:GEO.03.01	
	Transformations And Symmetry MA:GEO.03.02	
	Visual And Spatial Sense MA:GEO.03.03	
	Representational Systems MA:GEO.03.04	

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ALGEBRA II	Numbers Sense MA:AL.II.01.01	MA:AL.II.01.01.01 Understand numbers, ways of representing numbers, relationships among numbers, and number systems
Numbers and Operations MA:AL.II.01	Operations Sense MA:AL.II.01.02	MA:AL.II.01.02.01 Understand the meaning of operations and how they relate to each other
Measurement MA:AL.II.02	Computation Strategies MA:AL.II.01.03	MA:AL.II.01.03.01 Use computational tools and strategies fluently and, when appropriate, use estimation
Geometry and Spatial Sense MA:AL.II.03	Fluency with Measurement MA:AL.II.02.01	MA:AL.II.02.01.01 Fluency with Measurement Understand attributes, units, and systems of units in measurement; and develop and use techniques, tools, and formulas for measuring
Patterns, Functions, and Algebra MA:AL.II.04	Properties and Relationships MA:AL.II.03.01	MA:AL.II.03.01.01 Analyze properties of objects and relationships among the properties
Data Analysis, Statistics, and Probability MA:AL.II.05	Transformations and Symmetry MA:AL.II.03.02	MA:AL.II.03.02.01 Use transformations and symmetry to analyze mathematical situation
	Visual and Spatial Sense MA:AL.II.03.03	MA:AL.II.03.03.01 Use visualization and spatial reasoning to solve problems both within and outside of mathematics
	Representational MA:AL.II.03.04	MA:AL.II.03.04.01 Select and use different representational systems, including coordinate geometry
	Patterns and Functional Relationships MA:AL.II.04.01	MA:AL.II.04.01.01: Patterns and Functional Relationships Understand various types of patterns and functional relationships
	Symbolic Representation MA:AL.II.04.02	MA:AL.II.04.02.01: Symbolic Representation Use symbolic forms to represent, model, and analyze mathematical situations
	Fluency With Data MA:AL.II.05.01	MA:AL.II.05.01.01: Fluency With Data Pose questions and collect, <u>organize</u> , and represent data to answer those questions
	Statistics MA:AL.II.05.02	MA:AL.II.05.02.01: Statistics Interpret data using methods of exploratory data analysis

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ADVANCED MATH MA:ADV.01	Data Analysis MA:ALII.05.03 Probability MA:ALII.05.04	MA:ALII.05.03.01: Data Analysis Develop and evaluate inferences, predictions, and arguments that are based on data MA:ALII.05.04.01: Probability Understand and apply basic notions of chance and probability MA:ADV.01.01.01 <i>Specific benchmarks to be determined by course syllabus/outline</i>
	Numbers and Operations MA:ADV.01.01 Measurement MA:ADV.01.02	MA:ADV.01.02.01 <i>Specific benchmarks to be determined by course syllabus/outline</i>
	Geometry and Spatial Sense MA:ADV.01.03 Patterns, Functions, and Algebra MA:ADV.01.04	MA:ADV.01.03.01 <i>Specific benchmarks to be determined by course syllabus/outline</i> MA:ADV.01.04.01 <i>Specific benchmarks to be determined by course syllabus/outline</i>
	Data Analysis, Statistics, and Probability MA:ADV.01.05	MA:ADV.01.05.01 <i>Specific benchmarks to be determined by course syllabus/outline</i>
	Tutoring/ Service Learning MA:DAY.01.01	MA:DAY.01.01.01 Assist students with learning math skills. Document student learning. Reflect on personal experience.
	Recreational MA:DAY.01.02	MA:DAY.01.02.01 Brain Exercise- Participate in activities and games that increase brain strength, such as: Puzzles Strategy games Brain teasers Sports/stats Other valid brain exercise activity <i>Approval and Documented time of learning/practicing are required for credit to be awarded</i>
	Personal Math MA:DAY.01.03	MA:DAY.01.03.01 Understand personal finances- Living expenses, banking, savings, budget MA:DAY.01.03.02 Understand consumerism- Purchasing, credit, loans, interest rates MA:DAY.01.03.03 Understand Stocks and Bonds, Retirement plans, planning for the future. MA:DAY.01.03.04 Understand how the stock market works for the consumer, buying and selling
EVERYDAY MATH MA:DAY.01		

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	Industrial/ Commercial MA:DAY.01.04	MA:DAY.01.04.01 Work related skills- measurements, scale, distribution, structural, specifications, other
	International Systems MA:DAY.01.05	MA:DAY.01.04.02 Accounting practices- Retail, profit/loss, payroll, fiscal management, other
		MA:DAY.01.05.01 Money, conversions, values
		MA:DAY.01.05.02 Stock Markets- Compare, contrast
		MA:DAY.01.05.03 Counting Systems- across cultures
	Cultural/ EthnoMath MA:DAY.01.06	MA:DAY.01.05.04 Other
		MA:DAY.01.06.01 Participate in math activities and practices relevant to culture

Strand	Target	Benchmark
FITNESS AND ACTIVITY	Fundamental Skills PE:MOV.01.01	PE:MOV.01.01.01 Use mature (proper) movement forms appropriately in the context of modified games or activities, such as sports, dance, exercise, and gymnastics
MOVEMENT FORMS: PE:MOV.01 Use motor skills and movement patterns to perform a variety of physical activities	Fundamental Skills PE:COG.01.01	PE:MOV.01.01.02 Use combinations of specialized movement forms in a variety of activities, such as net and invasion games, field and target games, aquatics, dance, exercise, and gymnastics
		PE:COG.01.01.01 Identify strategies to improve performance of movement skills
		PE:COG.01.01.02 Apply concepts, principles, tactics, and strategies to acquire, assess, and improve movement skills
		PE:COG.01.02.01 Describe basic strategies for simple and modified activities
COGNITIVE CONCEPTS: PE:COG.01 Understand movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities	Team Sports PE:COG.01.02 Safety and Play Etiquette PE:COG.01.03 Individual, Dual, and Lifetime Activities PE:ACT.01.01	PE:COG.01.02.02 Evaluate tactics and strategies for modified and traditional activities
		PE:COG.01.03.01 Apply rules and etiquette for safe participation in physical activities
		PE:COG.01.03.02 Assess the importance of rules and procedures for safe and fair play during physical activities
		PE:ACT.01.01.01 Identify opportunities for physical activity outside of the physical education class
ACTIVE LIFESTYLE: PE:ACT.01 Participate regularly in physical activity to develop habits for life-long fitness	Fitness and Conditioning-Related Activities PE:PHY.01.01	PE:ACT.01.01.02 Participate regularly in moderate to vigorous physical activities to meet personal goals
		PE:ACT.01.01.03 Explain the relationship between a healthy lifestyle and regular participation in physical activities
		PE:ACT.01.01.04 Participate in a variety of physical activities of personal interest to maintain an active lifestyle
		PE:PHY.01.01.01 Describe the principles of training and conditioning and how they affect the components of health-related fitness
PHYSICAL FITNESS: PE:PHY.01 Know ways to achieve and maintain a health-enhancing level of physical fitness		PE:PHY.01.01.02 Set goals for improving the components of personal health-related physical fitness
		PE:PHY.01.01.03 Set goals to improve personal fitness level based on various sources of information
		PE:PHY.01.01.04 Assess the benefits of participation in selected physical activities on the components of health-related physical fitness

Strand	Target	Benchmark
SCIENTIFIC PROCESS Nature of science: SC:PRO.01 Understand that science, technology, and society are interrelated	Science, Technology, and Society SC:PRO.01.01	SC:PRO.01.01.01 Explain the use of reliable print and electronic sources to provide scientific information and evidence
		SC:PRO.01.01.02 R Describe significant relationships among society, science and technology and how one impacts the other
		SC:PRO.01.01.03 Explain the impact of humans on the Earth system
		SC:PRO.01.01.04 Explain how scientific advancements and emerging technology have influenced society
		SC:PRO.01.01.05 Describe technologies used to collect information about the universe
		SC:PRO.01.01.06 Compare the risks and benefits of potential solutions to technological issues
	Unifying Concepts and Themes SC:PRO.01.02	SC:PRO.01.02.01 Provide scale and mathematical models to support and explain scientific data
SCIENTIFIC PROCESS Investigation SC:PRO.02 Discover, invent, and investigate using the skills necessary to engage in the scientific process. Possibly put in Foundational Skills section	Scientific Inquiry SC:PRO.02.01	SC:PRO.02.01.01 Design and safely conduct a scientific investigation to answer a question or test a hypothesis
		SC:PRO.02.01.02 Design and safely implement an experiment, including the appropriate use of tools and techniques to organize, analyze and validate data
		SC:PRO.02.01.03 Describe how a testable hypothesis may need to be revised to guide a scientific investigation
		SC:PRO.02.01.04 Explain the importance of replicable trials
	Scientific Knowledge SC:PRO.02.02	SC:PRO.02.01.05 Determine the link(s) between evidence and the conclusion(s) of an investigation; Determine the connection(s) among hypothesis, scientific evidence, and conclusions
		SC:PRO.02.01.06 Defend and support conclusions, explanations, and arguments based on logic, scientific knowledge, and evidence from data AND Communicate the significant components of the experimental design and results of a scientific investigation using appropriate techniques
		SC:PRO.02.01.07 Engage in and explore the importance of expert review of process and findings of process and findings in science
LIFE SCIENCES Organisms and the environment: SC:LIF.01 Understand the unity, diversity, and interrelationships of organisms, including	Cycles of Matter and Energy SC:LIF.01.01	SC:PRO.02.02.01 Explain the need to revise conclusions and explanations based on new scientific evidence AND Revise, as needed, conclusions and explanations based on new evidence.
		SC:PRO.02.02.02 Explain how scientific explanations must meet a set of established criteria to be considered valid
		SC:PRO.02.02.03 Describe the importance of ethics and integrity in scientific investigation
	Interdependence SC:LIF.01.02	SC:LIF.01.01.01 R Explain how energy moves through food webs, including the roles of photosynthesis and cellular respiration
		SC:LIF.01.01.02 R Explain the chemical reactions that occur in photosynthesis and cellular respiration that result in cycling of energy
		SC:LIF.01.01.03 R Explain how matter and energy flow through living systems and the physical environment
		SC:LIF.01.01.04 Describe biochemical cycles within ecosystems; nitrates/phosphates balance

