



August 2, 2015

To Whom It May Concern:

Please accept this letter on behalf of Deena Fontana Moraes. As the School Director of iLEAD Lancaster Charter School, I have had the opportunity to work closely with Deena over the past year. As the School Director, it is my responsibility to ensure the iLEAD Administrative Resident is involved and gains experience that will allow her to become a successful School Director. This involves goal setting, reflection of progress, and understanding the culture of iLEAD Schools.

Deena has spent the past year immersed in the residency program. Her responsibilities have included hiring staff, communicating with families, and taking an active role with school budgeting. She served as the coordinator of testing, the Student Success Team, and volunteer training. Deena was also very involved in mentoring staff, engaging them in reflective conversations and providing support.

Deena became familiar with the role of the governing board, marketing, community outreach, special education, designing and presenting professional development for staff and working with learners to help them experience success.

Deena participated in school fundraising, was an integral part of many IEP meetings and coordinated iLEAD Lancaster's public random lottery. In short, Deena made a concerted effort to prepare herself for the role of School Director. Part of the iLEAD Schools' leadership culture is to provide ongoing support for School Directors. Once Deena becomes a School Director, she will continue to receive support, guidance, and coaching to ensure she continues to experience success as a school leader.

Deena is a passionate school leader, dedicated to always moving forward to ensure all learners she encounters experience success. She does not shy away from challenges and is always looking for a way to say "Yes!" The learners at her school will be extremely fortunate to have her as their School Director.

Sincerely,

Lynn Boop
iLEAD Lancaster School Director
Leadership Support Director



iLEAD Schools Development
Corporate North: 254 East Avenue K-4, Lancaster CA 93535
Corporate South: 28060 Hasley Canyon Road, Castaic, CA 91384

To: Hawaii Commission on Charter Schools
Re: iLEAD Kauai Proposed Charter School
Date: 8/3/15

To Whom It May Concern:

When my group of 5 schools in Los Angeles was notified that we would possibly be closing, I began a careful search for a new home for our teachers, administrators, families, and students. I reached out to my network of educators across Southern California. And time after time, I was referred to a small but growing charter organization doing great things in project-based learning, iLEAD Schools. People spoke of their beautiful, well-planned school facilities. They also talked about their clear and innovative approach to education. But most importantly, they talked about the heart of this organization. Once I met with the cofounders, I realized that the heart of the iLEAD organization was to truly serve kids, with an instructional model that deeply and authentically engages students.

At the core of iLEAD Schools is a very simple concept. Ask “why?” Classes are focused on this concept, and so are conversations between adults. It is the foundation of project-based learning and deeper learning. It is the fundamental difference between how many schools educate their students and how iLEAD educates their learners. iLEAD Facilitators always start with the “why?” So instead of starting with a list of academic standards that students must learn, iLEAD learners master academic standards as they go through the process of answering the “why?” This is clear in the Presentations of Learning (POL) that take place every 6-8 weeks starting with iLEAD Kindergarten learners. POLs challenge learners to reflect on what they have learned; make connections with their learning. And they provide learners with a broad range of intelligences the opportunity to demonstrate their learning in a way that suits them. iLEAD understands that rigor does not mean that learners are quiet and obedient, it means that they are happy and engaged.

The heart of iLEAD is what attracts people, but the instructional program is what keeps them. A walk through any iLEAD School immediately confirms that learners are not just having fun, but they are highly engaged in project-based learning. I saw this the first time I toured an iLEAD School, and I have seen it every time since. I have never witnessed an instructional model that so closely aligns with the literature on how to effectively teach kids. These are some of the reasons why our group of facilitators, student, and families ultimately decided to join this amazing team, and these are also some of the reasons that will ensure success in other locations as well.

Sincerely,

Lonnie S. Yancsurak
Regional Director
iLEAD Schools



Santa Clarita, CA • 661-705-4820



Lancaster, CA • 661-722-4287



Cincinnati, OH • 800-925-1502



Serving Orange, Los Angeles,
San Bernardino, Kern and Ventura counties

Subject: Fwd: Charter School Application Cycle Update for June 30, 2015

Date: Monday, August 3, 2015 at 10:48:55 AM Hawaii-Aleutian Standard Time

From: Deena Moraes

To: Commission Mail

Greetings:

Please accept the attached PDF File report as written testimony for iLEAD Kauai proposed charter school. This written testimony is being submitted as per the stipulations described below.

