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RECOMMENDATION SUBMITTAL

DATE OF SUBMITTAL: August 5, 2016

DATE OF MEETING: August 11 2016

TO: Catherine Payne, Chairperson

FROM: Yvonne Lau, Acting Executive Director

AGENDA ITEM: VIII. Action on Charter Application for Proposed Charter School, Alakaʻi O Kauaʻi Charter School

I. DESCRIPTION

Recommendation that the Commission approve the charter school application for Alakaʻi O Kauaʻi Charter School ("Alakaʻi").

II. AUTHORITY

Charter School Applications: Pursuant to §302D-5(a), Hawaii Revised Statutes ("HRS"), "[a]uthorizers are responsible for executing the following essential powers and duties: . . . (1) Soliciting and evaluating charter applications; (2) Approving quality charter applications that meet identified educational needs and promote a diversity of educational choices; [and] (3) Declining to approve weak or inadequate charter applications[.]"

III. APPLICANT PROFILE

Proposed School Name: Alakaʻi O Kauaʻi Charter School

Mission: "Our mission as a project-based K-6 school is to provide a progressive, innovative curriculum that prepares students for a successful future. We are committed to interdisciplinary instruction with equal emphasis on teaching to the whole child. Our students will learn and perpetuate the cultural traditions and values of Hawai`i while acquiring and demonstrating 21st Century skills that are needed to lead productive lives and contribute meaningfully to society.."

Vision: "Alaka'i O Kaua'i Charter School will provide a comprehensive education through a project-based community of learning that meets the individual needs and potential of every student.."

Geographical Area:

Alaka'i O Kaua'i Charter School has not yet secured a site/facility. The geographic area that the applicant plans to serve stretches from Kapaa to the Eleele. The following chart matches the potential facility location with the DOE Complex Area:

Facility Location	DOE Complex Area
Kapaa	Kapaa Complex
Lihue	Kaua'i Complex
Eleele	Waimea Complex

Program Synopsis:

By combining academic rigor; relevance; and a focus on whole-child learning in a safe, nurturing school "family" environment, Alaka'i O Kaua'i will prepare students to be life-long learners who achieve individual potential while contributing creatively and innovatively to their world.

The academic plan of the proposed school will include focused content area instruction (in the mornings) with Project Based Learning (in the afternoons). Through a variety of research-based curricula aligned with Common Core standards, students will practice and build the skills necessary for success in school and life, and then have the opportunity for exploration and application of these skills during the Project based learning portion of each school day. With project-based learning, these components are exemplified by the process of students framing projects by defining driving questions; they work in teams, manage timelines, and produce and present high quality products, which are assessed by common rubrics.

Other key components of the Alaka'i O Kaua'i Academic Plan include:

- Individualized Learning Plans
- Social Emotional Learning Activities, lessons and experiences that develop and nurture 21st Century Skills: creativity, critical thinking, collaboration, communication and caring.

Enrollment Summary

Grade Level	Number of Students											
	Year 1 2017		Year 2 2018		Year 3 2019		Year 4 2020		Year 5 2021		Capacity 2026	
Brick & Mortar/ Blended vs. Virtual	B&M/ Blended	Virtual	B&M/ Blended	Virtual	B&M/ Blended	Virtual	B&M/ Blended	Virtual	B&M/ Blended	Virtual	B&M/ Blended	Virtual
K	40		40		40		40		40		40	
1	50		40		40		40		40		40	
2	25		50		40		40		40		40	
3	25		25		50		40		40		40	
4	25		25		25		50		40		40	

Grade Level	Number of Students											
	Year 1 2017		Year 2 2018		Year 3 2019		Year 4 2020		Year 5 2021		Capacity 2026	
5			25		25		25		50		40	
6					25		25		25		40	
7											40	
8											40	
9												
10												
11												
12												
Subtotals	165		205		245		260		275		360	
Totals	165		205		245		260		275		360	

IV. BACKGROUND

The Evaluation Team assigned to the Alaka'i O Kaua'i application is comprised of Cindy Henry, Leila Shar, Sylvia Silva and Sherri Morgan. In conjunction with the application, the Evaluation Team interviewed applicant group members and reviewed the applicant's responses to the Request for Clarification. The applicant group members that attended the interview were Dr. Kani Blackwell, Jacob Vogelgesang, Joseph Figaroa, Megan Sakai-Fontana, and Robert Sherrill.

After evaluating the information presented in the application, capacity interview, and Request for Clarification response, the Evaluation Team published its Recommendation Report. The applicant exercised its option to write a response to the Recommendation Report, and the Evaluation Team did not write a rebuttal to that response. The Recommendation Report (**Exhibit A**) and Applicant Response (**Exhibit B**) make up the Recommendation Packet.

In addition, the Commission held a public hearing on the application on May 12, 2016. Kaua'i County Councilmember Joann Yukimura, State Representative Derek Kawakami, Kaua'i Mayor Bernard Carvalho, Jr., and 21 concerned individuals submitted written testimony in support of Alaka'i O Kaua'i, including a petition with 624 signatures and a list of testimonials with 172 entries. Four applicant group members provided oral testimony in support of Alaka'i O Kaua'i.

Recommendation Report

The Evaluation Team recommends that the application for Alaka'i O Kaua'i be approved. The Recommendation Report states that the academic plan, organizational plan, financial plan, and evidence of capacity meets the standard of approval and notes that the application demonstrates a "compelling understanding of the need for rigor, relevance, and focusing on the whole child in establishing a charter school on Kaua'i."

The report notes that the application presents a strong and coherent academic plan that will include focused content area instruction with Project Based Learning through a variety of research-based curricula aligned with Common Core standards. This will enable students to practice and build the skills necessary for success in school and life, and then have the opportunity to apply these skills during the Project based learning portion of the school day.

For the organizational plan, the report notes that the application meets the standard since it provides specific information that shows clear, realistic plans of operation. However, the Evaluation

Team is recommending that the approval in meeting the organizational plan standard be contingent upon an assessment of the applicant's progress in completing their pre-opening assurances in year 0 which would remedy the concerns related to the organizational plan. Among the concerns noted were:

- Ineffective governance procedures;
- Governing board bylaws presented do not conform to Chapter 302D, HRS as required and instead is written for a non-profit public benefit corporation governed by Hawaii non-profit corporation law; and
- The proposed application and enrollment policy is not in line with special education requirements of the Hawaii Department of Education and Section 302D-34, HRS. The proposed policy would make a special education student's enrollment in Alaka'i O Kaua'i contingent upon the services that it is able to provide. The recommendation report notes that this policy must be revised as admission to the school cannot be premised on the student's special education status. Public charter schools must admit and enroll all students who complete an application unless the number of students that apply exceed the capacity of the school. Once the student is admitted, can the school then assess the student and any special education the student may need.

For the financial plan, the report notes that the application meets the standard since it materially meets the criteria. However, the recommendation report notes that specific requirements must be addressed during the pre-opening year to fully satisfy the criteria. The areas that must be addressed during the pre-opening year are:

- Development of internal control procedures;
- Description of roles, responsibilities and processes with appropriate delineation to insure proper financial oversight and management; and
- Development of sound criteria and procedures for vendor and contractor selection.

For the evidence of capacity, the report notes that the application meets the standard since the applicant has demonstrated the necessary expertise and competency to execute its plans.

Applicant Response

The Applicant Response addresses the areas of concern that were brought forth in the recommendation report.

In regard to the organizational plan concerns, the response:

- States that the applicant understands that the bylaws need to conform to Chapter 302D, HRS, and is working to revise them accordingly; and
- States that it will ensure that the application and enrollment policies reflect that public charter schools are open to all students.

In regard to the financial plan concerns, the response:

Acknowledges the issues that were brought out by the recommendation report to develop internal controls, insure proper financial oversight and management, as well as to develop sound criteria and procedures for vendor and contractor selection. The applicant states that they will hire a business manager to help them address these issues.

Evaluation Team Rebuttal.

The Evaluation Team opted not to present a rebuttal to the Applicant Response.

Applications Committee Meeting.

At the July 28, 2016 Applications Committee meeting, five applicant group members provided oral testimony in support of the application. No written testimony was submitted. The Committee unanimously voted to recommend to the full commission approval of the charter school application for Alakai O Kauai.

V. DECISION MAKING STATEMENT

Introduction.

Scope of Commissioner Review.