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their relationship to cycles of matter and energy in the environment.		SC:LIF.01.02.03 R Explain dynamic equilibrium in organisms, populations, and ecosystems; explain the effect of equilibrium shifts
LIFE SCIENCES	Classification SC:LIF.02.01	SC:LIF.02.01.01 Classify organisms according to their degree of relatedness, e.g. kalo
Structure and function in organisms: SC:LIF.02	Cells, Tissues, Organs, and Organ systems SC:LIF.02.02	SC:LIF.02.01.02 Explain the organization of life on Earth using the modern classification system
Understand the structures and functions of living organisms and how organisms can be compared scientifically		SC:LIF.02.02.01 R Describe the cell theory
LIFE SCIENCES		SC:LIF.02.02.02 R Describe different cell parts and their function
Diversity, genetics, and evolution: SC:LIF.03		SC:LIF.02.02.03 R Describe the levels of organization in organisms
Understand genetics and biological evolution and their impact on the unity and diversity of organisms	Unity and Diversity SC:LIF.03.01	SC:LIF.02.02.04 Differentiate between the processes of mitosis and meiosis
		SC:LIF.02.02.05 Describe how homeostatic balance occurs in cells and organism
		SC:LIF.02.02.06 Describe the components and functions of a variety of macromolecules active in biological systems
		SC:LIF.03.01.01 R Describe how changes in the physical environment affect the survival of organisms
		SC:LIF.03.01.02 R Analyze how organisms' body structures contribute to their ability to survive and reproduce
		SC:LIF.03.01.03 R Explain how fossils provide evidence that life and environmental conditions have changed over time
		SC:LIF.03.01.04 R Explain why variation(s) in the gene pool of a species contributes to its survival in a constantly changing environment
		SC:LIF.03.01.05 Explain the structural properties of DNA and the role of DNA in hereditary and protein synthesis
		SC:LIF.03.01.06 Explain how Mendel's laws of heredity can be used to determine the traits of possible offspring
		SC:LIF.03.01.07 Explain chromosomal mutations, their possible causes, and their effects on genetic variation, e.g. GMO
	Heredity SC:LIF.03.02	SC:LIF.03.02.01 Differentiate between sexual and asexual reproduction
		SC:LIF.03.02.02 Describe how an inherited trait can be determined by one or more genes which are found on chromosomes
		SC:LIF.03.02.03 Explain that small differences between parents and offspring could produce descendants that look very different from their ancestors within or across offspring
	Biological Evolution SC:LIF.03.03	SC:LIF.03.03.01 Explain the theory of evolution, describe how organisms can be compared scientifically, and describe evidence that supports this theory
LIFE SCIENCES		SC:LIF.03.03.02 Explain the theory of natural selection
Zoology SC:LIF.05	Zoology - Structure and function in Animals SC:LIF.05.01	SC:LIF.05.01.01 Illustrate the different types of body symmetry (e.g., radial, bilateral, asymmetry)
		SC:LIF.05.01.02 Evaluate the different levels of bodily organization (e.g., unicellular, diploblastic, triploblastic) and the body plans associated with each (e.g., acelomate, pseudocoelomate, coelomate).
		SC:LIF.05.01.03 Compare vertebrates and invertebrates. The student: Classifies organisms as vertebrates or invertebrates
	Zoology - Physiology and Life Cycles SC:LIF.05.02	SC:LIF.05.02.01 Trace the development of genetically identical stem cells into specialized cells (e.g., skin, liver, muscle, nerve)
		SC:LIF.05.02.02 Trace the life cycles of various groups of animals (e.g., plasmodium, cnidarians, nematodes, insects, tunicates, anurans)

		<p>SC:LIF.05.02.03 Compare the physiology of the nine major phyla of the animal kingdom. Differentiates the nature of digestion, circulation, locomotion, coordination, excretion, and germ layers and embryonic development within each of the nine animal phyla.</p> <p>SC:LIF.05.03.01 Explain how animals' behavior (e.g., parental care, division of labor, niche, innate hive behavior in insects) may enhance the species' chances of survival</p> <p>SC:LIF.05.03.02 Determine how species enhance their rate of survival by using symbiosis (e.g., mutualism, commensalism, parasitism) and mimicry</p>
LIFE SCIENCES	Zoology - Animals and the Environment - Behavior and Symbiosis SC:LIF.05.03	
Body Systems SC:LIF.07	Body Systems SC:LIF.07.01	<p>SC:LIF.07.01.01 Compare the circulatory systems role in transporting nutrients (e.g., sugar, oxygen) to its role of transporting wastes(e.g. carbon dioxide)</p> <p>SC:LIF.07.01.02 Evaluate the functions of various structures of the respiratory system(e.g., larynx, pharynx, bronchi, alveoli)</p> <p>SC:LIF.07.01.03 Evaluate the structure and function of the digestive system in the transportation and absorption of nutrients</p> <p>SC:LIF.07.01.04 Explain how the excretory system regulates body wastes</p> <p>SC:LIF.07.01.05 Explain how the muscular system functions (e.g., locations, origins, insertions, muscle groups, types of muscles)</p> <p>SC:LIF.07.01.06 Explain how the skeletal system functions to support and protect the body</p> <p>SC:LIF.07.01.07 Relate the structure of the Integumentary system to its function</p> <p>SC:LIF.07.01.08 Explain how the central nervous system functions in regulating physiological activities</p> <p>SC:LIF.07.01.09 Describe the relationship between the peripheral nervous system and how the body responds</p> <p>SC:LIF.07.01.10 Compare the reproductive organs in the male and female body in terms of structure and function</p> <p>SC:LIF.07.01.11 Determine the role of the reproductive system in human growth and development</p> <p>SC:LIF.07.01.12 Trace the development of a human from the formation of gametes to gestation</p> <p>SC:LIF.07.01.13 Analyze the interdependence of various body systems to each other</p> <p>SC:LIF.07.01.14 Determine the relationship between the skeletal and muscular systems</p> <p>SC:LIF.07.01.15 Explain how disorder in any major organ system affects normal body function</p> <p>SC:LIF.08.01.01 Other relevant, identified, life science target specific to the project topic</p>
LIFE SCIENCES	Other SC:LIF.08.01	
Other SC:LIF.08		
ENVIRONMENTAL SCIENCES	SC:ENV.04.01 Marine Ecosystems	<p>SC:ENV.04.01.01 Differentiate freshwater, brackish, and saltwater ecosystems</p> <p>SC:ENV.04.01.02 Explain how estuaries provide productive and important nursery areas for many marine species</p> <p>SC:ENV.04.01.03 Describe the characteristics of coral reefs</p> <p>SC:ENV.04.01.04 Describe the unique properties of deep ocean communities</p>
Marine Ecosystems SC:ENV.04		<p>SC:ENV.04.01.05 Explain how chemical factors (e.g., pH, salinity, dissolved O₂, nutrients) affect the distribution of life in the ocean</p> <p>SC:ENV.04.01.06 Describe how physical factors (e.g., light, temperature, pressure, current) define the region/zone in the ocean</p>

		<p>SC:ENV.04.01.07 Explain how adaptations help animals survive in a marine environment</p> <p>SC:ENV.04.01.08 Compare the characteristics of marine organisms (e.g., planktonic, invertebrate, vertebrate)</p> <p>SC:ENV.04.01.09 Describe the effects of natural oceanic hazards (e.g., hurricanes, tsunamis) on people</p> <p>SC:ENV.04.01.10 Describe the relationship between the ocean and human cultural development</p> <p>SC:ENV.04.01.11 Explain how human activities and development lead to marine pollution(e.g., point sources non-point sources)</p> <p>SC:ENV.04.01.12 Describe how urbanization has impacted the ocean</p> <p>SC:ENV.04.01.13 Explain how ocean resources are managed</p>
ENVIRONMENTAL SCIENCES Botany SC:ENV.06	Botany- Plant Structure and Function—Cells, Tissues and Metabolism SC:ENV.06.01	SC:ENV.06.01.01 Determine the relationship between cell structure and function in photosynthetic organisms.
		SC:ENV.06.01.02 Evaluate the function of various plant tissues (e.g., stem, root, leaf) in terms of transport of materials, waste disposal, protein synthesis, energy capture and release, information feedback, movement, and homeostasis
		SC:ENV.06.01.03 Trace the pathway of plant metabolism including the role of pigments in the light-dependent reactions and oxygen in the light-independent reactions
		SC:ENV.06.02.01 Describe how plant products (e.g., drugs, timber, spices, herbs, fossil fuels, fibers) impact human life
	Botany- Plants and the Environment- Interaction with the environment SC:ENV.06.02	SC:ENV.06.02.02 Evaluate the effect of biotic and abiotic factors (e.g., succession, competition, human influences) on plant stability within the environment
		SC:ENV.06.02.03 Compare the form and function of various plants as producers in biomes
		SC:ENV.06.02.04 Describe how various factors (e.g., light, temperature, hormones, water, soil type, gravity) affect growth and irritability of a plant
		SC:ENV.06.03.01 Evaluate the impact of plant genetics (e.g., monohybrid and dihybrid crosses, molecular manipulation of genes, biotechnology) on society
	Botany- Plant Genetics SC:ENV.06.03 Botany- Plant Evolution and classification SC:ENV.06.04	SC:ENV.06.03.02 Explain alternation of generations in plants
		SC:ENV.06.04.01 Compare the major plant divisions
ENVIRONMENTAL SCIENCES Other SC:ENV.09.01	Other SC:ENV.09.01	SC:ENV.06.04.02 Explain how evolution applies to plants
		SC:ENV.09.01.01 Other relevant, identified, environmental science target specific to the project topic
	Nature of Matter SC:PHY.01.01	SC:PHY.01.01.01 R Explain how elements are arranged in the periodic table and describe trends among elemental properties
		SC:PHY.01.01.02 Describe interactions among molecules
		SC:PHY.01.01.03 Explain how atoms bond using valence electrons
		SC:PHY.01.01.04 Describe a variety of chemical reactions
	Waves SC:PHY.01.02	SC:PHY.01.02.01 Explain the relationship between the color of light and wavelength within the electromagnetic spectrum
		SC:PHY.01.02.02 Explain and provide examples of electromagnetic radiation and sound using a wave model

of matter and energy, forms of energy (including waves) and energy transformations, and their significance in understanding the structure of the universe.		SC:PHY.01.02.03 Explain how seismic waves provide scientists with information about the structure of Earth's interior
		SC:PHY.01.02.04 Identify the characteristics and properties of mechanical and electromagnetic waves
		SC:PHY.01.02.05 Compare transverse and longitudinal waves and their properties
PHYSICAL SCIENCES	Energy and Transformation SC:PHY.01.03	SC:PHY.01.03.01 Describe endothermic and exothermic chemical reactions
		SC:PHY.01.03.02 Explain how the law of conservation of energy is applied to various systems
		SC:PHY.01.03.03 Describe different examples of the concept of entropy
		SC:PHY.01.03.04 Explain that changes in thermal energy can lead to a phase change of matter
		SC:PHY.01.03.05 Describe nuclear reactions and how they produce energy
Forces and Motion SC:PHY.02	Forces and Motion SC:PHY.02.01	SC:PHY.02.01.01 Explain that every object has mass and therefore exerts a gravitational force on other objects
		SC:PHY.02.01.02 Apply the laws of motion to determine the effects of forces on the linear motion of objects
		SC:PHY.02.01.03 Use vectors to explain force and motion
PHYSICAL SCIENCES	Forces of the Universe SC:PHY.02.02	SC:PHY.02.02.01 Explain the relationship among the gravitational force, the mass of the objects, and the distance between objects
		SC:PHY.02.02.02 Explain the magnetic and electrical forces in the universe
	Other SC:PHY.10.01	SC:PHY.10.01.01 Other relevant, identified, physical science target specific to the project topic
Other SC:PHY.10 EARTH AND SPACE SCIENCES Earth and space science: SC:EAR.03 Understand the Earth and its processes, the solar system, and the universe and its contents	Forces That Shape the Earth SC:EAR.03.01	SC:EAR.03.01.01 Explain how the sun is the major source of energy influencing climate and weather on Earth; describe climate and weather patterns associated with certain geographic locations and features
		SC:EAR.03.01.02 Explain the concepts of continental drift and plate tectonics; explain the effects of movements of crustal plates
		SC:EAR.03.01.03 Explain the relationship between density and convection currents in the ocean and atmosphere
		SC:EAR.03.01.04 R Describe the physical characteristics of oceans
		SC:EAR.03.01.05 R Describe how elements and water move through solid Earth, the oceans, atmosphere, and living things as part of geochemical cycles
		SC:EAR.03.01.06 Describe how to estimate geological time
		SC:EAR.03.01.07 R Describe how heat and energy transfer into and out of the atmosphere and their involvement in global climate
		SC:EAR.03.01.08 Describe how winds and ocean currents are produced on the Earth's surface
		SC:EAR.03.01.09 Describe the causes and characteristics of tides
		SC:EAR.03.01.10 Describe how waves and currents move using physical principles
		SC:EAR.03.01.11 Explain how erosion occurs and the effects of sedimentation
		SC:EAR.03.01.12 Describe the relationship between fresh bodies of water, watersheds, and the ocean
		SC:EAR.03.01.13 Explain how the ocean influences weather and climate
	Earth Materials SC:EAR.03.02	SC:EAR.03.02.01 Compare the characteristics of the three main types of rocks
		SC:EAR.03.02.02 Illustrate the rock cycle and explain how igneous, metamorphic, and sedimentary rocks are formed
	Earth in the Solar	SC:EAR.03.03.01 Describe how the Earth's motions and tilt on its axis affect the seasons and weather patterns