Mahalo Nui Loa,
Deena Fontana Moraes

----- Forwarded message -----

From: **State Public Charter School Commission** <kenyon.tam@spcsc.hawaii.gov>

Date: Thu, Jul 30, 2015 at 12:08 PM

Subject: Charter School Application Cycle Update for June 30, 2015

To: Deena <leadkauai@gmail.com>

New information from the State Public Charter School Commission on current and future Hawaii charter school application cycles.

[View this email in your browser](#)

Charter School Application Cycle Update

July 30, 2015

As mentioned in the last updated, the agenda for the upcoming Applications Committee Meeting is posted on the [Commission website](#). It is hyperlinked to staff submittals to the Committee for each agenda item, including the submittals on the applications. The submittals on the [2014-2015 application process and decision-making stage](#) and the [proposed applications process and timeline for the next application cycle](#) are now available.

Public testimony is permitted; however, this is not the appropriate meeting to share community support, as that should have been demonstrated at the June public hearing and/or within the application. To allow the Committee enough time to ask questions and deliberate, the Committee Chairperson has set the following parameters on public testimony for the upcoming meeting:

- Individuals wishing to provide oral testimony will be held to a strict two-minute time limit.

- Individuals providing oral testimony shall not be allowed to yield time to any other individual.
- Only oral and written testimony will be accepted, except under extenuating circumstances, which should be communicated with staff at least three days in advance of the meeting so that the chair can make a determination.
- Applicants and individuals testifying will not be allowed to distribute materials during the meeting. Materials brought to the meeting will be considered late testimony and will be provided to Commissioners after the meeting.

Written testimony must be submitted to commission.mail@spcsc.hawaii.gov by noon on August 3 and must clearly identify which agenda item the testimony pertains to. Questions about the application and application cycle may be directed to [Kenyon Tam](#), Operations and Applications Specialist, at [\(808\) 586-3784](tel:(808)586-3784).

Copyright © 2015 State Public Charter School Commission, All rights reserved.

You are receiving this email because you opted to receive information on the 2014 Charter School Application Cycle. If you are no longer interested in the this charter school application cycle, please feel free to unsubscribe.

Our mailing address is:

State Public Charter School Commission
1111 Bishop Street
Suite 516
Honolulu, HI 96813

[Add us to your address book](#)

[unsubscribe from this list](#) [update subscription preferences](#)



--

Deena Fontana Moraes
iLEADership Administration Resident
iLEAD Lancaster Charter School
254 E. Ave K-4
Lancaster, CA. 93535
[\(661\) 722-4287](tel:(661)722-4287)

Education is not preparation for life; education is life itself.

John Dewey

iLEAD Schools Data Report

Student Success Data

Academic Measures

Due to the drastic changes in education, the rapid implementation of the Common Core Standards and the National and State standards for Technology Literacy and College Readiness, the California Department of Education had to seek a federal waiver from portions of the No Child Left Behind Act, because the outdated assessments such as the STAR testing, did not generate valid and reliable student achievement data. Therefore, the most consistent data that we have to monitor and assess student growth is the NWEA MAP assessments. Measures of Academic Progress (MAP) is a state-aligned computerized adaptive assessment program that provides our educators with the information they need to improve teaching and learning and make student-focused, data-driven decisions.

Students are tested three times per year in math, and reading. Educators use the growth and achievement data from MAP to develop targeted instructional strategies and to plan school improvement.

MAP assessments:

- Are recognized by the National Center on Response to Intervention
- Inform instruction using valid, reliable, and real-time data
- Measure the growth of every student over time regardless of on, above, or below grade level performance
- Engage students and families in goal-setting
- Help create and reinforce evidence-informed instructional practices
- Help evaluate programs and identify professional development needs
- Help compare and predict student achievement and growth over time via exclusive normative and growth information

Terms Defined

Count

The number of students with beginning and ending term RIT scores from starting term to ending term (ending minus starting RIT)

Mean RIT Scores

Student MAP testing results are reported in RIT scores (short for Rasch Unit). A RIT score is an estimation of a student's instructional level and overall scale score on the test. Mean scores are the average score of students in this class for this content area.

Mean % of Increase or Decrease

The mean percentage increase or decrease in mean RIT scores during the course of the school year, when comparing Fall scores with Spring.