Applicants were advised at the beginning of the application process that the Application should be a complete and accurate depiction of their proposed plans and that no new information would be accepted after the Recommendation Report is issued. Applicants had the opportunity to provide clarifying information through the Request for Clarification responses. However, applicants may not provide any new information beyond the information provided to the Evaluation Team in the Application, capacity interview, or responses to the Request for Clarification because such new information would not have been evaluated by the Evaluation Team. Further, the Request for Proposals states that the Commission shall not consider new information that was not available to the Evaluation Team. As such, when conducting their review of the application, and during decision-making, Commissioners should not consider any new information submitted by the applicant.

Staff Recommendation Focuses on Key Points.

While the Recommendation Report and Applicant Response cover a variety of issues, staff has attempted to focus on the few issues that appear to be the most significant and would have the biggest impact on an applicant's ability to successfully start and operate a high-quality charter school. The omission of an issue from this review is not meant to indicate that the staff believes that the issue was resolved one way or another, only that it is not a major point of contention or is not a critical point that warrants further analysis here. For each key point staff reaches a conclusion for the Committee's and Commission's consideration, but at a minimum the inclusion of these points in this submittal are intended to draw out the key points for an approval or denial of the application.

The Academic Plan meets standard.

The Applicant presented an academic plan that articulates a vision for their school that incorporates academic rigor, relevance, and a focus on whole-child learning, something that many of our Department public schools may not have had the flexibility to offer. Alaka'i's planned use of focused content area instruction with Project Based Learning that will occur during a portion of each school day, and a clear vision of how students will work together and produce high quality products, assessed against common rubrics, is an exciting new option for the public school students on Kaua'i.

Additionally, the Applicant presented a coherent and connected plan of how their curriculum would be tied into the social and emotional development of each child while emphasizing the acquisition of 21st Century Skills which encompass creative and critical thinking, communication and collaboration. The Applicant also demonstrated understanding that the content area standards would need to be aligned to their curriculum and also articulated the path towards insuring how their work would be assessed and fine-tuned as the school year progressed. The use of assessments can only be successful if the data produced is followed up by professional development and the building of staff culture that values this practice. The Applicant also demonstrated good understanding and need for ongoing review and teacher support.

All of these strengths identified by the Evaluation team support their conclusion that the Applicant possesses a deep understanding of educational pedagogy and the Evaluator's confidence that Alaka'i's Academic Plan meets standards.

Staff concurs with the Evaluation Team's findings.

The Organizational Plan meets standard.

The Applicant's Organizational Plan provided specific information that demonstrated a clear and realistic plan of operations. Additionally, Alaka'i's governing board's qualifications and overlapping areas of experience led the Evaluation Team's confidence in their capacity to carry out their plan.

The Applicant provided evidence that they have been working to secure a facility for their proposed school along with a sound plan and timeline with specific detail.

The Evaluation Team articulated a few areas of concern that the Applicant would most likely be able to address during the start-up process, namely, ineffective governance procedures, bylaws that comply with the requirements of Hawaii Revised Statutes ("HRS") Section 302D, and an enrollment policy that complies with HRS302D-18 as well as DOE Special Education policies and processes.

The Applicant in their response to the Evaluation Report concurs and has already begun to address these areas of concern.

Staff concurs with the Evaluation Team's findings.

The Financial Plan meets standard.

Overall, the Evaluation Team found that the Applicant provided sufficient information in their Financial Plan to meet standard. Alaka'i's Operating Budget was reasonable, as was their contingency plan. Alaka'i's Financial Oversight and Management plan materially met the standard required, however the Evaluation Team articulated a few areas of concern that could be addressed and should be remedied during the Year 0 start-up process: insuring that their consultants possess the needed expertise; more specificity in the roles and responsibilities of governing board regarding school financial oversight; and more specificity of procedures and criteria for vendor and contractor selection.

The Applicant in their response to the Evaluation Report acknowledges the areas of concern and has pledged to address them.

Staff concurs with the Evaluation Team's findings.

Applicant's evidence of capacity meets standard.

In each of the three areas of the Applicant's plan, Academic, Organizational, and Financial, Alaka'i has demonstrated evidence of capacity by articulating a plan in each area that meets the standards and the stated criteria and assembling an Applicant Team, and Governing and Advisory Board that possess overlapping backgrounds and experience.

Operating a charter school is extremely demanding and successful charters understand that it takes a committed group of individuals to create the institution that is the charter school. For a brand new charter school, the governing board along with the school's leader, teachers and staff will all be called upon to execute the plan that they articulated in securing their charter. No one individual will make this happen. Based upon all of the documents and information presented, staff concurs with the Evaluation Team's findings.

Conclusion.

In conclusion, applicant has met standards in all areas, with the exception of some concerns that must be addressed during the pre-opening year before the proposed school is allowed to open. Therefore, staff recommends approval of this application, provided that the applicant works with staff during the start-up period to address the concerns described in this submittal. Staff looks forward to working with Alaka'i in its efforts to provide a high-quality choice for the public school students and families on Kaua'i.

VI. RECOMMENDATION

Motion to the Commission:

"Moved to approve the charter school application for Alaka'i O Kaua'i Charter School."

Exhibit A

Recommendation Report for Alaka'i O Kaua'i

State Public Charter School Commission
2015-2016 Recommendation Report

Charter Application for
Alaka'i O Kaua'i Charter School

Evaluation Team
Team Lead: Cindy Henry
Evaluators: Sherri Morgan
Leila Shar
Sylvia Silva

Introduction

In 2012, the Hawaii State Legislature passed Act 130, replacing the state's previous charter school law, Hawaii Revised Statutes ("HRS") Chapter 302B, with our new law, codified as HRS Chapter 302D. Act 130 instituted a rigorous, transparent accountability system that at the same time honors the autonomy and local decision-making of Hawaii's charter schools. The law created the State Public Charter School Commission ("Commission"), assigned it statewide chartering jurisdiction and authority, and directed it to enter into State Public Charter School Contracts ("Charter Contract") with every existing charter school and every newly approved charter school applicant.

The 2015-2016 Request for Proposals and the resulting evaluation process are rigorous, thorough, transparent, and demanding. The process is meant to ensure that charter school operators possess the capacity to implement sound strategies, practices, and methodologies. Successful applicants will clearly demonstrate high levels of expertise in the areas of education, school finance, administration, and management as well as high expectations for excellence in professional standards and student achievement.

Evaluation Process

Building off of the advice and training from national experts and experience gained in the last application cycle, the Commission's Operations Section created standardized evaluation forms, provided evaluator training, and assembled the Evaluation Team based on the national best practices, policies, and standards needed to authorize high-performing charter schools. The highlights of the process are as follows:

Proposal Evaluation. The Evaluation Team conducted individual and group assessments of completed applications. The Commission's Operations Section conducted a completeness check to ensure the Evaluation Team only reviewed complete submissions.

Capacity Interview. After the initial review, the Evaluation Team conducted an in-person or virtual assessment of the applicant's capacity. The interview also served to clarify some areas of the application.

Request for Clarification. After receiving initial clarification through the capacity interview, the Evaluation Team identified any areas of the application that required further clarification. Applicants had the opportunity to respond to the Evaluation Team's Request for Clarification in writing to address these issues.

Due Diligence. The Evaluation Team considered any other available information relevant to each application.

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

The duty of the Evaluation Team is to recommend approval or denial of each application based on its merits. The Commission's Executive Director, with assistance from the Operations Section, is charged with reviewing this recommendation report, the testimony at public hearings, comments from the Department of Education, and other information obtained during the application process in making his final recommendation to the Commission. The authority and responsibility to decide whether to approve or deny each application rests with the Commissioners.

Report Contents

This Recommendation Report includes the following:

Proposal Overview
Basic information about the proposed school as presented in the application.

Recommendation
An overall judgment regarding whether the proposal meets the criteria for approval.