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EARTH AND SPACE SCIENCES Other SC:EAR.11	System SC:EAR.03.03 The Universe SC:EAR.03.04	SC:EAR.03.03.02	Explain the possible origins and evolution of the solar system
		SC:EAR.03.03.03	Describe the major internal and external sources of energy on Earth
		SC:EAR.03.04.01	Describe the composition of objects in the galaxy
		Describe the major components of the universe	
		SC:EAR.03.04.02	R Explain the predictable motions of the Earth and the moon
		Describe the role of gravitational force in the motions of planetary systems	
		SC:EAR.03.04.03	Compare the characteristics and movement patterns of the planets in our solar system
		SC:EAR.03.04.04	Describe the physical and nuclear dynamics involved in the life cycle of a star
EARTH AND SPACE SCIENCES Other SC:EAR.11	Other SC:EAR.11.01	SC:EAR.03.04.05	Compare different theories concerning the formation of the universe
		SC:EAR.11.01.01	Other relevant, identified, earth and space science target specific to the project topic

Strand Credit	Target	Benchmark
HISTORICAL UNDERSTANDING Change, continuity, and causality SS:HUN.01 Understand change and/or continuity and cause and/or effect in history Inquiry, empathy, and perspective SS:HUN.02 Use the tools and methods of inquiry, perspective, and empathy to explain historical events with multiple interpretations and judge the past on its own terms	Historical Understanding SS:HUN.01.01	SS:HUN.01.01.01 R Analyze both change and continuity during specific period(s) in history <ul style="list-style-type: none"> Local context – community to State level National context - USA Global context - World
	Historical Sources SS:HUN.02.01	SS:HUN.01.01.02 R Describe the multiple social, political, and economic causes and effects of change in specific period(s) of history <ul style="list-style-type: none"> Local context - community to State level National context - USA Global context - World
	Historical Perspectives and Interpretations SS:HUN.02.02	SS:HUN.02.01.01 Evaluate the quality of historical accounts based on the arguments they advance and the evidence they use; judge the value of conflicting opinions, interpretations, value judgments, and sources used in historical writing SS:HUN.02.02.01 Describe why different people may have different perspectives of the same historical event and multiple interpretations should be considered in order to avoid historical linearity and inevitability <ul style="list-style-type: none"> Local context – community to State level National context - USA Global context - World
		SS:HUN.02.02.02 Use knowledge of historical periods to assess contemporary issues and decisions <ul style="list-style-type: none"> Local context – community to State level National context - USA Global context – World
LOCAL HISTORY SS:HIS.01 Understand important historical events, contexts, and impact on the lives of people and their environment		SS:HUN.02.02.03 Formulate and defend an opinion on a major contemporary social issue using tools and methods of inquiry and perspective; evaluate, take and defend a position on a current social issue using researched evidence <ul style="list-style-type: none"> Local context - community to State level National context - USA Global context – World
	SS:HIS.01.01	SS:HUN.02.02.04 Use the tools and methods of inquiry, perspective, and empathy to explain historical events with multiple interpretations and judge the past on its own terms SS:HIS.01.01.01 Original migrations: pre-1778 SS:HIS.01.01.02 Evolution of Hawaiian society: pre-1778 SS:HIS.01.01.03 Evolution of Hawaiian government models: 1300 – 1897 SS:HIS.01.01.04 Land tenure systems: natural resource use and management – pre/post Mahele: pre-contact to present
	Important historical events of specific eras related to Hawai'i - community to State level	SS:HIS.01.01.05 Effects of Western contact on Hawai'i and its people - social, political and economic impacts on Hawai'i: 1780s – 1959 SS:HIS.01.01.06 Loss of sovereignty and political, social and economic causes: 1850 – 1959 SS:HIS.01.01.07 Plantation and immigration: 1800s – 1990s SS:HIS.01.01.08 World War II: 1941 – present SS:HIS.01.01.09 Contemporary people, issues and events: 1959 – present
	Requirement- minimum ten	

HLC Social Studies Standards Reference 2018/2019

	separate benchmarks R	SS:HIS.01.01.10 Hawaiian culture renaissance: late 1960s – present SS:HIS.01.01.11 Role in and kuleana to Pacific region SS:HIS.01.01.12 Or other important historical events/eras
NATIONAL HISTORY - US SS:HIS.01	SS:HIS.01.02 Historical events of specific eras in US national history R Requirement- minimum ten separate benchmarks	SS:HIS.01.02.01 Early migrations and original people pre-explorer contact: pre-1450 - 1585 SS:HIS.01.02.02 Seeds of a new nation - early society, slavery, governing models, colonization, and revolution: 1585-1763 SS:HIS.01.02.03 Defining a new nation: 1763-1820s SS:HIS.01.02.04 Westward expansion: 1585-1893 SS:HIS.01.02.05 Civil War and Reconstruction: 1850 – 1877 SS:HIS.01.02.06 US Imperialism and colonization around the world: 1870 – present SS:HIS.01.02.07 Waves of immigration: 1870 - present SS:HIS.01.02.08 Industrial revolution and urbanization: 1890 - 1950 SS:HIS.01.02.09 Immersion of modern America: 1890-1930 SS:HIS.01.02.10 Great Depression and World War II: 1929-1945 SS:HIS.01.02.11 Post World Wars USA transitions: 1945 – 1970s SS:HIS.01.02.12 Civil Rights Era: 1954 - 1968 SS:HIS.01.02.13 Contemporary people and society - issues and events: 1968 - present SS:HIS.01.02.14 USA cultural diversity SS:HIS.01.02.15 Role in and kuleana to World context SS:HIS.01.02.16 Or other important historical events/eras
WORLD HISTORY SS:HIS.01	SS:HIS.01.03 Historical events of specific eras in world history R Requirement- minimum seven separate benchmarks	SS:HIS.01.03.01 Describe beliefs, values, and norms of indigenous populations SS:HIS.01.03.02 Early civilizations: pre-0 BCE SS:HIS.01.03.03 Classical traditions, major religions and giant empires: 300 BCE-1500 CE SS:HIS.01.03.04 Origins of global interdependence: 1500 CE – 1800s CE SS:HIS.01.03.05 Age of revolution, industry, and empire: 1750 – early 1900s SS:HIS.01.03.06 Analyze roles and responsibilities of contemporary governments: 1945 – present SS:HIS.01.03.07 Examine current issues or problems facing a country or region of the world and propose solutions to them based on research SS:HIS.01.03.08 Analyze political, social and economic impacts of foreign contact and colonization, e.g. Roman expansion to surrounding territory, Genghis Khan campaign to conquer China, British colonization of India, etc. SS:HIS.01.03.09 Contemporary people and society - issues and events SS:HIS.01.03.10 World cultural foundations SS:HIS.01.03.11 Role in and kuleana to well-being of individual nations and communities SS:HIS.01.03.12 Or other important historical events/eras
POLITICAL SCIENCE/ CIVICS Governance, democracy, and interaction: SS:PSC.01	Governance, Power and Authority SS:PSC.01.01	SS:PSC.01.01.01 R Describe the purpose and structure of governments; Local context – community to State level SS:PSC.01.01.02 R Describe the purpose and structure of governments National context – USA government structure; USA Constitution, State systems, Etc. SS:PSC.01.01.03 R Describe the purpose and structure of governments Global Context – World; Republic model, Monarchy model, Etc. SS:PSC.01.01.04 R Trace development/evolution of government systems within an era or region

Understand the purpose and historical impact of political institutions, the principles of American democracy, and the similarities and differences in government across cultural perspectives.	Global cooperation, conflict, and interdependence: SS:PSC.01.02	SS:PSC.01.02.01 Describe the purpose of Global organizations and how they interact. <ul style="list-style-type: none"> United Nations NATO Etc.
		SS:PSC.01.02.02 Examine a current event of world interaction and come up with a personal opinion and a possible solution to any conflict, or a prediction of the future based on similar historical events.
Participation and citizenship SS:PSC.02	Participation and citizenship SS:PSC.02.01	SS:PSC.02.02.01 R Roles of citizen; Understand issues of personal, political, and economic rights
		SS:PSC.02.02.02 R Understand scope and limits of personal, political, and economic rights and the relationships among those rights
Understand the role, rights (personal, economic, political), and responsibilities of American citizens and exercise them in civic action.		SS:PSC.02.02.03 R Understand the importance of political leadership. Public service and being a knowledgeable citizen
		SS:PSC.02.02.04 Active community member- Participate in community service with a non-profit organization. Describe the service and the importance of the organization within the community.
CULTURAL ANTHROPOLOGY Systems, dynamics, and inquiry: SS:CUL.01	Cultural Diversity and Unity SS:CUL.01.01	SS:PSC.02.02.05 Political activism- Participate in an event or within an organization that supports a person, place, or issue that affects the community.
		SS:CUL.01.01.01 R Hawaiian culture knowledge, practices, and beliefs. Compare conditions and motivations that contribute to conflict, cooperation, or interdependence among peoples, nations or regions
Understand culture as a system of beliefs, knowledge, and practices shared by a group and understand how cultural systems change over time.	Ho'oma'i SS:CUL.01.02 Continuous practice of HLC Values	SS:CUL.01.01.02 R Non-Hawaiian indigenous culture, knowledge, practices, and beliefs. Local, National – USA, Global context. Compare conditions and motivations that contribute to conflict, cooperation, or interdependence among peoples, nations or regions
		SS:CUL.01.01.03 R Analyze societies based on F.R.E.E.P.A. – family, religion, education, economics, politics, arts; Hawaiian culture, knowledge, practices, and beliefs; Non-Hawaiian indigenous culture, knowledge, practices, and beliefs. Local, National – USA, Global context
GEOGRAPHY World in spatial terms: SS:GEO.01	Places and Regions SS:GEO.01.01	SS:CUL.01.01.04 R Understand that culture and experience influence people's perceptions of places and regions
		SS:CUL.01.02.01 R Understand and practice HLC protocol – daily, community presence, formal gatherings
		SS:CUL.01.02.02 R Understand and use HLC core oli and hula
		SS:CUL.01.02.03 R Understand and practice HLC core values: Aloha aku aloha mai; Kulia I ka nu'u; Malama ke kahi i ke kahi; Kūpono; AND Kuleana
		SS:GEO.01.01.01 R Know locations of continents, places, geographic features, and patterns of the environment. Use geographic representations such as maps or models to explain population distribution and/or the physical and human characteristics of place(s)
		SS:GEO.01.01.02 Location: understand concept of relative and absolute physical location. Use geographic representations such as maps or models to explain population distribution and/or the physical and human characteristics of place(s)