Normed % Increase or Decrease

Norms provide percentile rank corresponding to a student's observed gain for a given instructional interval and allows schools grade level performance for one school to be compared to other schools based on a national representative sample of their peers

Percent Meeting Projection

Growth projections are made by NWEA to represent a best estimate of the average or typical performance for students in the same grade, in the same subject, and with the same starting RIT score.

Notes regarding Data

- The data in the graph below was pulled directly from Student Growth Summary Reports generated by NWEA
- The data is separated into individual charts for Reading and Math. Each chart spans over a two year period
- The data in each chart is organized by Cohort groups and horizontally tracks the progress as the cohort group progress up one grade level. For example, Cohort 1 gives the 2012- 2013 data for when the cohort started in Kindergarten and 2013-2014 data for when the same group in 1st Grade

**MAP NWEA: Analysis and Summary of RIT Growth in Reading
SCVi (2012-2014)**

Cohort	2012-2013							2013-2014						
	Grade in 2012-2013	Count	Fall 2012 Mean RIT	Spring 2013 Mean RIT	Mean % of Increase or Decrease	Normed % of Increase or Decrease	Percent Meeting Projection	Grade in 2013-2014	Count	Fall 2013 Mean RIT	Spring 2014 Mean RIT	Mean % of Increase or Decrease	Normed % of Increase or Decrease	Percent Meeting Projection
1	K	36	143.9	151.4	4.33%	10.60%	16.7%	1	36	159.4	170.5	7.98%	10.35%	30.6%
2	1	52	158.1	169.3	6.51%	10.35%	30.8%	2	54	161.6	175.1	9.21%	7.78%	38.9%
3	2	37	170.9	187.5	9.11%	7.78%	59.5%	3	46	178.5	190.7	6.58%	4.89%	58.7%
4	3	35	185.8	196.7	4.84%	4.89%	51.4%	4	51	196.2	201.2	1.56%	1.42%	45.1%
5	4	36	201.7	205.8	2.58%	1.42%	41.7%	5	49	207.4	210.8	2.46%	2.51%	44.9%
6	5	38	202.1	204.1	0.63%	2.51%	31.6%	6	66	203.9	210	2.10%	1.93%	59.1%
7	6	66	210.4	210.9	0.04%	1.93%	37.9%	7	71	211.3	216.7	2.94%	1.57%	63.4%
8	7	68	215.9	214.8	0.04%	1.57%	33.8%	8	67	217.8	223.7	2.48%	1.41%	68.7%
9	8	60	219	219	0.41%	1.41%	38.30%	9	53	223.5	222.7	7.98%	1.35%	43.40%

MAP NWEA: Analysis and Summary of RIT Growth in Math SCVi (2012-2014)

		2012-2013						2013-2014						
Cohort	Grade in 2012-2013	Count	Fall 2012 Mean RIT	Spring 2013 Mean RIT	% of Increase or Decrease	Normed % of Increase or Decrease	Percent Meeting Projection	Grade in 2013-2014	Count	Fall 2013 Mean RIT	Spring 2014 Mean RIT	% of Increase or Decrease	Normed % of Increase or Decrease	Percent Meeting Projection
1	K	32	146.3	157.6	6.53%	10.71%	46.9%	1	38	161.6	177.8	5.86%	10.71%	52.6%
2	1	51	158.4	176.1	11.07%	9.95%	66.7%	2	58	164.1	177.8	11.89%	9.95%	43.1%
3	2	32	178.9	197.3	10.84%	7.35%	75.0%	3	47	187.4	193.3	7.70%	7.35%	29.8%
4	3	38	190.3	201.2	6.45%	5.72%	47.4%	4	51	197.1	204.4	3.38%	5.72%	47.1%
5	4	47	205.9	213.8	4.33%	4.21%	46.8%	5	54	210.3	218	3.33%	4.21%	55.6%
6	5	47	204.1	209.4	3.29%	3.80%	48.9%	6	67	211.5	218.7	4.34%	3.80%	59.7%
7	6	71	212.8	220.3	3.18%	2.73%	46.4%	7	74	217.9	224.2	2.60%	2.73%	66.2%
8	7	69	219.7	222.8	1.55%	2.17%	56.3%	8	68	223.1	229.6	3.03%	2.17%	70.6%
9	8	63	225.2	229	2.14%	1.86%	46.4%	9	37	219.2	224.2	3.00%	1.86%	64.90%