Evaluation Summary
A summary analysis of the proposal based on four primary areas of plan development and the capacity of the applicant to execute the plan as presented:

1. Academic Plan
2. Organizational Plan
3. Financial Plan
4. Evidence of Capacity

Rating Characteristics

Rating	Characteristics
Meets the Standard	The response reflects a thorough understanding of key issues. It addresses the topic with specific and accurate information that shows thorough preparation; presents a clear, realistic picture of how the proposed school expects to operate; and inspires confidence in the applicant's capacity to carry out the plan effectively.
Does Not Meet the Standard	The response meets the criteria in some respects but has substantial gaps, lacks detail and/or requires additional information in one or more areas and does not reflect a thorough understanding of key issues. It does not provide enough accurate, specific information to show thorough preparation; fails to present a clear, realistic picture of how the school expects to operate; and does not inspire confidence in the applicant's capacity to carry out the plan effectively.
Falls Far Below the Standard	The response does not meet the criteria in most respects, is undeveloped or significantly incomplete; demonstrates lack of preparation; raises substantial concerns about the viability of the plan; or the applicant's capacity to carry it out.

Evaluation Report
A report, attached as **Appendix A**, detailing the strength(s) and weakness(es) of the proposal based on evaluation criteria.

Proposal Overview

Proposed School Name
Alaka'i O Kaua'i Charter School

Mission and Vision
Mission: Our mission as a project-based K-6 school is to provide a progressive, innovative curriculum that prepares students for a successful future. We are committed to interdisciplinary instruction with equal emphasis on teaching to the whole child. Our students will learn and perpetuate the cultural traditions and values of Hawai`i while acquiring and demonstrating 21st Century skills that are needed to lead productive lives and contribute meaningfully to society.

Vision: Alaka`i O Kaua`i Charter School will provide a comprehensive education through a project-based community of learning that meets the individual needs and potential of every student.

Geographic Location

Alaka`i O Kaua`i Charter School has not yet secured a site/facility. The geographic area we plan to serve stretches from Kapaa to the Eleele. The following chart matches the potential facility location with the DOE Complex Area:

Facility Location	DOE Complex Area
Kapaa	Kapaa Complex
Lihue	Kauai Complex
Eleele	Waimea Complex

Anticipated Student Population

The total population for Kauai is 68,000 and growing. We have ten Hawaii Department of Education (HIDOE) schools on Kauai that are located in each of the Kapaa, Kauai, and Waimea Complexes. The elementary schools are either at capacity or overcrowded. There are four charter schools on Kauai, that are Hawaiian Culture/Language focused, including two that serve the Ni`ihau community. Alaka`i O Kaua`i offers a program that includes Hawaiian culture/language, but will not be considered Hawaiian focused or language immersion. The program will embrace BOE Policy 2104 "Proficiency and appreciation for indigenous culture, history, and language for Hawai`i" and will be a project-based school of choice for all students.

We anticipate our students' educational needs to fall along the lines of our traditional DOE schools on Kauai. Our free and reduced lunch program ranges from a low 47.1% to a high 53.6% which is higher than the State average.

Our major anticipated non-academic challenges are:

- Securing a facility. Facility choices are limited on Kauai and the timing of availability and cost of securing a facility in advance will be a stressor to starting our school if approved.

- Transportation and traffic. Depending on the facility we secure, transportation could be an issue as the island has one highway.

- Lack of readily available materials and resources. Kauai is the "least developed major Hawaiian Island" and thus supplies, materials and resources are not readily available to Kauai residents (i.e. no Office Depot, no Target, no Sears, etc.). These challenges will require advance planning, ongoing analysis, problem solving, and the need to be responsive and flexible to situations as they arise.

- Food service. The reality of balancing the budget within the first two years of operations is a daunting and difficult task. Although a priority as we anticipate our Free and Reduced Lunch population will be over 50%, as far as our budget shows, we will not be able to offer food service.

Contribution to Public Education System

The Commission is seeking high-quality charter schools to meet two Priority Needs, 1) providing more educational capacity to service more students in areas where over-crowding exists or schools are at capacity and 2) improving academic outcomes for students where schools are not performing. We believe that our proposed school will do both. Please review the chart below for information pertaining enrollment and test scores of HIDOE schools in the region.

School Report 2014-2015

Source: http://www.hawaiipublicschools.org/Reports/StriveHIKapaaEl14.pdf

Complex	Student Enrollment Total	Attainment %V Language Arts	Attainment %V Mathematics	Attainment %V Science	Points out of 400 pts.
Kapaa – Kapaa V KV5	889	36%	32%	30%	102
Kauai – Wilcox – KV5	807	43%	46%	53%	224
Kauai V King Kaumualii KV5	593	61%	59%	36%	320
Waimea V Kalaheo KV5	472	55%	54%	55%	274
Waimea – Koloa – KV5	384	63%	61%	37%	261
WaimeaV Ele`ele – KV5	461	42%	44%	27%	207

According to this information on test scores, Kaua`i schools are faring well as compared to the State average. However, we believe our program that engages students and focuses on 21st Century Skills will propel our students to become high performers instead of performing at the State average.

Enrollment Summary

Grade Level	Number of Students											
	Year 1 2017		Year 2 2018		Year 3 2019		Year 4 2020		Year 5 2021		Capacity 2026	
Brick & Mortar/ Blended vs. Virtual	B&M/ Blended	Virtual	B&M/ Blended	Virtual	B&M/ Blended	Virtual	B&M/ Blended	Virtual	B&M/ Blended	Virtual	B&M/ Blended	Virtual
K	40		40		40		40		40		40	
1	50		40		40		40		40		40	
2	25		50		40		40		40		40	
3	25		25		50		40		40		40	
4	25		25		25		50		40		40	
5			25		25		25		50		40	
6					25		25		25		40	
7											40	
8											40	
9												
10												
11												
12												
Subtotals	165		205		245		260		275		360	
Totals	165		205		245		260		275		360	

Executive Summary

Enter the proposed school name	Recommendation
Alaka'i O Kaua'i Charter School	Approve

Summary Analysis

The application for the Alaka'i O Kaua'i Charter School demonstrates a compelling understanding of the need for rigor, relevance, and focusing on the whole child in establishing a charter school on Kauai. The application has a clear academic plan with a focus on content area instruction combined with Project-based learning to support the implementation of rigorous standards with a multiple-tiered system of supports. The written proposal presents organizational and financial plans that include gaps in understanding of effective governance and fiscal management. Specifically, the Evaluation Team had concerns regarding draft by-laws and draft policies, as well as inconsistencies in the budget and cash flow; however, all members of the applicant group displayed their capacity during the interview and responses to clarifying questions, and the Evaluation Team's concerns were satisfactorily addressed. The Evaluation Team recommends approval of the Alaka'i O Kaua'I Charter School application contingent upon successful completion of Year O start-up requirements and adjustments made to their draft by-laws and draft policies, as well as the inconsistencies in the budget and cash flow. It is additionally recommended that if any pre-opening assurances are not met on time that the school not be allowed to proceed with opening.

Summary of Section Ratings

Opening and maintaining a successful, high-performing charter school depends on having a complete, coherent plan and identifying highly capable individuals to execute that plan. It is not an endeavor for which strengths in some areas can compensate for material weakness in others.

Therefore, in order to receive a recommendation for approval, the application must receive a "Meets the Standard" rating in all areas.

Academic Plan	Financial Plan
Meets the Standard	Meets the Standard
Organizational Plan	**Evidence of Capacity**
Meets the Standard	Meets the Standard

Academic Plan

Enter the proposed school name	Rating
Alaka'i O Kaua'i Charter School	Meets the Standard

Plan Summary
By combining academic rigor; relevance; and a focus on whole-child learning in a safe, nurturing school "family" environment, Alaka`i O Kaua`i will prepare students to be life-long learners who achieve individual potential while contributing creatively and innovatively to their world.

The academic plan will include focused content area instruction with Project Based Learning through a variety of research-based curricula aligned with Common Core standards, students will practice and build the skills necessary for success in school and life, and then have the opportunity for exploration and application of these skills during the Project based learning portion of each school day. With project-based learning, these components are exemplified by the process of students framing projects by defining driving questions; they work in teams, manage timelines, and produce and present high quality products, which are assessed by common rubrics.

Analysis
Alaka'i O Kaua'i Charter School presents a strong and coherent academic plan. All members of the evaluation concur that the school's proposal **meets the standard**.

Teaching to the whole child is part of the school's stated mission and is evident throughout the plan. A research-based supported philosophy considers the academic, social and emotional development of each child. There is an appropriate emphasis on the acquisition of 21st Century Skills including creative and critical thinking, communication, and collaboration. Further, the school has identified "The Leader in Me: How Schools Around the World Are Inspiring Greatness, One Child at a Time" program by Stephen Covey to support their plan for character education and whole child success. The stated goals for community emphasizes use of the Ohana Management System.