HLC Social Studies Standards Reference 2018/2019

<p>Use geographic representations to organize, analyze, and present information on people, places, and environments and understand the nature and interaction of geographic regions and societies around the world</p>		<p>SS:GEO.01.01.03 Place: understand elements of human and physical characteristics. Use geographic representations such as maps or models to explain population distribution and/or the physical and human characteristics of place(s)</p> <p>SS:GEO.01.01.04 Human/environmental interactions: understand how humans adopt to, modify and, depend on the environment. Use geographic representations such as maps or models to explain population distribution and/or the physical and human characteristics of place(s)</p> <p>SS:GEO.01.01.05 Movement: understand the dynamics of the movement of people, goods, and/or ideas. Use geographic representations such as maps or models to explain population distribution and/or the physical and human characteristics of place(s)</p> <p>SS:GEO.01.01.06 Regions: understand that physical regions can be defined in a formal, functional and/or perceptual manner. Use geographic representations such as maps or models to explain population distribution and/or the physical and human characteristics of place(s)</p> <p>SS:GEO.01.01.07 Explain how demographics can be used to understand changes in society</p>
	<p>ECONOMICS</p>	<p>SS:ECO.01.01.01 R Explain different characteristics of different economic systems and institutions</p> <p>SS:ECO.01.01.02 R Analyze the relationship between economic activities, their location, and the physical characteristics of a given place</p>
	<p>Resources, markets, and Government:</p> <p>SS:ECO.01</p>	<p>SS:ECO.01.02.01 Explain basic features of market structures and exchanges</p> <p>SS:ECO.01.02.02 Explain the concept of prices and the interaction of supply and demand on goods and services</p> <p>SS:ECO.01.02.03 Describe how trade between countries is affected by regulations</p> <p>SS:ECO.01.02.04 Explain how prices and products were and are affected by the interactions between producers and global buyers</p>
	<p>Understand economic concepts and the characteristics of various economic systems.</p>	<p>SS:ECO.01.02.05 Describe how trade between countries is affected by regulations</p> <p>SS:ECO.01.03.01 Explain how individuals participate in the economy</p> <p>SS:ECO.01.03.02 Explain the role of savings, investment, and interest rates</p> <p>SS:ECO.01.03.03 Explain how the presence or absence of income, unemployment, and other income distributions affect a specific economy</p> <p>SS:ECO.01.03.04 Explain the economic function of governments and the concept of Gross National/Domestic Product</p>
	<p>Personal fiscal and monetary management</p> <p>SS:ECO.01.03</p>	

NOTE: BCE = Before Common Era; CE = Common Era OR Christian Era OR Current Era (depending on preference)
 Adopted by historians to replace BC and AD (based on the Julian calendar) in the last 30-50 years in response to a demand for scientific rigor and PC focus

Appendix M. Crosswalk HLC Standards to HI DOE ACCN

HLC STANDARDS/HI DOE ACCN ALIGNMEN

	ELEM		MIDDLE SCHOOL			HIGH SCHOOL				
	4	5	6	7	8	9	10	11	12	
ART										
AR:VIS				FVB0100 GEN ART	FVB0300	FVB1100 FVB1200	FVS1000			
AR:MUS				FVB0200 GEN ART	TCB1200	FMA1100				
AR:DRA						FTE1000				
AR:DAN						FDC1000	FDC2000	FDC3000		
AR:DME						TAU2211 Digital media				
AR:IND										
COL & CAREER EXPLORATION										
CE:COL CE:CTB				TMS0011 GUIDANCE	TMS0012 GUIDANCE					
CE:CPN						TGG1106 .5	TGG1107 .5	TGG1108 .5		
FOUNDATIONS										
FN:PBL					XAG1010	XEP1050				
FN:HOO				XLP0010 LEADERSHI	XLP0010 LEADERSHI	WPH8010Haw conversation and cult A	FDP1100			
FN:TEC						TGG5021 Basic tech				
HEALTH										
HE:COR					HEA0400	HLE1000				
HE:INF						HLE2000				
LA										
LA:LAN				LCY0200 LLH0221 .5 lab	LCY0300 LLH0321 .5 lab LLH0322 .5 lab	LCY1010 1.0	LCY2010 1.0	LCY3010 1.0 Lab LLH3013		
LA:COM					LVH0310	LVH5350 .5	LVH5351 .5			
LA:REA				LLH0222 .5 lab	LRH0510	LRH8100 .5	Strategic Reading LRH8200 .5	World Lit LTH5110 .5		
LA:WRI				LWH0530 .5 wksp	LWH0430 LWH0630 wksp		Creative Writing LWH5211 .5	Creative Writing LWH523 1 .5		
LA:WLA										
MATH										
MA:4GR, 5GR, 6GR			MMX0650 1.0	MMX0700 1.0	MMX0850 1.0 MMX0800 wksp MMW0800 wksp	Algebra Topics MAX1010 .5	Math Wksp MSW1010	Math Wksp MSW101 0		
MA:BAS/ CC7						Modeling our World MAX 1080 1.0				
MA:PRE/ CC8						MAX1110 MAX1120				
MA:AL1/ CC1A						MGX1010 MGX1110	College Prep Problem Based MIX1100 1.0			
MA:GEO/CC1B										

HLC STANDARDS/HI DOE ACCN ALIGNMEN

					MGX1120		
MA:AL2/ CC2A					MAX1210 MAX1220	College Prep Problem Based MIX1110 .5	
MA:ADV/ CC2B, 3					MAX1310 MCX1010 <i>TRIG</i>		
MA:DAY							
PE							
PE:MOV.01				PEP0020 .5	PEP0025 .25	PEP1005 .5	PEP1010 .5 PFP1310 .5
PE:COG.01				PEP0035 .5	PEP0030 .25		PEP1320 .5
PE:ACT.01				PFP0310 .5	PEP0040 .25		
PE:PHY.01				PFP0320 .5	PEP0045 .25		
SCIENCE							
SC:PRO				SIM0561 SIM0553	SIM0611 SIM0603	Integrated Sci (Gen) SAH2003 1.0 SAH2101 .5 SAH2201 .5	Biology 1 SLH2003 1.0 Biology 2 SLH2503 1.0 Biology Wksp SLW2203 .5
SC:LIF ORG/ENV				SIM0733 1.0		SLH2203	Environmental Sci SIH3603 1.0
STRU/FUNC				7 th life Sci SLM0103 1.0	Interdisciplinary SIM0833 1.0	E.S. A SIH3701 .5	Marine Sci SEH2503 1.0
DIVER/GEN						SPH2701	Physical Sci SPH2603 1.0
ECOSYSTEMS							Plants and Animals in Hawaii SLH4103 1.0
ZOOLOGY						SLH6503 1.0	Chemistry SPH3503 1.0
BOTANY						SLH5503 1.0	Environmental Studies SIH3503 1.0
HUMAN						SLH7503 1.0	
SC:PHY MAT/ENE						SPH2802	
FORC/MOTION							Physics SPH5603
EARTH/SPACE					SEM0103 1.0	SEH2201 & 2 .5ea	Earth System Sci SEH2003
SOCIAL STUDIES							
SS:HUN				CHR0700 1.0	CHU0800 1.0		Psychology CSD2200 .5 Philosophical Inquiry CPS2100 .5
SS:HIS LOCAL					CER0700	Mod Haw CHR1100 .5	Hawaiian Studies CER2200 .5
SS:HIS NATIONAL				CEW 0710 & 20 .5ea	CHW0810 & 20 .5ea	US his. CHU1100 1.0 CHU1110 & 20 .5ea	US Wksp CHU1150 1.0 CHU1160 & 70 .5ea American Problems CGU2200 .5
SS:HIS WORLD						CHW1100 1.0 CHW1110 & 20 .5ea	WORLD HIST wksp CHW1150 1.0 CHW1160 & 70 .5ea
SS:PSC GOV/DEM						Part in Dem CGU1100 .5	Political Process CGU2300 .5
PART/CITIZ							Universal and Ethical Studies CPW2100 1.0
SS:CUL						Anthropology CSD2400 .5	Pacific Island Cultures CER2300 .5 Ethnic Studies CER2100 .5 Sociology CSD2300 .5
SS:GEO						CSD2100 .5	Global Studies CGW2400 .5
SS:ECO						CSD2500 .5	
STUDENT CHOICE							

Appendix N. Credit Evaluation Rubric

Project Evaluation & Credit Assessment					<div>Proposed Credit</div> <div>Final Credit</div>	
Student Name:		Pre Eval Date:				
Project Title:		Post Eval Date:				
Advisor:		Eval Team:				
Project Parts	0	1- Little Evidence/Effort	2- Satisfactory Evidence/Effort	3- Exemplary Evidence/Effort	Score credit	
Timeline, Work Ethic and Inquiry-		20% of credit		Average of scores=		
Proposed Timeline (Advisor)		*Deadlines not met and little attempt to stay on track *Time logged onto PF inconsistently *No work outside of school logged	*Deadlines for each phase are met and any postponements are documented and authorized *Time is logged onto PF regularly with a minimum of 3 sentences of comments *Work outside of school is logged and validated	*Deadlines met ahead of time *Time is logged onto PF daily with comments that clearly describes value of work done *Work outside of school hours is logged and validated with evidence		
Work Ethic (Advisor)		*Student is often off task and unproductive during project work time *Student did not attempt to meet with advisor during the project	*Student shows good work habits and uses time during the school day wisely *Student has met regularly with advisor regarding progress of project	*Student demonstrates pride in good work habits *Student sets an example and acts as a mentor for other students during project work time *Student has met regularly with advisor and has taken notes regarding progress of project		
Binder; Artifacts/ Formative evidence of learning.		*Project binder incomplete and unorganized *Little evidence of planning & development of product(s)	*Project Binder is in order, complete, and ready at time of each advisor check *Evidence of all planning, research, timelogs, development of product(s) and all written artifacts are included *Products are uploaded to Project Foundry	*Binder is complete and organized in a professional manner *Evidence of all planning, research, timelogs, development of product(s) and all written artifacts are included *Products are uploaded to Project Foundry		
PBL Focus Skill:						
Research		*Notes taken. *Notes are not organized or clearly written *Not all resources are cited	*Notes taken are from various resources *Various note taking skills are used *All sources cited correctly for the project *Research is organized	*Notes taken from various resources are annotated * Notes are rewritten for clarity * All resources are correctly cited in text, as well as at the end of project * Research is organized & indexed		
Resources		*Not all initial resources used *No effort to find more information *No primary resource used	*Three initial credible resources used * Input from Primary source incorporated	* Uses additional, credible resources than originally projected *Primary source is mentor throughout the project		
PBL Focus Skill:						

Knowledge Gained/Demonstrated- 40% of credit		Average the scores and multiply by 2=			
Content & Questions		*Not all DQ’s were answered and/or used as the driving force *Research off topic *EQ is not realized * Student does not fully understands the topic	*All DQ’s are clearly answered throughout the research *EQ clearly answered by evidence in the DQ’s * Student fully understands the topic	*DQ’s are expanded upon throughout the research *EQ is apparent throughout the project * Student fully understands the topic and expanded on it	
Standard:					
Connection / Focus		*Meaningful connection to Hawaii is not clear, and/or little attempt to make one is found	* Meaningful connection to Hawaii is evident and demonstrated within the project and products, as it relates to the topic	* A meaningful connection to Hawaii is clearly demonstrated throughout the project with a deeper understanding of the Maoli culture as it relates to the topic	
Foundational Skill:					
Reflection on new learning		*Reflection is unsatisfactory and shows little effort to learn from the experience.	* Reflection is thoughtful and satisfactory for student’s level. Rubric is used as guide	*Reflections done throughout the project and with evidence within the final reflection.	
Standard:					
Products/Evidence/Presentation- 40% of credit		Average the scores and multiply by 2=			
Products:		Final rubric scores for each individual product will be used in the calculation of final credit. Average all product scores.			
Student and Eval team agree on the rubric scores		1) _____ 2) _____ 3) _____ 4) _____			
Standard:					
Post Evaluation Presentation		*Student is missing products *Unable to share knowledge gained. *Unprepared	*Adequately presents evidence of new learning. *Speaks clearly *Does not read directly from note cards or visual product(s)	*Presents evidence of new learning confidently and practiced. *Student is on-time for evaluation and has all products displayed and is ready to share new knowledge.	
Standard:					
Notes:					