Observations

- All RIT Scores move in a positive trend for all cohorts in both Reading and Math (with the exception of cohort 7 for reading in 2012-2013.)
- For Reading scores, 7 of the 9 cohorts showed increased percentages of students meeting Growth Projections from 2012-2013 to 2014-2015
- For Math scores, 6 of the 9 cohorts showed increased percentages of students meeting Growth Projections from 2012-2013 to 2014-2015
- Several cohorts exceed normed projections for yearly growth which indicates that in most cases our students are exceeding

the percentages of growth in normed samples

Social Emotional Growth Measurements

iLEAD Schools implements the IB (International Baccalaureate) Learner profile into its social-emotional learning component. Each year learners are assessed in their knowledge and implementation of 10 School Wide Learning Outcomes such as open-mindedness, caring, risk-taking, balanced, etc. We administer this assessment in the Fall and Spring and compare the data for analysis. Below you will find 2013-2014 yearly reports for student progress in these outcomes that measure social-emotional and college readiness growth in 10 areas.

Notes Regarding Data

- Assessments are adapted to each grade level and require students to rate the frequency (All of the time, Most of the time, Some of the Time, Never) that they use each trait. They are also required to give a specific example of how they put each trait into action.
- Frequency of usage is translated into a 4 point scale (0-3).
- Learners and Facilitators both analyze the student. Scores are an average of the learner's self-assessment and facilitators assessment of the student.
- This data helps facilitators, parents and learners to determine the target social-emotional goal for the ILP (Individualized Learning plan) each year.
- The data demonstrates positive trends for all 10 learner profiles.

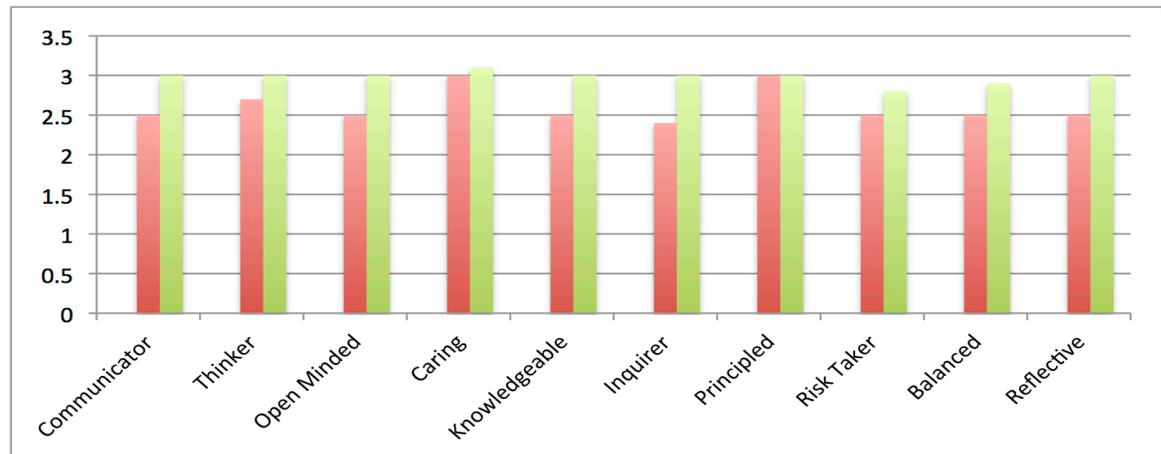
Additional Notes Regarding the IB program at iLEAD Schools

- The IB Model that iLEAD schools have adopted has put our schools on the "world radar". Using the IB DP (Diploma Program) PBL model we represented the U.S. (As a continent) the Ib headquarters The Hague, Netherlands for setting world standards for education and technology innovation.
- Based on our IB DP PLB model at iLEAD few international schools have requested guidance for restructuring their programs (Bombay International School- India; two schools in Australia, and one in London).
- At the IB Global conference in Chicago iLEAD shared: An authentic PBL approach to the IB program and assessment.