Stated outcomes in English language arts and mathematics are aligned with Common Core Standards, C3 Framework for social studies and Next Generation Science Standards for science. The presentation of the major outcomes clearly demonstrate an understanding of age and grade level expectations. Instructional materials identified are sound, research-based programs that are aligned to standards. The Alaka'i O Kaua'i Charter School has a focus on Project-based Learning. Their explanation of solid research-based information and comprehensible plan for scheduling demonstrates a thorough understanding of this instructional methodology. This is an appropriate plan for making learning real and relevant to students.

Plans for assessment include multiple measures to guide instruction. The use of NWEA Measures of Academic Progress are documented to provide a strong correlation to performance on Smarter Balanced Assessments. Strive HI will be utilized alongside rubric assessed student showcases and student-teacher conferences clearly combine to support a multiple measures approach. The school articulated a week by week schedule to assure the assessment plan is implemented.

Professional development and the building of staff culture is well thought out There is a focus on staff creating the family environment to foster student sense of security through routines and a sense of place. There are early dismissals Fridays to accommodate the time needed for staff to review assessment data. The inclusion of a full-time Data Coach/Curriculum Coordinator demonstrates an understanding of the need to utilize data to drive student instruction. This staff member will greatly aid in providing teacher support the collection and analysis of student data which is imperative to measuring and improving student academic success.

There is strong evidence of a deep understanding of educational pedagogy. The Evaluation Team has a high level of confidence that the proposed academic plan will lead to a community of thoughtful, kind and successful learners.

Organizational Plan

Enter the proposed school name	Rating
Alaka'i O Kaua'i Charter School	Meets the Standard

Plan Summary
Alaka'i o Kaua'i Charter School proposes a governance structure made up of the governing board and a School Director who reports to the board. Supporting the governing board and the school is an Advisory Board, Alaka'i o Kaua'i Charter School Advisory Board, and the school's component unit, Alaka'i Hawaii.

The function of the Advisory Board is to provide assistance to the school's governing board when needed. The membership represents an array of professionals selected because of their particular area of knowledge. The Advisory Board has already been formed and was a resource for guidance and advice during the application period.

The non-profit organization, Alaka'i Hawaii, will focus on fundraising and providing Alaka'i o Kaua'i Charter School with additional revenue. A non-profit legal status was applied for in 2015 and is pending approval.

Analysis
The Organizational Plan **meets the standard** for approval because it provides specific information that shows clear, realistic plans of operations and inspires confidence in the applicant's capacity to carry out the manageable plans effectively. However, it is recommended that approval be contingent on an assessment of progress during year 0, to appropriately meet the requirements of the pre-opening assurances which should include remedying the non-conforming draft bylaws and a section of the Application and Enrollment policy draft.

The governing board has a diverse skill-set and members were identified with overlapping experience in key areas: Human Resources, Academics, Fundraising, and Finances. Although not a requirement, it should be noted that the applicant presented a five-member team at the capacity interview and all members contributed equally during the meeting. The application states each current member has committed to transitioning to the more permanent governing board and have already committed to 3-year board terms. The contribution of each member demonstrated the diversity and range of knowledge of the governing board and members' commitment beyond the application period encouraged confidence in the applicant's capacity to carry out its proposed plan and reassurance that it has the commitment and knowledge needed to oversee the school.

The applicant presented a sound plan and timeline regarding its facility plans. The school presented a "facility project plant chart" that identified responsible individuals in an "Assigned to" column and hard start and finish dates. The simple chart clearly showed the breakdown of the project into detailed manageable steps and had the reasonable targets and goals for a sound timeline. The plan showed specific information that demonstrated thorough preparation, presented a clear picture of how the proposed school expects to tackle the issue of facilities, and their response inspires confidence in the group's understandable plan to be able to carry it out. In addition, the applicant was able to identify the parties responsible for developing and monitoring facility plans to accommodate it's growth in year 2.

The Organizational Plan did not provide effective governance procedures. Although it included policies which appeared to meet the criteria to provide effective governance procedures, any response to criteria that referred evaluators back to the bylaws of Attachment R did not meet criteria.

The governing board bylaws presented in the proposed school's Organizational Plan do not conform to Hawaii Revised Statutes 302D. The applicant met the criteria in some respects but the articles in the proposed draft bylaws (Attachment R) are written for a Non-Profit Public Benefit Corporation governed by Hawaii Non-Profit Corporation Law. HRS 302D Public Charter Schools is the charter school law and the applicant's bylaws and all governing policies that will guide the school's governing board are expected to be written in compliance with the law.

The Application and Enrollment Policies contains a Special Needs Applicants section that states: "Students who have been identified as needing Special Education services, have an IEP, and are selected in the lottery are offered enrollment after it is determined that Alaka`i O Kaua`i can provide the services needed for that child. Parents will meet with the Student Success Team (SST) to determine what services are needed for their child and what services Alaka`i O Kaua`I can provide." The proposed policy is not in line with special education requirements of the Hawaii Department of Education and HRS 302D-34 and must be revised. Enrollment cannot be contingent on a determination by the school prior to the student's admission to the school. Only after a student is admitted to the school can a determination be made as to the services needed for a student needing Special Education services.

Public charter schools are open to any student. Public charter schools must admit and enroll all students who complete an application unless the number of students applying exceeds the capacity of the school.

Financial Plan

Enter the proposed school name	Rating
Alaka'i O Kaua'i Charter School	Meets the Standard

Plan Summary
Alaka'i O Kaua'i Charter School's plan to have sound systems, policies and processes for financial planning, accounting, purchasing and payroll is to bring experienced and knowledgeable charter school consultants together with a board member CPA and a contracted bookkeeper to establish the financial operation of the school.

The following chart provides the budget revenues, expenses and operating gains for years 0 through 3.

	Total Revenue	Total Expenses	Total Gain/(Loss)
Year 0	153,900	153,900	0
Year 1	1,235,250	1,208,737	26,513
Year 2	1,391,250	1,322,125	69,125
Year 3	1,657,250	1,513,685	143,565

Analysis
The Financial Plan meets the standard for approval because it materially meets the standard criteria. However, specific requirements must be addressed during the pre-opening year to fully satisfy the criteria requirements before the proposed school is allowed to open. The specific requirements to be satisfied before the school opens include:

1. Development of internal control procedures;
2. Description of roles, responsibilities and processes with appropriate delineation to insure proper financial oversight and management;
3. Development of sound criteria and procedures for vendor and contractor selection.

The internal controls and compliance practices response provides an adequate explanation of how the proposed school will establish and maintain strong internal controls and ensure compliance with all financial reporting requirements.

The proposed school will "have sound systems, policies and procedures for financial planning, accounting, purchasing and payroll is to bring experienced and knowledgeable charter school consultants together with our financial expert/governing board treasurer and contract a bookkeeper/accounting firm…"

The criteria required that the description must also explain the plans and procedures for conducting an annual audit in accordance with state law. The proposed school will work with the former executive director of the Hawaii Public Charter School Network and a former principal to "create that sound financial system.

There is no discussion of “how” or “what” the proposed school will do, and no discussion on how the proposed school will establish strong internal controls. During the pre-opening period, the proposed school should develop internal control procedures along with the process and criteria for selecting its auditor. The proposed school should seek out guidance from appropriate subject matter experts to help them.

The financial oversight and management response described the roles and responsibilities of the appropriate delineation among the proposed school leadership team, management team and governing board regarding school financial oversight and management.

The governing board led by the treasurer will be responsible for the school’s budget and the management/leadership team is responsible for making financial decisions, manage the budget, prepare financials and ensuring the financial systems are created and followed to minimize risk, the members of this management/leadership team was not provided by the proposed school.

During the pre-opening period, the proposed school should develop a detailed procedure/process to clearly explain the roles and responsibilities of the proposed school leadership team, management team and governing board regarding school financial oversight and management.

The Vendor and Contractor selection response does not include a description of sound criteria and procedures for selection. As provided in the response, “the proposed school’s governing board is still contemplating the appropriate criteria and procedures for procuring goods and services.”
During the pre-opening period, the proposed school should be expected to develop sound criteria and procedures for the selection of vendors and contractors.