**SCAN AND UPLOAD TO PROJECT FOUNDRY AS A PRODUCT
BEFORE COMPLETING THE CREDIT AWARD**

Credit Calculation	
1) Rubric Score	
2) Divide rubric score by-	10
3) Decimal formatted rubric score	
4) Validated credit hours	
5) Credit Hours (#4 multiplied by #3)	
Final Credit (#5 divided by 100 rounded to hundredths)	

Appendix 0. Highly Qualified eHR School Report



WELCOME (/ehqp/pages/custom/Index.jsp)

TEACHER REPORTS (/ehqp/pages/custom/Teachers.jsp)

SCHOOL REPORTS (/ehqp/pages/custom/Schools.jsp)

GENERAL REPORTS (/ehqp/pages/custom/GeneralReports.jsp)

WELCOME (/ehqp/pages/custom/Index.jsp) > SCHOOL REPORTS (/ehqp/pages/custom/Schools.jsp)

SCHOOL REPORTS - Hakipu'u Learning Center PCS

State of Hawaii >

District-Charter Schools >

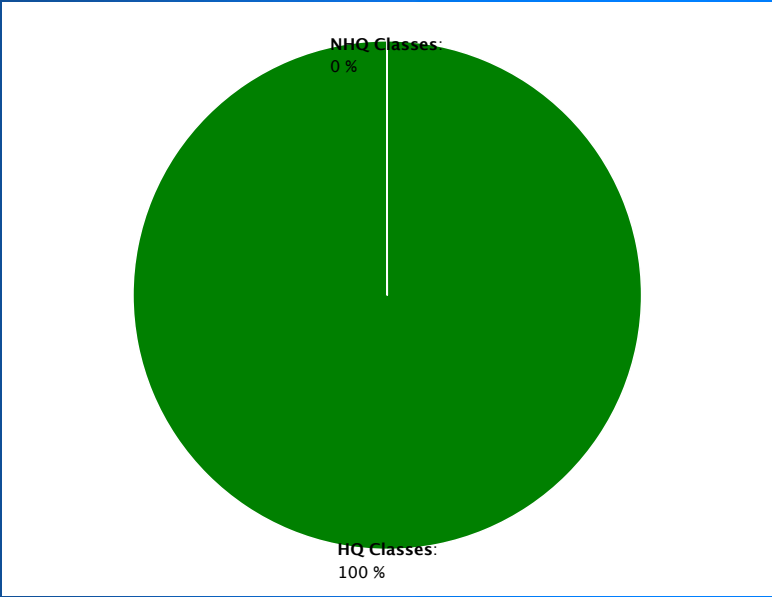
Charter Schools >

Complex-Charter Schools >

Hakipu'u Learning Center PCS >

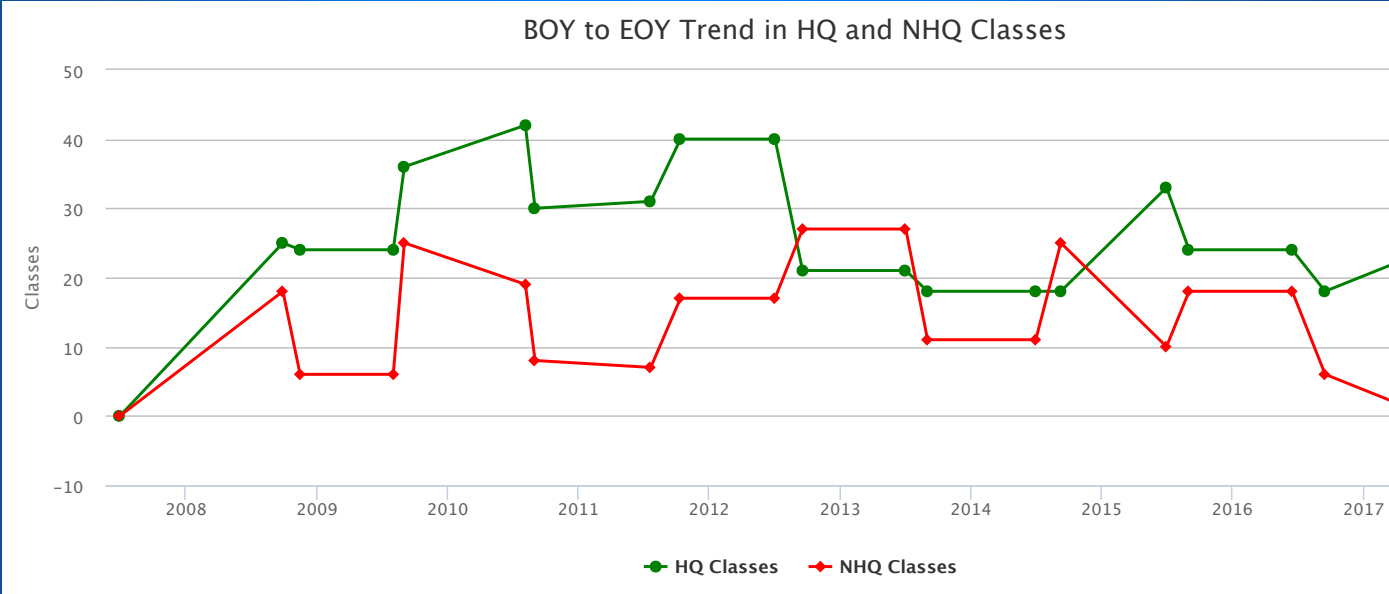
2018-2019 Data - Hawaii Qualified Teacher & Assignment Summary

HQ/NHQ Teachers



Trend in HQ and NHQ Classes

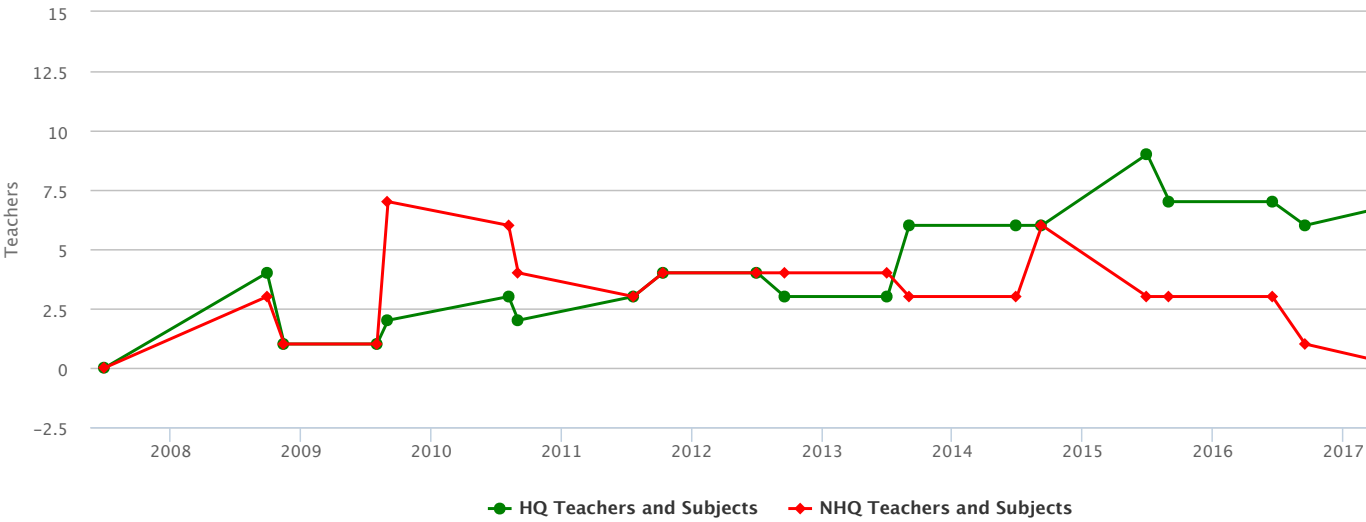
HQ/NHQ Classes



Trend in HQ and NHQ Teachers and Subjects

HQ/NHQ Teachers and Subjects

BOY to EOY Trend in HQ and NHQ Teachers and Subjects



I am aware that the issue of concern will be escalated to the Commission for consideration at a general business meeting if the school governing board fails to do any of the following:

- *Respond to the Notice by the deadline using one of the options listed above.*
- *Submit a corrective action plan that is mutually agreeable to both the school governing board and Commission staff.*
- *Make progress toward remedying the issue of concern according to the accepted corrective action plan.*

I also understand that the Executive Director's Report to the Commission during general business meetings shall include de-identified updates on issued Notices of Concern, remedies, and implementation of approved corrective action plans.



Signature
Governing Board Chair, Hakipu'u Learning Center

12/28/18

Date

September 1, 2017

Concerns:

1. Academic Performance Framework: Student Academic Outcomes: Academic Proficiency: did not meet

and

2. Academic Performance Framework: Student Academic Outcomes: Academic Growth: did not meet

Option chosen: 2: remedy in progress

Relevant context: While HLC failed to meet these benchmarks, it should be noted that schoolwide Student Growth Percentile using the Star Assessments exceeded our expectations at 42% in Reading and 64% in Math. While Smarter Balance provides measures at grades 4-8 and 11, the STAR Assessments provide a more holistic picture of our school growth as they are administered regularly to all grades. HLC utilizes multiple academic assessment tools throughout the school year to monitor and support growth (i.e. Star Reading and Math, Smarter Balanced, ACT, SDRT, oral assessments). Assessment results are shared with students and goals are determined after each of the assessment windows. Thus, it is not the case, that HLC students are not moving toward Academic Proficiency or do not demonstrate strong growth, rather we must increase this growth rate even more in order to meet proficiency.

Further evidence of academic achievement include 100% of seniors completed Alapi'i projects, 10 early college students completed Certificates in Agripharmatech, 100% of Early College students passed early college classes, and an HLC 2018 graduate was recognized as one of a select group of students as an Aloha 'Āina Leader.

Corrective Action Plan: Professional development (PD) for the implementation of reading, writing, and math skills within all projects and learning opportunities will be scheduled at the beginning and middle of each school year in order to create more contexts and applications for students to develop proficiency within our curriculum. In all projects, culminating activities shall provide ways for students to demonstrate the knowledge and skills acquired during their learning experiences (e.g. in depth project, reflective portfolio, community service, internship, etc.) This PS will support consistent and valid assessment, develop shared clear understanding of how results fit with other assessment and enable teachers to more accurately gauge student performance against grade level expectations.

In addition, mentoring and PD will be provided during weekly Professional Learning Community (PLC) meetings to promote intentional planning of skill building within each project. The students will be monitored and assessed at the end of each block. This will be reviewed with the student, as well as the family support through periodic communications and conferences.