IB Learner Profile Summary 2013-2014

Grade	#	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
		Communicator		Thinker		Open Minded		Caring		Knowledgeable		Inquirer		Principled		Risk Taker		Balanced		Reflective	
Kindergarten	33	2	3	2	3	2	3	3	3	2	3	2.2	2.9	3	3.1	2	3	2	3	2.2	3
First Grade	38	3	3	3	3	3	3	3	3.3	3	3.4	2.7	3.3	3	3.3	3	3	3	3	2.5	3
Second Grade	51	2	3	2	3	2	3	2	3.2	2	3	2.4	3.1	3	3	2	3	3	3	2.3	3
Third Grade	45	2	3	3	3	3	3	3	3.2	3	3.1	2.6	3	3	3	3	3	2	3	2.4	3
Fourth Grade	47	3	3	3	3	3	3	3	3.1	3	3	2.8	3	3	3.1	3	3	3	3	2.7	3
Fifth Grade	45	3	3	3	3	3	3	3	3.2	3	3.3	2.8	3.1	3	3.3	3	3	3	3	2.8	3
Sixth Grade	77	2	3	3	3	3	3	3	3.3	3	3.1	2.4	2.9	3	3.3	2	3	2	3	2.8	3
Seventh Grade	81	2	3	2	3	2	3	2	2.7	2	2.8	2.2	2.6	2	2.6	2	2	2	2	2.2	3
Eighth Grade	73	2	3	2	3	3	3	3	2.8	2	2.7	2.4	2.5	3	2.7	2	2	2	3	2.3	3
Ninth Grade	52	3	3	3	3	3	3	3	3.1	3	3.1	2.5	3	3	2.9	2	3	2	3	2.3	3
Tenth Grade	63	3	3	3	3	3	3	3	3.3	3	3	2.5	3	3	3	2	3	2	3	2.3	3
Eleventh Grade	39	3	3	3	3	3	3	3	3.2	3	2.9	2.6	3	3	3.1	2	3	2	3	2.4	3
Twelfth Grade	29	3	3	3	3	3	3	3	3.3	3	3.1	2.6	3.1	3	3.3	3	3	3	3	2.8	3
TOTAL	673	2.538	3	2.692	3	2.5	3	3	3.131	2.5	3.038	2.4	2.962	3	3.054	2.5	2.846	2.5	2.923	2.5	3

Learner Profile	F	SP
Communicator	2.5	3
Thinker	2.7	3
Open Minded	2.5	3
Caring	3	3.1
Knowledgeable	2.5	3
Inquirer	2.4	3
Principled	3	3
Risk Taker	2.5	2.8
Balanced	2.5	2.9
Reflective	2.5	3



Additional Measures

iLEAD School offers the following additional data measures. These measures are aligned with the goals, targets, and measures implemented in the State of Hawaii Department of Education Strategic Plan for 2011-2018.

Accreditation

Santa Clarita Valley International School (SCVi) is accredited by Western Associations of Schools and Colleges (WASC) and has received the highest accreditation period of six-years.

College and Career Readiness Data

Graduation Rates

iLEAD Schools – Graduation Rates		
School	School Year	Graduation Rate
Santa Clarita Valley International School (SCVi)	2013-2014 (first graduating class)	100%
Santa Clarita Valley International School (SCVi)	2014-2015	97.5%
iLEAD Lancaster Charter School	2014-2015	Not Applicable (K-8)

College Acceptances

Santa Clarita Valley International School (SCVi) College Higher Learning Data		
Graduation Year	Acceptance to Four Year Universities	Percentage Currently Attending Institutes of Higher Learning
2013-2014	70%	96%

Other Data

Attendance Rates

iLEAD Schools – Average Daily Attendance (ADA) Rates		
School	School Year	ADA Rate
Santa Clarita Valley International School (SCVi)	2013-2014	96.62%
Santa Clarita Valley International School (SCVi)	2014-2015	95.78%
iLEAD Lancaster Charter School	2014-2015	94.34%

Parent Survey Data

1. Learner engagement: My learner desires to attend school every day.		
Always- 80.00%	Sometimes- 18.95%	Never- 1.05%
2. School climate: I feel the school has a positive, nurturing environment.		
Always- 74.47%	Sometimes-24.47%	Never-1.06%
Parent involvement: I feel the school is welcoming and encourages family participation.		
Always-90.43%	Sometimes - 9.57%	Never- 0.00%