Evidence of Capacity

Enter the proposed school name	Rating
Alaka'i O Kaua'i Charter School	Meets the Standard

Plan Summary
The academic team is comprised of educators from Kauai that are active in the community. Board members have been invited by Complex Area Superintendent Arakaki to participate in monthly Kaua'i Educational Leadership Alliance (KELA). Job descriptions for both Director and Business Manager are included. The governing board and advisory board are made up of 11 members with varied backgrounds and experience. One of those members is a CPA who has committed to being on the board for three years.

Analysis
The evidence of capacity section meets the standard for approval because the applicant has demonstrated the necessary expertise and competency to execute its plans. The applicant provided sufficient evidence that the governing board and advisory board members possess necessary qualifications and an understanding of the challenges, issues, and requirements of running a high quality charter school in Hawaii. The academic plan is well thought out and presents a clear and comprehensive process to ensure success in the areas of curriculum, instruction, assessment, performance management, and parent/guardian/community engagement.

The organizational plan indicates a reasonable understanding of the requirements to successfully operate high quality charter school, although draft by-laws and policies will need attention. The applicant's key members have the collective qualifications and capacity to implement the school's Organizational Plan successfully.

The financial plan identifies the key members of the financial team that will play a substantial role in the successful implementation of the school's Financial Plan. The board member CPA has the capacity to lead the school in its development of a financial management system. Internal control policies are a concern.

Evaluator Biographies

Cindy Henry

Ms. Henry is the Commission's Education Specialist/Title 1 Linker. She has twenty years of education experience, including teaching in a variety of settings in California, as well as serving as a Regional Program Director and Director of a charter school. She has a BA in Sociology from Chico State University and a MA in Education from Grand Canyon University.

Sherri Morgan

Sherri Morgan, M.A. is currently the Executive Director/Superintendent of Long Valley Charter School in the rural northeast of California. After teaching mathematics in Arizona, she has been a teacher and administrator in California charter schools for the last 20 years and cares deeply about the growth of charter programs of excellence.

Leila Shar

Ms. Shar is the Commission's Financial Performance Manager. She has over 20 years of experience in financial and operations management, including holding the position of Chief Financial Officer of the Queen's Development Corporation, a subsidiary of the Queen's Health System. In addition to overseeing financial operations, she has developed strategic plans for large Hawaii corporations and managed three large physician office buildings, with responsibilities ranging from oversight of renovations to leasing. She holds a Master in Business from the University of Michigan.

Sylvia Silva

Ms. Sylvia Silva is the Commission's Organizational Performance Specialist. Prior to working with the Commission she worked for its predecessor agency, the Charter School Review Panel (CSRP). Before her work in charter school authorizing she had 7 years of experience at the school level in school operations including school pre-opening/start-up phase systems and policy development, registrar functions, and school book-keeping. She holds a B.A. in Business Administration from Chaminade University of Honolulu.

Appendix A

2015-2016 Evaluation Report for Alaka'i O Kaua'i

Evaluation Criteria Overview

The Application Requirements and Criteria are the essential tools for the Evaluation Team, used in both their individual and team assessments of each application. The Evaluation Team presents both ratings on a scale and narrative analysis of each section of the application as compared to the Application Requirements and Criteria. Throughout the application evaluation process, evaluators will update their analysis to include additional information (due diligence, capacity interview, etc.) as it is presented. Within each section and subsection, specific criteria define the expectations for a response that "Meets the Standard." In addition to meeting the criteria that are specific to that section, each part of the application should align with the other sections of the application. In general, the following definitions guide evaluator ratings:

Rating	Characteristics
Meets the Standard	The response reflects a thorough understanding of key issues. It addresses the topic with specific and accurate information that shows thorough preparation; presents a clear, realistic picture of how the proposed school expects to operate; and inspires confidence in the applicant's capacity to carry out the plan effectively.
Does Not Meet the Standard	The response meets the criteria in some respects but has substantial gaps, lacks detail and/or requires additional information in one or more areas and does not reflect a thorough understanding of key issues. It does not provide enough accurate, specific information to show thorough preparation; fails to present a clear, realistic picture of how the school expects to operate; and does not inspire confidence in the applicant's capacity to carry out the plan effectively.
Falls Far Below the Standard	The response does not meet the criteria in most respects, is undeveloped or significantly incomplete; demonstrates lack of preparation; raises substantial concerns about the viability of the plan; or the applicant's capacity to carry it out.

Opening a successful, high-performing charter school depends on having a complete, coherent plan. It is not an endeavor for which strength in one area can compensate for material weakness in another. Therefore, in order to receive a recommendation for approval, the application must demonstrate evidence of capacity to implement the proposed plan, meet the criteria for all main sections of the application (Academic Plan, Organizational Plan, Financial Plan, and Applicant Capacity), and present an overall proposal that is likely to result in the successful opening of a *high-quality charter school*, as defined in the Request for Proposals ("RFP").

Note on Evidence of Capacity

Throughout the evaluation of the application, the Evaluation Team assessed the applicant's capacity to execute the plan as presented. In total, a high-quality application demonstrates evidence that the applicant has the capacity needed in all key areas in order to open and operate a *high-quality charter school* that improves academic outcomes for students. This evidence includes:

- Individual and collective qualifications (which may include, but is not limited to, documented and relevant credentials and experience reflected in the resumes of all members and an understanding, as demonstrated by the application responses, of challenges, issues, and

requirements associated with running a *high-quality charter school*, as defined in the RFP) to implement the Academic Plan successfully, including sufficient capacity in areas such as school leadership, administration, and governance; curriculum, instruction, and assessment; performance management; and parent or guardian and community engagement.

- Individual and collective qualifications for implementing the Organizational Plan successfully, including sufficient capacity in areas such as staffing, professional development, performance management, general operations, and facilities acquisition, development, and management.
- Individual and collective qualifications for implementing the Financial Plan successfully, including sufficient capacity in areas such as financial management, fundraising and development, accounting, and internal controls.

Evaluation Report

I. School Overview
The School Overview section is not separately rated by evaluators. However, the Evaluation Team will consider each section of the application to assess its alignment with the statements in the School Overview section, as it provides the foundation for the entire application.

II. Academic Plan
A strong Academic Plan is coherent overall and aligned internally with the proposed school's mission and vision; Organizational Plan; and Financial Plan.

Section II.A: Academic Plan Overview, Academic Philosophy, and Student Population
This section is not separately rated by the evaluators. However, a strong Academic Plan will demonstrate consistent alignment with the Academic Plan Overview, Academic Philosophy, and Student Population.

Section II.B: Curriculum and Instructional Design		
☒ **Meets the Standard**	☐ **Does Not Meet the Standard**	☐ **Falls Far Below the Standard**
Criterion II.B.1		
Strengths: The applicant is commended for how they documented major outcomes per grade level with good articulation of each. The outcomes and plan they will follow as stated are academically sound. The academic plan addresses social/emotional learning (whole child). RIT goals are very rigorous. **Weaknesses:** The outlined expectation of PBL training for teachers does not appear sufficient to allow full implementation of PBL. Two weeks is not enough time to learn, plan, and be ready to implement.		
Criterion II.B.2		
Strengths: None **Weaknesses:** None		
Criterion II.B.3		
Strengths: The format that was used to address this criterion was very well thought out and easy for the Evaluation Team to		

determine how the selected materials support the academic plan. **Weaknesses:** None
Criterion II.B.4
Strengths: None **Weaknesses:** None
Criterion II.B.5
Strengths: Use of data analysis methods based on research is comprehensive. Additionally, the chart showing how assessments will be administered is very well designed. **Weaknesses:** None
Criterion II.B.6
Strengths: The use of individualized leaning plans supports the proposed school's mission and vision, and the articulation of how project-based learning in this criterion is comprehensive. **Weaknesses:** None
Criterion II.B.7
Strengths: Not applicable **Weaknesses:** Not applicable
Criterion II.B.8 (sub-criteria a through j)
Strengths: Not applicable **Weaknesses:** Not applicable

Section II.C: Special Populations and At-Risk Students		
☒ **Meets the Standard**	☐ **Does Not Meet the Standard**	☐ **Falls Far Below the Standard**
Criterion II.C.1		
Strengths:		

None

Weaknesses:

The application does not provide a comprehensive description of how the proposed school will address Special Education needs.

Criterion II.C.2

Strengths:

None

Weaknesses:

None

Criterion II.C.3

Strengths:

Proposed academic plan is student-centered and individualized.