Timeline/deadlines: PD to incorporate reading, writing and math skills in Project Based Learning framework to be designed in May 2019 for implementation in August 2019 and January 2020. Mentor assigned to each teacher August 2019. Progress discussed

September 1, 2017

weekly at PLC meetings. Progress of students monitored three times per semester (end of blocks) to be discussed at PLC meeting directly following this assessment.

Responsible: PD to be designed, developed and implemented by Assessment Coordinator, Polly Pidot.

Deliverables: PD agendas for August, January, weekly PLC meeting agendas.

Outcomes: increased academic growth leading to meeting standards of proficiency.

September 1, 2017

**Concern: 3. Academic Performance Framework: College & Career Readiness:
11th grade ACT**

Option Chosen: 2: remedy in progress

Relevant Context: HLC students are rarely exposed to standardized testing, such as ACT. Due to this, our corrective action must focus not only on skills (see Corrective Action Plan for Academic Proficiency & Growth), but also on test-taking skills and familiarity.

Corrective Action Plan: HLC is working with Kamehameha Schools to assist with the administration of the Pre-ACT to HLC's 10th graders. Offering the Pre-ACT to 10th graders will help to prepare students for the rigor involved in the ACT the following year. ACT tutoring will be provided during the day to the 11th grade students leading up to the 2019 test date.

Timeline/deadlines: Offer Pre-ACT to 10th grade in Fall 2019. Provide ACT tutoring to 11 grade January and February 2020.

Responsible: Polly Pidot, Assessment Coordinator

Deliverables: Pre-ACT and ACT scores

Outcomes: Increased ACT scores

September 1, 2017

Concern: 4. Academic Performance Framework: College & Career Readiness: Graduation Rate

Option Chosen: 2: remedy in progress

Relevant Context: HLC has very small class sizes. The four year graduation total is 22 on time graduates out of 53 potential graduates. This is an overall rate of 41.5%. Note that with an average cohort size of 13, just one student is 7.7% of a given class. Thus, the target was missed by only 3 students per year. In order to address graduation rates, a summer school program to work with seniors that lack credits to graduate at the end of the school year has been implemented. As a result of these efforts, 8 additional students completed their graduation requirements during the following school year and another 3 students successfully completed the GED and went on to higher educational programs. When all of these factors are considered, HLC's success rate is very close to the target range.

Corrective Action Plan: Students' credit progress will be monitored at the end of each block (3X/semester). This will be shared by students and guardians via phone at each block so that students and parents are always aware of project progress and completion. HS students who do not meet the annual 10 credit goal per year will be required to develop a plan for working throughout the summer towards meeting their goals, including attending a summer school program or developing a learning plan specific for the purpose of advancing to the next grade level. Students who consistently falling behind in progress will meet with the admin team to develop a specific Makaukau Assistance Plan (MAP). These plans are specific to the student with clear expectations designed to help the student gain the independence needed to be fully successful in the HLC program.

Timeline: In progress

Deadline: SY 2019-2020

Responsible: Advisor in collaboration with Educational Assistant and Resource Specialist(s)

Deliverable: Student end of block status check with advisor notes

Outcomes: Increased graduation rate

Attachments: Appendix A. Makaukau Assistance Plan

September 1, 2017

Concern: 5. Academic Performance Framework: College & Career Readiness: College-going Rate

Option Chosen: 2: remedy in progress

Relevant Context: It is difficult to assess this measure as all data has been suppressed. We see from our current Charter School Contract that the target should be 62-66%. HLC has implemented a robust Early College Program coupled with Running Start. For the 2017-18 cohort, 6 out of 11 or 54.5% completed college credit coursework while still at HLC. All current seniors are now taking college coursework. This is 4 of 14 original students. Thus, retention of students in their academic journey is also impacting this measure. Also of note, the college going rate target is higher than the actual going rate of any DOE public school in Windward O'ahu (p20.hawaii.org).

Corrective Action Plan: In order to improve college going rates, HLC must begin to promote college going information and access earlier. This is being implemented via Kikaha nā Iwa through Kamehameha Schools (KS).

Timeline: ongoing

Deadline: SY 2019-2020

Responsible: Pilimai Traub, HLC KS Liaison

Deliverable: Naviance report generated at end of year

Outcomes: Increased college-going knowledge and skills earlier in student academic journey. Increase college-going rate.

September 1, 2017

**Concern: Site Visit Report Concern: 4.2 Alapi'i engagement of all students
(contract focus area, Essential Term 1, 2)**

Option Chosen: 2: remedy in progress

Relevant Context: School administrators shared that students are not consistently engaging in Alapi'i projects, as not all complete a project by year end. Supporting this, Project Foundry data shows that 77% of students are on track to complete one or more student driven projects. In Grades 4-11, Project Foundry shows that 52% of students completed Alapi'i projects. However, in Grade 12, Project Foundry shows that 100% of HLC Graduates completed Level 7 Alapi'i projects. 100% of current HLC seniors (4 out of 4) are on track to complete a Level 7 student capstone Alapi'i Project by April 2019. Also, all four seniors completed a junior Alapi'i Project (Level 6 Alapi'i) last school year. Project Foundry shows that 75% (3 out of 4) of current seniors conducted a status check prior to the end of 1st semester with over 100+ hours logged and presented detailed project binders as evidence of student learning. The other senior was ready for a status check and has logged 100+ hours; however, all members of the evaluation team were not available to meet on December 19, 2018, so the status check was rescheduled for January 9, 2019.

Corrective Action Plan: Based on this data, instructional staff collectively agreed at the end of the 2017-2018 SY, that all students in grades 4-11 would complete Alapi'i Projects in the 2018-2019 SY as a requirement to be promoted to the next grade level regardless of the number of credits earned.

Timeline/deadline: SY 2017-2018

Responsible: Advisor in collaboration with Educational Assistant and Resource Specialist(s)

Deliverables: Complete Alapi'i projects

Outcomes: All students complete alapi'i project appropriate to their developmental stage and grade level.

Attachments: Appendix B. Assessment rubric for alapi'i projects
Appendix C. Alapi'i Flowchart

September 1, 2017

Concern: 4.2 Difficulty in implementation Project Based Learning Model (Contract Focus area, Essential terms)

Option Chosen: 3: dispute of concern

Description of Dispute:

While implementing Project Based Learning can be complex as it is student centered and very individualized, there are numerous points of data demonstrating HLC's excellence in this area.

Supporting Evidence 1: Personal Learning Plan (PLP) Conferences

PLP Conferences serve to develop and update student PLP. These conferences with students and parents take place at the beginning of the school year and in January. PLPs are developed for new students based on summative and formative assessment data, student interests, and credit needs. According to PLP student folders, there was 97% student/parent participation at PLP Conferences last school year, 2017-2018, in August and January.

Supporting Evidence 2: Project Foundry

Project Foundry is an online PBL platform that manages authentic personal learning experience to ensure optimal learning and rigor through student driven projects which are aligned to Common Core State Standards (CCSS) and HLC's Cultural and Community Service Learning standards. Project Foundry shows that 100% of students completed one or more student driven projects. In addition, as noted above, 52% of students completed Alapi'i projects in Grades 4-11. Project Foundry shows that 100% of HLC Graduates completed Level 7 Alapi'i projects in Grades 12.

Thus, it is not the case that the school is having difficulties implementing this model. Rather, it is the case that the model is individualized and student driven. What may have been viewed as chaotic during the site visit is reflective of the independence, discussions, and creation of products that are the evidence of learning by each student. This does not look like a traditional classroom and does sometimes appear chaotic. But it is the act of discovering, which is important. The HLC model honors each student's unique learning style and supports them as individuals. All students participate in Personal Learning Plans, student driven projects and Alapi'i projects, which scaffold with developmental stages. The student who presented the Alapi'i project to the visiting team is truly a result of HLC learning, having begun in 5th grade and developed within our school. This student and the project were noted to be outstanding by the team. This excellence is a result of our implementation of our model. Other alapi'i projects can be viewed upon request. These are large binders showing scaffolding, project development, revision, artifacts and evidence of learning.

Supporting evidence: PLP Framework

September 1, 2017

Concern: 4.2 Transitions from self-directed to Teacher Directed Work (Contract Focus Area), student teacher interactions (Essential Term 1, 2)

Option Chosen: 2: remedy in progress

Relevant Context: The site visit team noted that students sometimes seemed unengaged (listening to earbuds) and that direct instruction evidenced minimal student participation. The team expressed that they did not see the guidance and conferral that would be evidence of the model. As noted above, there is much evidence that this model is being robustly implemented. However, there is always room for improvement, especially given the need for teacher directed work, such as in Math (see below). Therefore, while much of the student independent work may be student driven with less direct guidance evidenced in one given day and more on another, HLC constantly strives toward better implementation of its model. Given this context, we are proposing a corrective action plan to drive enhanced student teacher interaction and transitions in direction of work.

Corrective Action Plan: Professional development (PD) for rigorous and engaged Project Based Learning teaching strategies and pedagogy will be given in 2019-2020.

Timeline/Deadlines: August 2019 and January 2020.

Responsible: Polly Pidot and Pilimai Traub

Deliverables: PD agendas for August, January

Outcomes: Increased student engagement, seamless mentoring, guidance, transitions

September 1, 2017

Concern: 4.2 Connection of Early College to HLC Contract Focus area (comment, not concern)

Option Chosen: 3: dispute of concern

Description of Dispute:

The site team noted the overlap of observed class's topic (i.e. citation) to alapi'i project and felt the overlap was inappropriate. However, concepts are generally reviewed and scaffolded in education, especially foundational topics like citation. The overall tie of early college courses to HLC mission provides much more insight into curricular coherence than the topic of one class. In 2017-18, a focus was placed on a 3 course Agripharmatech sequence which led to a Certificate of Completion. As Agripharmatech focuses on the nutritional and pharmaceutical properties of indigenous and introduced Hawaiian plants, this is very coherent with HLC's 'āina-based learning and mission. As the third class was a research project investigating plant properties, this also links to the Project Based Learning pedagogy of HLC. In 2018-19, the Marine Options Program coursework was introduced. This again links with the mauka to makai 'āina based learning of HLC, expanding it to scientific theory and investigation leading to a certificate. Both years, IS 103 Intro to College was offered with Hawaiian Studies coursework. Intro to College provides foundational skills (e.g. citation, time management, note-taking etc.) needed to succeed at the college level, as well as personal and career exploration. This supports student success in college, especially important at HLC which enrolls many students traditionally considered at risk. Hawaiian Studies coursework such as Polynesian Voyaging and Hawaiian Woodcarving relate to both Hawaiian cultural knowledge, ma ka hana ka 'ike hands on knowledge, and natural resource management and exploration, coherent with HLC's mission. This addresses this comment so as to mitigate any impact it may have had on concerns expressed in this area.

Concern: 4.2 Concerns with Early College and knowledge of student location

Option Chosen: 2: remedy in progress

Relevant Context: The EA who normally accompanies Early College students was absent on the day of the site visit. When the team asked the staff where the Early College classes were held, they did not remember the actual room number offhand. They did know the building and location of the classroom, just not the number by recall, which makes the comment regarding this seem stronger than in actuality. As a student was running late and could accompany them, the visiting team was simply sent with the student, getting the team there easily and serving to accompany the student.

HLC has a specific schedule for each day of the week, which includes where each student is assigned throughout each day. Dedicated staff are assigned to every area of the school campus for supervision. Our Early College(EC) students are not to leave campus without a staff. In the event the designated staff is absent, we make every effort to contact the EC instructor to notify them of the delay or change. The EC support staff has a map of the WCC campus showing the location of each class with the day, time, instructors name and contact information. The same procedure is in place for returning to campus; only as a group and with the staff. Students are not to leave either campus at time during the school day without parent permission, following the early release process through the HLC office. As noted in the report, the student who left directly from Early College had been signed out.