Technology Data

iLEAD Schools Technology

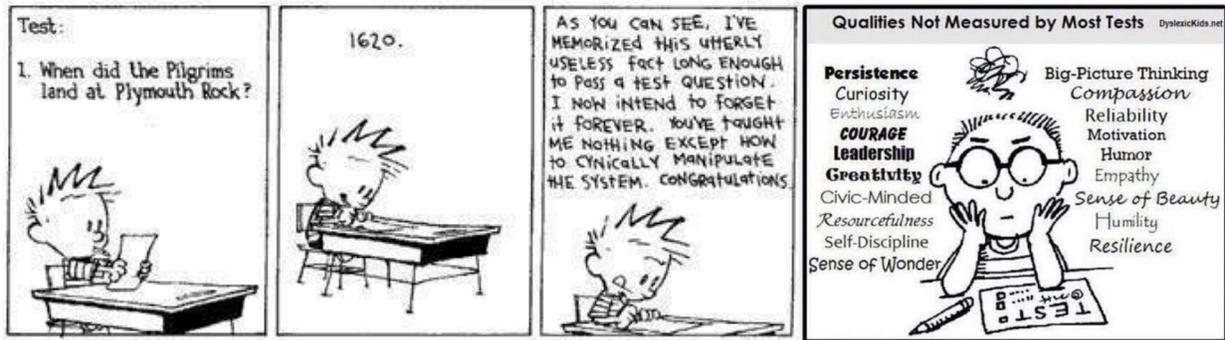


School	Year	Wifi Bandwidth	% of classroom spaces with access to wireless internet	% of teaching staff provided with staff laptop	Total Number of School-Owned Student Devices
SCVi	2012-13	10mbps : 10.5mbps	100%	100%	125
SCVi	2013-14	10mbps : 10.5mbps	100%	100%	200
SCVi	2014-15	100mbps : 12mbps	100%	100%	475
SCVi	2015-16	200mbps : 60mbps	100%	100%	475
Lancaster	2012-13	10.5mbps	50%	100%	25
Lancaster	2013-14	10.5mbps	80%	100%	100
Lancaster	2014-15	45mbps : 10.5 Mbps	100%	100%	120
Lancaster	2015-16	100mbps : 50mbps	100%	100%	220

Testimonial Support for iLEAD Kauai – July 30, 2015

Ted Fujimoto

We must do better than “lecture-memorize-test and forget!”



Dear Hawaii State Public Charter School Commissioners,

I applaud the work you are doing to bring powerful education options to the children of Hawaii. The success of Hawaii’s children is dear to my heart as my father is a child of Hilo and I have family with children in many parts of Hawaii. It is imperative that we give the children of Hawaii the best chance they have despite the current situation where fewer than 25% of students are getting the education they need to even obtain a middle-class paying job (Right To Succeed). Charter schools **MUST** fulfill the promise of using flexibility to be innovative and to deliver learning experiences - a bar higher than being able to score high on standardized tests.

One of the most effective ways for this to be accomplished is through Project-Based Learning (“PBL”). There are lots of poor PBL implementations. Strong PBL is authentic and passion based - meaning that projects are built around a student’s passion and interest. Strong PBL has protocols that teaches important social-emotional and workforce skills such as persistence, creativity, courage, self-discipline, team work, critical thinking, work ethic, communication and leadership. Strong PBL embeds and augments all the critical academic standards (e.g. Common Core).

Over 20 years ago, I founded one of the most successful school designs in the country, the New Tech Network, that today has over 180 schools across 29 states and growing between 20-40 schools per year. In the very first school (a public district school), an 11th and 12th grade high school, students that walked through the door that first day were failing students by any measure. We exclusively used project-based learning anchored in a culture of trust, respect and responsibility with lectures being nearly absent. Nine months later through project-based learning and without teaching to the test, these failing students outscored

every high school in the county in every subject on the standardized test by double digit percentages. This is the power of what happens when you have the ability to innovate. Since then, I've helped a half-dozen project-based learning school designs replicate their designs to over 500 district schools nationally. Later I became involved with the charter school movement and co-founded the California Charter Schools Association. Together, we eventually provided assistance and guidance to over 16 state associations in how they provided support to improve the quality of charters. I was deeply disappointed by the majority of charters that may have operated more efficiently and effectively but failed to use the autonomy to innovate in the classroom.

The good news is that over the past 7 years, there have been a small growing group of charter school operators that are unified by the belief that the educational experience had to dramatically change for kids and it was not enough just to operate more efficiently. iLEAD is one of these charter school operators.