Weaknesses:

None

Criterion II.C.4

Strengths:

The proposed rigorous ongoing assessment protocols identified in the Academic Plan and description of what opportunities will be available to identified students is clear.

Weaknesses:

None

Section II.D: School Culture		
☒ **Meets the Standard**	☐ **Does Not Meet the Standard**	☐ **Falls Far Below the Standard**

Criterion II.D.1

Strengths:

The plan to develop school culture includes teaching to the whole child.

With a strong leader, the teacher collaboration plan (all planned components) is feasible.

Weaknesses:

None

Criterion II.D.2

Strengths:

None

Weaknesses:

None

Criterion II.D.3

Strengths: None **Weaknesses:** None
Criterion II.D.4
Strengths: Met criterion but questions re PBL piece. Gradual build-out or all grades at once? **Weaknesses:** Is it feasible to have all grade levels immediately implement PBL or will a gradual build-out be employed? If a gradual build-out the plan needs more details on the build-out (Buck Institute).
Criterion II.D.5
Strengths: Understands and will follow Chapter 19. **Weaknesses:** None

Section II.E: Professional Culture and Staffing		
☒ **Meets the Standard**	☐ **Does Not Meet the Standard**	☐ **Falls Far Below the Standard**
Criterion II.E.1.a		
Strengths: A two week plan for orientation is a solid start. **Weaknesses:** None		
Criterion II.E.1.b		
Strengths: Research based approach **Weaknesses:** None		
Criterion II.E.1.c		
Strengths: None **Weaknesses:** None		
Criterion II.E.2.a		
Strengths:		

None

Weaknesses:

None

Criterion II.E.2.b

Strengths:

None

Weaknesses:

None

Criterion II.E.2.c

Strengths:

The professional development plan provides an understanding that professional development is vital to the success of the proposed academic plan.

Weaknesses:

None

Criterion II.E.2.d

Strengths:

The use of a Curriculum Coordinator/Data Coach

Weaknesses:

None

Criterion II.E.3.a

Strengths:

The Staffing Plan is aligned with the Academic Plan.

Starting with F/T Data Coach and Curriculum Coordinator and Health Aide is unusual but a good idea.

If able to fund the staffing plan these are appropriate positions, especially in year 1.

Weaknesses:

None

Criterion II.E.3.b

Strengths:

None

Weaknesses:

None

Criterion II.E.3.c

Strengths:

None

Weaknesses:

None
Criterion II.E.4.a
Strengths: None **Weaknesses:** None
Criterion II.E.4.b
Strengths: Not applicable **Weaknesses:** Not applicable
Criterion II.E.4.c
Strengths: None **Weaknesses:** The application is unclear on what types of contingencies are in place if a position is not hired as planned; how will that affect the hiring of the rest of the staff?
Criterion II.E.4.d
Strengths: None **Weaknesses:** None
Criterion II.E.4.e
Strengths: None **Weaknesses:** None
Criterion II.E.4.f
Strengths: The application demonstrates and understanding of the requirements to follow the bargaining units. **Weaknesses:** The application does not list which positions will be part of any negotiating with the bargaining unit.
Criterion II.E.4.g
Strengths: None

Weaknesses:
None

Section II.F: School Calendar and Schedule		
☒ **Meets the Standard**	☐ **Does Not Meet the Standard**	☐ **Falls Far Below the Standard**
Criterion II.F.1		
Strengths: Calendar and schedule relates and ties back to the Academic Plan very clearly. **Weaknesses:** The Evaluation Team believes that Friday is a poor choice for an early release day; the fear is that a short day on Friday will lead to families not sending students to school at all and taking frequent three day weekends. The Evaluation Team recommends a shift to early release on Wednesday.		
Criterion II.F.2		
Strengths: None **Weaknesses:** None		

Section II.H: Third-Party Service Providers		
☐ **Meets the Standard**	☐ **Does Not Meet the Standard**	☐ **Falls Far Below the Standard**
☒ **Not Applicable**		

Section II.I: Conversion Charter School Additional Academic Information		
☐ **Meets the Standard**	☐ **Does Not Meet the Standard**	☐ **Falls Far Below the Standard**
☒ **Not Applicable**		

III. Organizational Plan

A strong Organizational Plan is coherent overall and aligned internally with the school's mission and vision, Academic Plan, and Financial Plan.

Section III.A: Governance

The governing board's mission, vision, and philosophy are not separately rated by the evaluators. However, these mission and vision statements should align with the proposed school's mission and vision and other parts of the application.

☒ **Meets the Standard**	☐ **Does Not Meet the Standard**	☐ **Falls Far Below the Standard**

Criterion III.A.1

Strengths:

None

Weaknesses:

If the application is approved, the applicant's bylaws in attachment R need to be revised to reflect a governing board structure that is a state and public entity, not a "Non-Profit Public Benefit Corporation" as stated throughout the bylaws.

Specifically, the third bullet of the beliefs and commitments section that each Governing Board member needs to be revised to reflect its status as a public entity as delineated in HRS 302D-12.

Criterion III.A.2

Strengths:

Advisory Board to the Governing Board and the school's Director

Weaknesses:

If the application is approved, updates provided in the capacity interview regarding the structure of the Advisory Board to the Governing Board and the school's director should be reflected in the narrative. For example: amendments to the Organizational chart (attachment T) need to be reflected. Also should consider revising narrative statements to reflect what was presented in interview, like: (pg 71) "the search for legal expertise will expand to the rest of Hawai`i if we are unable to find a committed legal person on Kaua`i to serve on the governing board." (pg 74) By August 2016, the board will identify, vet, invite and on-board the new applicant board member with legal expertise, more specifically in contract law, and any others. The minimization of the Advisory Board after the hiring of the Director should be stated in the narrative. Finally, as a side note, including the communication protocols in the application would have been boosted the application.

Criterion III.A.3

Strengths:

Chart that identified board members' fields of expertise was clear and easy to read. The governing board has a diverse skill-set and members were identified with overlapping experience in key areas: Human Resources, Academics, Fundraising, and Finances. Although not a requirement, the applicant presented a five-member team at the capacity interview and all members contributed equally during the meeting**.**

Weaknesses:

None

Criterion III.A.4
Strengths: NOT APPLICABLE **Weaknesses:** NOT APPLICABLE
Criterion III.A.5
Strengths: Governing Board members have committed to 3-year terms to fill the permanent board. Since these are members already on the board, the permanent board will have skill sets as described in 302D-12. **Weaknesses:** None
Criterion III.A.6
Strengths: None **Weaknesses:** Reference to Attachment R which contains bylaws that conflicts with 302D–12, applicant should review HRS 302D, charter school law.
Criterion III.A.7
Strengths: The description of a possible perceived conflict of interest and the explanation of steps board will take to mitigate the perception of conflict were clear and demonstrated an intention by the governing board to be transparent in their application. The details were specific and presented a clear, realistic picture of how the proposed school expects to mitigate this specific conflict. The explanation by Alaka`i O Kaua`i Charter School of the sister school relationship with no business ties to iLEAD Schools Development inspired confidence that the applicant has intentions to be transparent and to minimize real or perceived conflicts and the plan to separate charter school's employees who may be employees of the iLEAD Schools Development inspires confidence that the applicant will align to applicable laws. **Weaknesses:** None
Criterion III.A.8
Strengths: Strengths include plans to attend conferences and trainings by recommended vendors. **Weaknesses:** Governing board will only participate in self-assessments to gauge good governance and effectiveness.
Criterion III.A.9
Strengths: In the Capacity Interview it was stated that the Advisory Board will help give guidance to governing board and has been needed for the application year but will be minimized when the school's Director is hired. Applicant also stated that the Advisory Board is an advisor to the school's Director and not to the governing board and will not

have direct communication to the Governing Board. Advisory Board only communicates when asked for support only. Applicant stated that there will be a communication protocol for all three entities. This structure strengthens the applicant's plan.

Weaknesses:

None

Section III.B: Performance Management		
☒ **Meets the Standard**	☐ **Does Not Meet the Standard**	☐ **Falls Far Below the Standard**

Criterion III.B.1 (including sub-criteria a through c)

Strengths:

None

Weaknesses:

B-1-c: Response was weak – didn't hit the "comprehensive and effective" corrective plan criteria targets.