The Early College information is now located in the office with the administrative assistant. Starting with the Spring 2019 semester, this information will also be kept in the administrative team binder, including a WCC map with classrooms marked in building.

Supporting evidence: Appendix D. Maps of WCC student locations

September 1, 2017

Concern: 4.2 Essential Term 2: Resources that the school does not appear to be able to provide: broad content expertise, highly qualified teachers in all necessary content areas

Option Chosen: 3: dispute of concern

Description of Dispute: 100% of HLC teachers are currently Highly Qualified, as documented in Appendix O, which provides Department of Education, State of Hawaii, Qualified Teacher and Assignment summary. 100% classes are instructed by Highly Qualified Teachers.

Supporting evidence: Appendix O. Highly Qualified eHR School Report

September 1, 2017

Concern: 4.2 Essential Term 2: Resources that the school does not appear to be able to provide: instructional skill & professional development

Option Chosen: 2: remedy in progress

Corrective Action Plan: please see corrective action plans for:

1. Academic Performance Framework: Student Academic Outcomes: Academic Proficiency: did not meet

and

2. Academic Performance Framework: Student Academic Outcomes: Academic Growth: did not meet

and

Concern: 4.2 Transitions from self-directed to Teacher Directed Work (Contract Focus Area), student teacher interactions (Essential Term 1)

September 1, 2017

Concern: 4.2 Essential Term 2: Resources that the school does not appear to be able to provide: post-project evaluators

Option Chosen: 2: remedy in progress

Relevant Context: HLC's PBL Evaluation process states that every project of .25 credit or under will have at least 1 evaluator, and every project over .25 credit must have 2 or more evaluators as part of the entire EVALUATION PROCESS from pre- to post-evaluation. The process of evaluation and number of evaluators is reflective of the level (e.g. Alapai'i Level 1-7) that the student is at. For example, Senior Alapai'i projects have an advisor, 2 other evaluators, an Administrative Team member, a Senior Support Staff member, a family member, and a Jr. shadow member for approximately 7 Evaluation Team members. Of the 7 evaluators, only 5 are HLC staff with 3 of these designated. With 12 total staff, HLC has capacity to serve all Senior Alapai'i Projects as well as other projects, which require fewer evaluators.

These evaluators (including their Project Mentor, who is experienced in the project field of study), work with the student, help to guide them and must understand not only the process, but also specifically the project. Students meet with their evaluators throughout the project to ensure they are on target per their Project Proposal Form (PFF).

Corrective Action Plan: HLC will be requiring a PROJECT MENTOR/PRIMARY RESOURCE person as a part of the EVALUATION TEAM for all JUNIOR and SENIOR ALAPI'I Projects. This will help to ensure qualified and professional feedback throughout the EVALUATION PROCESS. Although, Project Mentors are currently a part of the student's resource support, we feel it will be beneficial to include this person in the Evaluation Process as well.

September 1, 2017

Concern: 4.2 Essential Term 2: Resources that the school does not appear to be able to provide: need to incorporate direct instruction for core content area and

Concern: 4.3 Direct Instruction provided for Math

Option Chosen: 2: remedy in progress

Relevant context: While direct instruction does not align with the HLC PBL model, we believe it is the best method of teaching the math skills students will need to be successful and educated community members. Because we are required to administer the state Smarter Balanced assessments, direct instruction also allows for practice in these forms of assessment.

Corrective Action Plan: see: Academic Performance & Growth Corrective Action Plan

We will continue to deliver math through direct instruction. We will also incorporate Math into our PBL framework through intentional PD (see Academic Performance & Growth Corrective Action Plan).

Currently, we are working with KS to develop culturally relevant curriculum for Math, which supports both these efforts.

September 1, 2017

Concern:4.2 Essential Term 3: Did not observe place based instruction or activities

Option Chosen: Option Chosen: 3: dispute of concern

Description of Dispute:

While inclement weather prohibited the field experience on the day of the site team visit, numerous pieces of evidence attest to HLC's depth of excellence in this area.

- Mo'omona provides an opportunity for students to be active participants in maintaining and creating sustainable communities, protecting the well-being of the Hawaiian culture, our natural resources and the environment. Our students thrive and take pride in this essential program element.
- Even when the mo'omona excursion could not happen that day, students were brought to buy kaula (rope) essential for the maintenance and repair of the wa'a (canoe) which was to be the central focus of the excursion.
- Makahiki has been celebrated at HLC since SY 2001-02. Since then and through the years, this event has evolved and currently schools from across Oahu participate in the day's event each year at Kualoa/Hakipu'u Park, the culmination of which ends in a Ho'ike Presentation by each school along with photos.
- Mana Maoli/Mele provides a Friday elective with Candy Diaz and Dr. Trey, up to 15 students each semester. Mana Mele Visiting Artists provide workshops and a performance with the students and families.
- Piko brings the students together each day centered on the oli for their 'āina and with reflections on kuleana and hana.
- Student projects also evidence and reflect this focus, as do the courses chosen for early college (ethnobotany, Hawaiian Studies, Marine Options Program).

Supporting Evidence:

Appendix E. Ho'ike Rubric

Photo & Video gallery: <https://www.hakipuulc.org/photo-video-gallery> (contains Makahiki, Mo'omona, and other 'āina based learning experiences, organized by year)

September 1, 2017

Concern: 4.2 Essential Term 3: community impact: service learning, community service, self-discovery & intra/interpersonal growth monitoring

Option Chosen: 3: dispute of concern

Description of Dispute:

Mo'omona provides an opportunity for students to be active participants in maintaining and creating sustainable communities, protecting the well-being of the Hawaiian culture, our natural resources and the environment. Our students thrive and take pride in this essential program element. For example, the students bought rope on the day of the site visit as they were able to directly work on the wa'a they are refurbishing. This service they are performing will result in the ability of future generations of students and community members to explore the ocean and directly learn about Polynesian voyaging ma ka hana ka 'ike (learning in the doing). This is service learning and community service.

Such service learning and community service is also evidenced in the collaboration we have with Kualoa Regional Park to honor, cultivate and steward the unique cultural, natural and recreational resources of our ahupua'a, providing education, learning, and experiences, as well as our collaboration with Kamehameha Schools to support, honor, cultivate, and malama the unique cultural and natural opportunities of the Waipao, He'eia, Ko'olau, O'ahu lo'i and stream systems and surrounding areas. HLC students participate richly in community and service learning.

Their growth from this work is monitored through reflection papers and documentation of community service, as well as its incorporation into projects.

Supporting evidence:

Appendix F. Hakipu'u Learning Center Project Type Matrix

Appendix G. Mo'omona Field Lab

Appendix H. Collaboration with Kualoa Regional Park

Appendix I. Collaboration with Kamehameha Schools at Waipao

Appendix J. Sample Reflection Paper

Appendix K. Documentation of Community Service

September 1, 2017

Concern: 4.3 No evidence of standards posted in classroom, no reference to Project Foundry in instructional periods

Option Chosen: 2: remedy in progress

Relevant context: A binder in every classroom contains all standards. These are shared with all students and parents. Students are aware of standards as they must address standards in their projects and document in Project Foundry. Project Foundry is utilized by all students as a mechanism to track work. Thus, while it may not have been observed in one given class period, they must enter their projects when they set up the project in order for staff to approve project and that it meets standards. They also document in Project Foundry in the post-evaluation process to show that standards have been met.

Corrective action: A poster of standards will be created and posted in all classrooms.

September 1, 2017

Concern: 4.3, 4.4 Unclear how teachers determine standards, credits earned, no process documentation

Option Chosen: 3: dispute of concern

Description of Dispute:

HLC has developed a set of content standards specific to the Place and Project-based learning program. These standards are aligned with the common core and State standards. These standards are available in hardcopy in all of the cottages, and digitally on our website and within project foundry for project management and data collection. Students select standards for each project that align with their personal learning plans. We have attached a crosswalk of HLC standards linked to DOE courses which are linked to Common Core standards.

HLC credit is based on documented and validated time on learning. One credit is equal to 100 hours of validated project time. HLC projects use a project evaluation rubric, along with product and evidence rubrics, to assess all aspects of each project. The documented and validated hours of learning are used in the calculations, along with the students presentation of evidence at the post evaluation meeting. These rubrics are uploaded to the students project foundry account and credit is entered for the standards met based on the final project presentation.

Supporting Evidence:

Appendix L. HLC Standards

Appendix M. Crosswalk

Appendix N. Credit Evaluation Rubric

Also, see Appendix B. Assessment rubric for Alapi'i Projects

Exhibit 6
Hakipu'u Learning Center
NOC Response #2

DAVID Y. IGE
GOVERNOR



JOHN S.S. KIM
CHAIRPERSON

STATE OF HAWAII
STATE PUBLIC CHARTER SCHOOL COMMISSION
(‘AHA KULA HO‘ĀMANA)
1111 Bishop Street, Suite 516, Honolulu, Hawaii 96813
Tel: (808) 586-3775 Fax: (808) 586-3776

RESPONSE TO NOTICE OF CONCERN FORM

NOC #: 1819AFO02 (original) request for more information

Sent to Governing Board Chair of Hakipu‘u Learning Center on January 4, 2019

Response Deadline: January 11, 2019

On behalf of Hakipu‘u Learning Center, the school’s governing board chair, hereby affirms:

☒ **Option 1: The issue of concern was completely remedied by the response deadline.**

Included below is:

- A description of the remedy (e.g., school staff uploaded the required documents to Epicenter)

☒ **Option 2: The issue of concern was not completely remedied by the deadline, but the remedy is currently in progress.**

Included below is:

- A description of the corrective action plan designed to remedy the issue of concern
- A timeline and deadline for each action within the plan
- The person(s) responsible for each action within the plan

☐ **Option 3: The school governing board would like to dispute the issue of concern.**

**** For concerns relating to 4.2, 4.3**

Included below is:

- A description of the dispute with the issue of concern
- Evidence supporting the school governing board’s disagreement with the issue (*if necessary, please attach additional documentation*)

Description of the remedy, corrective action plan, or dispute for the issue of concern and other required information, as outlined above:

Please see attached.

DAVID Y. IGE
GOVERNOR



JOHN S.S. KIM
CHAIRPERSON

STATE OF HAWAII
STATE PUBLIC CHARTER SCHOOL COMMISSION
('AHA KULA HO'ĀMANA)
1111 Bishop Street, Suite 516, Honolulu, Hawaii 96813
Tel: (808) 586-3775 Fax: (808) 586-3776

RESPONSE TO NOTICE OF CONCERN FORM

NOC #: 1819AFO02 (original) request for more information

Sent to Governing Board Chair of Hakipu'u Learning Center on January 4, 2019

Response Deadline: January 11, 2019

On behalf of Hakipu'u Learning Center, I, Ardis Eschenberg, the school's governing board chair, hereby affirm:

X **Option 1: The issue of concern was completely remedied by the response deadline.**

Included below is:

- A description of the remedy (e.g., school staff uploaded the required documents to Epicenter)

☒ **Option 2: The issue of concern was not completely remedied by the deadline, but the remedy is currently in progress.**

Included below is:

- A description of the corrective action plan designed to remedy the issue of concern
- A timeline and deadline for each action within the plan
- The person(s) responsible for each action within the plan

☐ **Option 3: The school governing board would like to dispute the issue of concern.**

** For concerns relating to 4.2, 4.3

Included below is:

- A description of the dispute with the issue of concern
- Evidence supporting the school governing board's disagreement with the issue (*if necessary, please attach additional documentation*)

Description of the remedy, corrective action plan, or dispute for the issue of concern and other required information, as outlined above:

Please see attached.