I have witnessed first hand how iLEAD schools implement their academic program and how they operate. They deliver a world class high performing deeper learning environment. They are employing a gold standard level of PBL that many traditional educators, and especially those in the charter community, are not used to seeing and do not have a deep enough understanding to diagnose.

Multiple research studies are showing that PBL is more effective than traditional methods in closing the achievement gap as well as helping kids outperform on the new Common Core assessments. ***SRI conducted a controlled study with over 100 teachers and 3,000 students. The results? “On average, kids in the project-based physical science classes performed roughly 8 percent better on an end-of-unit learning assessment than the kids in traditional classes.”¹***

“PBL increases long-term retention of content, helps students perform as well as or better than traditional learners in high-stakes tests, improves problem-solving and collaboration skills and improves students' attitudes towards learning ([Strobel & van Barneveld, 2009](#); [Walker & Leary, 2009](#)).”²

Students in schools that practice deeper learning pedagogy not only had higher scores on OECD PISA test that assesses internationally core knowledge and complex problem-solving skills but they had higher graduation rates, college acceptance and college persistence rates (American Institutes for Research

¹ <http://ww2.kqed.org/mindshift/2014/09/26/can-project-based-learning-close-gaps-in-science-education/>

²<http://www.edutopia.org/pbl-research-learning-outcomes>

http://www.air.org/sites/default/files/downloads/report/Report_3_Evidence_of_Deeper_Learning_Outcomes.pdf.)

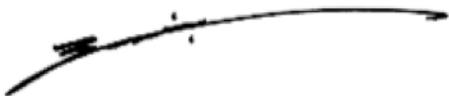
Despite the strength of iLEAD's actual practice and implementation of PBL, the recommendation from the Charter Commissioner's Evaluation Staff made the following statement in the recommendation to you:

"The Final Application Recommendation Report states that the applicant failed to describe how project-based learning ("PBL") would be used to achieve its proposed academic goals. In the response, the applicant reiterated how the school's academic goals connect to its instructional design, which is focused around PBL. The applicant lists six steps that will be used to implement the integration of PBL and Common Core State Standards and also describes how PBL will be used. The steps provide vague actions (such as using rubrics, empowering students through a blend of assessments and tools, and working shoulder to shoulder with students) that fail to describe a comprehensive framework driven by Common Core State Standards."

This is not surprising because most educators have not been exposed to well implemented PBL. I have visited hundreds of schools around the country who claim they are deeper learning schools that implement PBL and most are not doing it well. In visiting iLEAD's schools and comparing with many charter schools out there, I would be compelled to come to the opposite conclusion from the Hawaii Charter Commission's Evaluation Staff. **iLEAD's understanding of executing a gold-standard of project-based learning combined with their strong operating history and powerful culture will position them to implement a solid academic program that more than meets the Common Core State Standards –enabling their students to achieve the highest performing levels academically as well as with college, career and citizenship skills.**

With all due respect, please approve iLEAD Kauai in support of the children of Hawaii, for they deserve a high-quality education that iLEAD Kauai will provide. The leaders, teachers, community, and parents of Kauai have made it absolutely clear that they want iLEAD Kauai and they trust that iLEAD Kauai will bring a high quality education option for their children. Who are we to stand in their way?

Respectfully,



Ted Fujimoto

E. Ted Fujimoto
President - Landmark Consulting Group, Inc.
Chairman/Founder - Right to Succeed Foundation
Board of Directors, Co-Founder - Muzart World Foundation

Aloha Charter School Commission,

My name is Caroline Freudig and I am one of the iLEAD Kaua'i hui members. I am unfortunately unable to attend in person on August 4th and, therefore, am submitting this to address the recommendation submittal item: V. Decision Making Statement - Staff Recommendation focuses on Key Points - The academic plan is not comprehensive and coherent, and it is unclear how many of the components work together.

The first paragraph of this item states that "It is not clear how the multiple standards are incorporated into the curriculum and how the school will use the project-based learning curriculum to achieve its academic goals". It also states – "...the Evaluation Team rebutted that the 'steps provide vague actions... that fail to describe a comprehensive framework driven by Common Core State Standards.'"