Criterion III.B.2

Strengths:

None

Weaknesses:

Response was underdeveloped. A more "thoughtful" and "appropriate" response should have provided more specific detail elaborating on what kinds of assessments or what kinds of expectations would define whether the treasurer was or was not productive.

Criterion III.B.3

Strengths:

NOT APPLICABLE as the applicant is not currently proposing a school specific measure.

Weaknesses:

NOT APPLICABLE

Section III.C: Ongoing Operations		
☒ **Meets the Standard**	☐ **Does Not Meet the Standard**	☐ **Falls Far Below the Standard**

Criterion III.C.1

Strengths:

None

Weaknesses:

Transportation service is not required but considering the student population statistics of the surrounding DOE schools, applicant should consider whether families would be able to, or will choose to, enroll at their school when the needed services, such as transportation or school meals, are not provided by the charter school but are provided at the neighborhood DOE school. This raises the concern as to whether the enrollment targets are realistic goals and whether the budget is sound.

Criterion III.C.2
Strengths: None **Weaknesses:** Response needed more specific details. There is insufficient clarification on how this statement will be accomplished: "physical space devoid of any potential hazards". What would be the plan that would accomplish this? There are not enough specific details that explain what the applicant means.
Criterion III.C.3
Strengths: **None.** **Weaknesses:** Food service is not required but considering the student population statistics of the surrounding DOE schools, applicant should consider whether families would be able to, or will choose to, enroll at their school when the needed services, such as transportation or school meals, are not provided by the charter school but are provided at the neighborhood DOE school. This raises the concern as to whether the enrollment targets are realistic goals and whether the budget is sound.

Section III.D: Student Recruitment, Admission and Enrollment		
☒ **Meets the Standard**	☐ **Does Not Meet the Standard**	☐ **Falls Far Below the Standard**
Criterion III.D.1		
Strengths: None **Weaknesses:** None		
Criterion III.D.2		
Strengths: Demonstrated a clear understanding of lottery process and requirements. **Weaknesses:** Enrollment cannot be contingent on a determination of SPED accommodations before admission. Applicant's admissions policy as to Special Needs Applicants will need to be revised to comply with Hawaii Department of Education Special Education processes and HRS 302D-34.		
Criterion III.D.3		
Strengths: None **Weaknesses:** None		

Section III.E: Parent Involvement and Community Outreach		
☒ **Meets the Standard**	☐ **Does Not Meet the Standard**	☐ **Falls Far Below the Standard**
Criterion III.E.1		
Strengths: None **Weaknesses:** None		
Criterion III.E.2		
Strengths: Applicant's parent volunteer coordinator plan is an appropriate solution to assist the school's operations. **Weaknesses:** None		
Criterion III.E.3		
Strengths: None **Weaknesses:** None		
Criterion III.E.4		
Strengths: None **Weaknesses:** None		

Section III.F: Nonprofit Involvement		
☒ **Meets the Standard**	☐ **Does Not Meet the Standard**	☐ **Falls Far Below the Standard**
Criterion III.F.1		
Strengths: None **Weaknesses:** None		
Criterion III.F.2		
Strengths: Each board member on the non-profit has fundraising experience and several appear to have good networks that will make the group's goals to "supporting, organizing, informing, and raising funds" for the charter school attainable. The application sets a high year 0 fundraising target, however, given the experience, resumes, and		

passion of each of the board members and especially the board's President, (as demonstrated during the Capacity Interview), this target could be achievable.

Weaknesses:

None

Section III.G: Geographic Location and Facilities		
☒ **Meets the Standard**	☐ **Does Not Meet the Standard**	☐ **Falls Far Below the Standard**
Criterion III.G.1		
Strengths: None **Weaknesses:** None		
Criterion III.G.2		
Strengths: The applicant presented a sound plan and timeline. The school presented a project chart that identified responsible individuals in an "Assigned to" column and hard start and finish dates. The simple chart showed the breakdown of the project into detailed manageable steps. Steps were reasonable. Applicant provided an update in the Capacity Interview and specific details such as identifying the parties responsible for developing and monitoring facility plans to accommodate it growth in year 2, which addressed a weakness of the narrative. **Weaknesses:** None		

Section III.H: Start-Up Period		
☒ **Meets the Standard**	☐ **Does Not Meet the Standard**	☐ **Falls Far Below the Standard**
Criterion III.H.1		
Strengths: None **Weaknesses:** None		
Criterion III.H.2		
Strengths: None **Weaknesses:** None		

Section III.I: Conversion Charter School Additional Organizational Information		
☐ Meets the Standard	☐ Does Not Meet the Standard	☐ Falls Far Below the Standard
☒ Not Applicable		

IV. Financial Plan
A strong Financial Plan is coherent overall and aligned internally with the proposed school's mission and vision, Academic Plan, and Organization Plan.

Section IV.A: Financial Oversight and Management		
☒ **Meets the Standard**	☐ **Does Not Meet the Standard**	☐ **Falls Far Below the Standard**
Criterion IV.A.1		
Strengths: Plan to have sound systems in place and will be seeking help from experienced and knowledgeable charter school consultants to work with proposed school's financial leadership team. **Weaknesses:** Charter school consultants referenced in application do not have the expertise needed. Internal control procedures need more specificity.		
Criterion IV.A.2		
Strengths: Financial expertise included in GB is noted especially since it appears the GB will take a very proactive role in the school's finances. **Weaknesses:** Need more specificity in roles and responsibilities of governing board regarding school financial oversight and management.		
Criterion IV.A.3		
Strengths: Awareness that charter schools are exempt from state procurement. Proposed school plans to keep the intent of state procurement processes and procedures when developing its procurement program. **Weaknesses:** Need more specificity of procedures and criteria for vendor and contractor selection.		

Section IV.B: Operating Budget		
☒ **Meets the Standard**	☐ **Does Not Meet the Standard**	☐ **Falls Far Below the Standard**
Criterion IV.B.1		
Strengths: Reasonable budget. **Weaknesses:** Risk in dependence on fund raising to support 92% of the year 0 operating costs.		

Criterion IV.B.2
Strengths: Reasonable contingency plan. Years 2 and 3 project proposed school's anticipation of building reserves. **Weaknesses:** None

V. Applicant Capacity
The applicant's capacity is evaluated based on the applicant's individual and collective qualifications (including, but not limited to, documented and relevant credentials and experience reflected in the resumes of all members) and the applicant's demonstrated understanding of challenges, issues, and requirements associated with running a high-quality charter school*, as defined in the RFP (including, but not limited to, the application and Capacity Interview responses).*

Section V.A: Academic Plan Capacity		
☒ **Meets the Standard**	☐ **Does Not Meet the Standard**	☐ **Falls Far Below the Standard**
Criterion V.A.1		
Strengths: Key members of the proposed school's academic team have excellent collective qualifications and capacity. **Weaknesses:** None		
Criterion V.A.2		
Strengths: None **Weaknesses:** None		
Criterion V.A.3		
Strengths: None **Weaknesses:** The application does not provide specificity on what support has been pledged.		
Criterion V.A.4		
Strengths: None **Weaknesses:** None		
Criterion V.A.5		
Strengths: None **Weaknesses:** None		

Section V.B: Organizational Plan Capacity		
☒ **Meets the Standard**	☐ **Does Not Meet the Standard**	☐ **Falls Far Below the Standard**
Criterion V.B.1		
Strengths: None **Weaknesses:** None		
Criterion V.B.2		
Strengths: None **Weaknesses:** None		

Section V.C: Financial Management Capacity		
☒ **Meets the Standard**	☐ **Does Not Meet the Standard**	☐ **Falls Far Below the Standard**
Criterion V.C.1		
Strengths: Governing Board includes CPA. **Weaknesses:** Qualifications of L. Finnegan as charter school financial consultant not clear. What is her expertise and experience in this area?		
Criterion V.C.2		
Strengths: Essential partners identified. **Weaknesses:** None		

Exhibit B

Applicant Response for Alaka'i O Kaua'i

Response to Charter Commission's Evaluation Staff's Recommendation – July 6, 2016
proposed Alaka`i O Kaua`i Public Charter School

Act 130 – HRS Chapter 302D instituted, "a rigorous, transparent accountability system that at the same time honors the autonomy and local decision-making of Hawaii's charter schools". We understand that the process is thorough, transparent, and demanding. We agree whole-heartedly with the Charter School's Evaluation Staff's recommendation that Alaka`i O Kaua`i Public Charter School be approved. We feel that we clearly have demonstrated high levels of expertise and experience in the areas of education, school finance administration, and management and we do have high expectations for excellence in professional standards and student achievement.