I am aware that the issue of concern will be escalated to the Commission for consideration at a general business meeting if the school governing board fails to do any of the following:

- *Respond to the Notice by the deadline using one of the options listed above.*
- *Submit a corrective action plan that is mutually agreeable to both the school governing board and Commission staff.*
- *Make progress toward remedying the issue of concern according to the accepted corrective action plan.*

I also understand that the Executive Director's Report to the Commission during general business meetings shall include de-identified updates on issued Notices of Concern, remedies, and implementation of approved corrective action plans.

01/11/2019

Signature

Acting Governing Board Chair, Hakipu'u Learning Center

Date

Further Information to address Concerns:

1. Academic Performance Framework: Student Academic Outcomes: Academic Proficiency in Science: did not meet

Option chosen: 2: remedy in progress

Relevant context and corrective action:

HLC failed to meet Proficiency in Science. To correct this, since Summer 2017, we have hired a certified HQ grades 6-12 Science Instructor, Pilimai Traub, who meets weekly with all students to implement our field studies Mo'omona program and participate in the evaluation of projects addressing Next Generation Science Standards (NGSS). Note that science is specifically addressed in Mo'omona as documented in

Timeline/deadlines: Monthly meetings to occur January through May 2019

Responsible: HQ Science Instructor

Deliverables: Monthly meeting plans with student product evidence

Outcomes: Improved Science outcomes

Supporting Evidence:

Attachment 1: Scope & Sequence for Mo'omona Labs

2. Academic Performance Framework: Student Academic Outcomes: Academic Growth: did not meet

Option chosen: 2: remedy in progress

Relevant context: While HLC failed to meet these benchmarks, it should be noted that schoolwide Student Growth Percentile using the Star Assessments exceeded our expectations at 42% in Reading and 64% in Math. While Smarter Balance provides measures at grades 4-8 and 11, the STAR Assessments provide a more holistic picture of our school growth as they are administered regularly to all grades. HLC utilizes multiple academic assessment tools throughout the school year to monitor and support growth (i.e. Star Reading and Math, Smarter Balanced, ACT, SDRT, oral assessments). Assessment results are shared with students and goals are determined after each of the assessment windows. Thus, it is not the case, that HLC students are not moving toward Academic Proficiency or do not demonstrate strong growth, rather we must increase this growth rate even more in order to meet proficiency.

Corrective Action Plan:

In order to ensure appropriate growth for our students, beginning in January 2019, we will incorporate Response to Intervention (RTI) Professional Development (PD). In January 2019 we will affirm appropriate intervention tiers and map current students to tiers. All educational staff will be given training on appropriate interventions for each tier. Interventions will be implemented in January to February initially. This will be reviewed February 12 for the first time. Then, student progress will be evaluated monthly. Additional PD will be scheduled at Professional Learning Communities (PLCs), which occur weekly.

Timeline/deadlines: Affirmations of definitions, mapping, initial PD and interventions to occur by 2/12/19. Cyclical implementation and evaluation thereafter.

Responsible: Polly Pidot, Pilimai Traub

Deliverables: Mappings and student growth pre-post-assessment for RTI.

Outcomes: increased academic growth leading to meeting standards of proficiency.

Concern 3: Site Visit Report Concern: 4.2 School's implementation of specified contract sections, specifically Material Elements of the Educational Program: Mission & Vision, Essential Terms 1-4

*Please see attached Application for Charter Renewal Mission & Vision and Essential Terms, which specifies our implementation of the Material Elements.

Attachment: Application for Charter Renewal section

Concern 4: Section 4.3 School's implementation of Section 4.3 Academic Standards

HLC standards address all Common Core Standards, as well as HLC specific standards, as documented in our attached Standards Comparison.

Attachment: Standards Comparison

Concern 5: Section 8.6 Public Complaints Process

Option Chosen: Option 1: Completely remedied

Please see attached Complaints Procedure.

Concern 6: Criminal History Check

Option Chosen: Option 1: Completely remedied

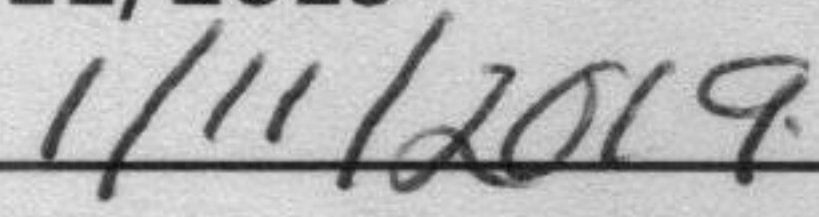
Please see attached Hiring Procedures.

I am aware that the issue of concern will be escalated to the Commission for consideration at a general business meeting if the school governing board fails to do any of the following:

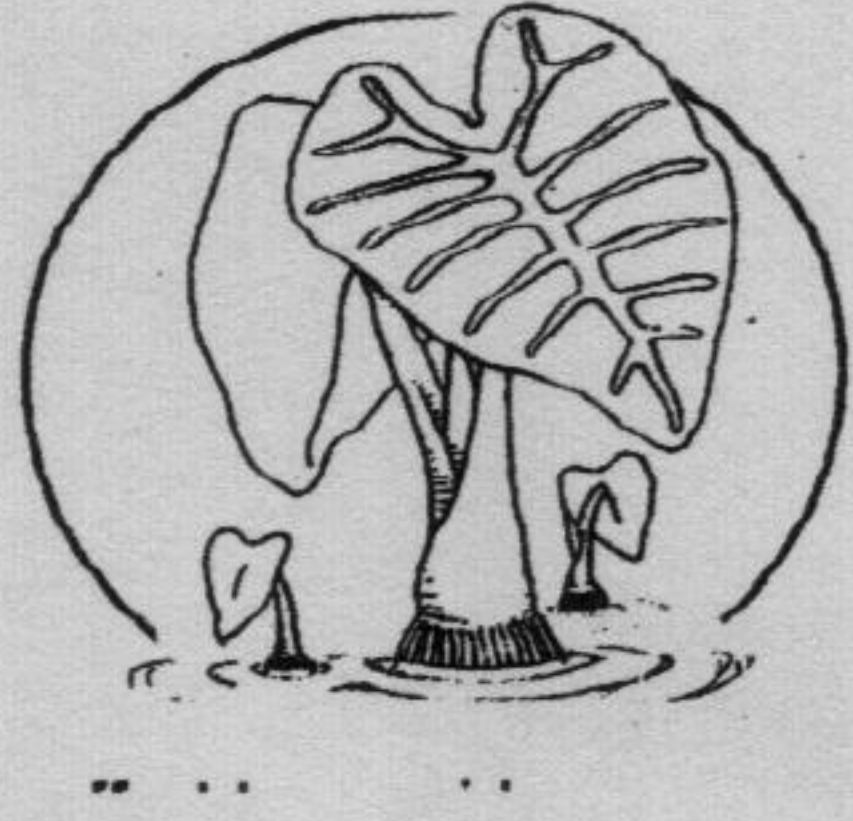
- *Respond to the Notice by the deadline using one of the options listed above.*
- *Submit a corrective action plan that is mutually agreeable to both the school governing board and Commission staff.*
- *Make progress toward remedying the issue of concern according to the accepted corrective action plan.*

I also understand that the Executive Director's Report to the Commission during general business meetings shall include de-identified updates on issued Notices of Concern, remedies, and implementation of approved corrective action plans.


Signature

01/11/2019

Date

Governing Board, Hakipu'u Learning Center



Hakipu'u Learning Center

A Public Charter School

Ma ka hana ka 'ike *Knowing is in the doing*

To: State Public Charter School Commission
From: Hakipu'u Learning Center
Re: NOC response Date: 1-11-2019

Aloha Kākou,

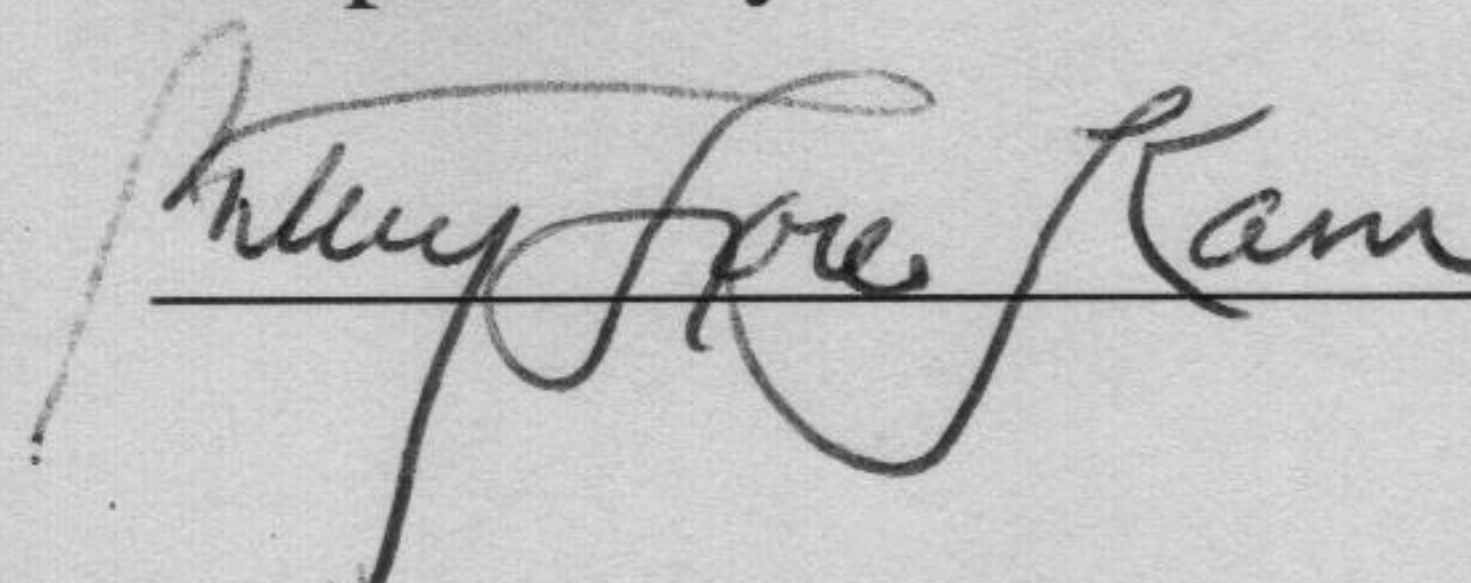
Attached please find our response to your email requesting revision of our insufficient response to the NOC. We are submitting this in order to meet the deadline however we recognize that many of the answers, particularly with regard to the academic program, are not fully developed at this time. There is still much to do in order to address the concerns thoroughly in a way that not only satisfies the Commission's concerns, but also thoroughly addresses current program needs.

This process has prompted us to dive deeply into the strengths and needs of our program. Systemic changes are in process and we are taking the following action steps to re-evaluate all aspects of the program and institute long term solutions.

- In November the Board hired a consultant to conduct a needs assessment which identified areas needing improvement.
- In December the Board developed a temporary interim change in the administrative structure to address challenges and gaps of knowledge with the current leadership team.
- On January 9 the Board hired Sue Deuber as part-time Interim Executive Director. The position description is attached.
- A team has been established in order to develop the crosswalk of Common Core Standards for all content areas across all grades.

We respectfully request a meeting with your office next week to further discuss your concerns and our plans, and ask that you please delay decision making until after that time.

Respectfully,

 Authorized Board Representative