Having been one of several hui members that worked extensively on this section of our charter school application, I would like to address the concerns of the recommendation committee. To begin with, on pages 5 and 6 of our application, it outlines the process by which the curriculum specialists will use the Common Core State Standards, HCPS III standards and General Learner Outcomes to create curriculum maps that will guide each grade's curriculum. This would create a framework for instruction that is driven by the Common Core State Standards for English Language Arts and Mathematics as well as the Hawaii Content and Performance Standards for the other subject areas. Since both the Common Core State Standards and the Hawaii Content and Performance Standards are readily available on the standardstoolkit.k12.hi.us website, curriculum mapping for each grade will be done with multiple standards across all content areas. To those not familiar with curriculum mapping, this might not make much sense or might not seem clear. However, to us educators who live and breathe this work on a daily basis, curriculum mapping is the essence of a "comprehensive framework". Curriculum maps guide instruction by laying out all of the necessary standards for the appropriate grade level we are teaching in a comprehensive year-long map that is typically divided into quarters or months. Curriculum maps include, but are not limited to: the content area student standards, resources/materials used to teach those standards & assessments given to ascertain what learning is attained for the standards.

Also on pages 5 and 6 of our application, it states that the "Common Core Standards Implementation Process Model", which was developed by the Hawaii State Department of Education, will be used as a "reference point" to "help educators follow a well-developed process for rigor and accountability". This further explains how the framework will be comprehensive in that a process will be followed by which teachers understand the standards, determine evidence and criteria for the standards, decide on evidence-based learning experiences for the students (this piece is where Project-Based Learning fits in), teach and collect evidence of student learning, analyze the student work to inform instruction/provide feedback and evaluate the student work. This process is a cycle that occurs continuously. As an educator, it is very clear that a model such as this supports a "comprehensive framework" and the fact that our application states on pgs.5 & 6 that we are guided by the Common Core State Standards for ELA and Math as well as HCPS III standards for other content areas, should have indicated to the committee that the framework is driven by the standards.

It should also be stated here that Project-Based Learning is not a curriculum (as stated in the first paragraph of this item). Project-Based Learning, as explained in our application on pg.14, is a "key instructional approach to meeting a variety of student needs" and a "systemic teaching method that engages students in learning knowledge and skills through an extended inquiry process structured around complex, authentic questions and carefully designed products and tasks."

The second paragraph of this item states – “Additionally, it is unclear how the various assessment tools will be used to improve student achievement. As an example, the recommendation report states that “the [academic] plan does not describe how the school will develop [individualized learning plans] and establish appropriate developmental goals that will ensure continued student progress” even though the purpose of the individualized learning plans is to ensure individual students are working toward attainable goals.”

Our application on pg. 9 states that, “An ILP is a comprehensive planning and assessment tool that involves personalization, innovation, and learning on behalf of the student.” It goes on to explain that both social/emotional and academic goals are set. These goals guide instruction and are monitored by the student, the student’s family and the teacher. As an educator, this is very clear and to the point. Working with a student on setting goals and then working to monitor those goals and make adjustment is a clear indication that “appropriate development goals” will be used to guide “student progress”. That, along with ensuring the focus on the student standards (Common Core and HCPS III) as stated in our application earlier, indicates that the ILPs support students in reaching attainable goals.

Also, on pgs.8 and 9 of our application, various assessment tools are indicated and each assessment tool has a statement indicating how it will improve student achievement. For example, our application states that “iLEAD Kaua`i will utilize performance tasks which are aligned to the Smarter Balanced Assessments and Common Core and designed to evaluate student understanding or skills mastery through a demonstration by the student in a situation that closely resembles how that understanding would be applied in the real world.” As an educator, it is quite clear that once students have completed a performance task, analyzing the student results is the next step and looking at what areas the student needs support with will lead to improving student achievement. This piece is part of the continuous cycle of improvement and formatively assessing students to see where they need more support.

In conclusion, I would ask that the Charter School Commission ensure that those in the field of education review items regarding Curriculum, Instruction and Assessment so that there is clarity and understanding of the content being reviewed. I say this because as a veteran teacher for over 20 years, I stand by our application and how the above items in question were stated. It is very clear to me that our academic plan is comprehensive and coherent, and it is very clear how the components work together.

Thank you for your time,

A handwritten signature in black ink that reads "Caroline Freudig". The script is elegant and cursive, with a long, sweeping tail on the letter 'g'.

Caroline Freudig
Kaua`i Teacher Induction Program Coordinator, Kaua`i Complex Area