Our written response is to cover specific areas of weaknesses or concerns that the Evaluation Staff highlighted. But most importantly, we hope to let the Charter Commission members know of our receptiveness and responses to the report. We have followed the bolded topics of the Evaluation Staff's Recommendation Report in writing our response.

Contribution to Public Education System
As noted in the application, there are two priority needs that the Charter Commission would like charter schools to provide.
1. Educational capacity to service more students in areas of overcrowding of our local schools. Kauai has only ten elementary schools in all of Kauai. Six of those schools are in the area that we seek to have our charter school and each of them are now at capacity or over-crowded. We would most like to serve Kapaa for their K-5 Elementary School now has over 900 students. There is a new low-housing development that has already broken ground near Mount Kahili, our proposed site, and will soon be building homes that will necessitate more schools.
2. Most all our schools are faring at State average, with the exception of Kapaa Elementary School which performs well below. We believe our program of project-based learning that engages students and focuses on 21st Century Skills will enable our students to become high achievers and performers.

Enrollment Summary
In our application, we have stated that we would like to open with 165 students to serve K-4. With recent input from our community and assessment by our academic personnel, we would like to amend our opening to K-5 to have our stated 4th grade class of 25 students be a combination class of 4th and 5th graders. The enrollment count of 165 would be the same and the number of seven teachers needed would be the same. The curriculum would not change except to accommodate standards for fifth grades, which we did submit. And the budget would remain the same. Our school opening and meeting our target enrollment would be more easily met with the K-5 change. If this adjustment or amendment is not allowed, then of course, we would follow necessary rules or protocol.

Executive Summary
The recommendation for approval of Alaka`i O Kaua`i Public Charter School is highly appreciated and we note and accept the huge responsibility of opening a charter school. There were gaps in expressing effective governance and fiscal management, but we have corrected the budget which had mathematical errors and will continue to implement internal controls in both of

these areas. Our severest weakness was in the bylaws (Attachment R) and policies. We had written "Draft" on the bylaws for we wanted time to bring in alignment the required charter school bylaws instead of our submitted non-profit bylaws. We want to assure the Evaluation Staff and the Charter Commission that we are in the process of re-writing our bylaws and will have the bylaws approved by the governing board by the July 28 date. We are also anxious to understand all the pre-opening assurances so that we can be in complete compliance.

Academic Plan
We are very pleased the Evaluation Staff understood our project-based learning model for Alaka`i O Kaua`i Public Charter School. Our emphasis to support the whole child's success with Social Emotional Learning as well as strong, research-based academics was well noted with our strength in instructional methodology and pedagogy. The acknowledgement that our plan for making learning real and relevant to students is greatly appreciated. We do plan to utilize the Strive Hi, state mandated assessment, as well as other measurements of academic progress. Key to our success will be the Data/Curriculum Coordinator to assist us in driving instruction and providing PBL professional development.

Organizational Plan
The Recommendation Report states that approval be contingent on an assessment of progress during Year Zero to appropriately meet the requirements of the pre-opening assurances. By the time we meet the Charter Commission Application Committee on July 28, we plan to announce that our bylaws and policies have been brought into compliance.

We also will correct an error regarding our Application and Enrollment policy, especially as it relates to welcoming special education students. (See next section under Curriculum and Instruction regarding special education students.)

The strength of our Governing Board is the commitment by all members to a beginning three-year term which includes the application year, the pre-opening Zero Year, and the first year of Start-up. The acting Chair of the Governing Board, DrB, recognizes her error of last year in not committing her extensive expertise and all-encompassing experience needed to oversee the school for the full three years of service.

As stated earlier in Alaka`i O Kaua`i Public Charter School's response, we do understand that our bylaws need to conform to Hawaii Revised Statutes 302D. Our Hawaii non-profit By-laws will reflect that the Charter School Bylaws and Polices which will guide the governing board and be in compliance with the law. For our bylaw workshop on July 9, 2016, we have three resources/templates to use as guides: Kawaikini Charter School, Kanu o Ka `Aina Charter School, and the Hawaii Charter Commission bylaws.

In addition, and of upmost importance, is to note that there was an error with using the word "after" regarding services for admittance for special education students. We understand fully well and we will make sure our policies reflect as much, that Public Charter Schools are open to any student and ALL students and we will embrace the enrollment of our special education students.

Financial Plan
We do have a CPA Board Member, who has recently been faced with a family member being diagnosed with an illness and thus she might be unable to serve her term with the Governing Board. With this notification last week, (June 20, 2016), she has supplied us with three other Kauai CPAs that might be able to replace her in case she cannot serve. She said she will call into the July 28 Charter Commission meeting, if the Commissioners would need her to do so.

We understand that there will be rigorous pre-opening requirements that will include:
1. Development of internal control procedures;
2. Descriptions of roles, responsibilities and processes with insuring proper financial oversight and management;
3. Development of sound criteria and procedures for vendor and contractor selection.

We will be hiring a professional and experienced Business Manager to assist the Director with creating a sound financial system that will be overseen by the Governing Board. Our present CPA stated that she knows of several exemplary Auditors for conducting an annual audit in accordance with state law. Establishing how our proposed Alaka`i O Kaua`i Public Charter School will establish strong internal controls is one of our highest priorities. We will seek guidance from experts to lead us.

Evidence of Capacity
As stated, we are strongly aware of developing internal control policies and correcting our draft bylaws and policies. In addition, we will listen, act, and abide by all pre-charter assurances so that we will successfully open our prosed Alaka`i O Kaua`i Public Charter School.

Evaluator Biographies
We would just like to note to the Commissioners of the excellence in knowledge, expertise, and experience that comprised the Evaluation Staff members this application cycle. Their strict but kind adherence to the application process was always helpful and their feedback has been greatly appreciated.

Evaluation Criteria Overview
It is the understanding of the Governing Board that strength in one area does not compensate for material weakness in another. We feel we do have the capacity to open and operate a high quality charter school that will improve academic outcomes for ALL students on Kauai that will attend Alaka`i O Kaua`i Public Charter School.

Response to the Evaluation Report in Specific Areas with regards to improving upon any stated weaknesses:

Curriculum and Instructional Design

"The outlined expectation of PBL training for teachers does not appear sufficient to allow full implementation of PBL. Two weeks is not enough time to learn, plan, and be ready to implement." With this understanding and agreement, we have put in our budget to have a Curriculum/Data Coach for the teachers who will be meeting weekly with teacher leaders to have on-going development of PBL and to also problem-solve along the way. Allotment of time for teachers to more fully understand PBL will also be built into teachers' schedules.

"The application does not provide a comprehensive description of how the proposed school will address Special Education needs." We want to assure the Commissioners that we will work closely with the DOE who does supply needed personnel and assistance with identification, accommodations, and services for special education students. In addition, the governing board has identified several national consultants who are willing to work with us to develop a comprehensive plan to address the special education needs of our students. Also, the proposed director for Alaka`i O Kaua`i Public Charter School has a strong background in special education and is certified in teaching special education. We will be in complete compliance and will work diligently to provide comprehensive services for ALL students.

"Is it feasible to have all grade levels immediately implement PBL or will a gradual build-out be employed? If a gradual build-out of the plan needs more details on the build-out. (Buck Institute)" One of our references that will be supplied to all our teachers is the Buck Institute produced book, "PBL in the Elementary Grades". It is suggested to do whole class PBL in the younger grades and to gradually introduce students to the whole concept of PBL, with working collaboratively, asking questions, and building essential skills to have successful individual projects in the upper grades. Thom Markham former Associated Director of Buck Institute for Education (BIE) and considered the "grandfather" of PBL, now serves on the Advisory Board for the professional development organization that we hope to contract to do our PBL training. Importantly, we will make sure that Common Core Standards and subject matter are well integrated with PBL and that a comprehensive approach is made for our PBL school.

Professional Culture and Staffing

"This application is unclear on what types of contingencies are in place if a position is not hired as planned; how will that affect the hiring of the rest of the staff?" We will need to seek a highly qualified candidate in PBL for the Data Coach and Curriculum Coordinator. If we are unable to find this key person, then additional professional development training will be necessary as well as hiring a teaching staff that has a PBL background. Kauai DOE has been training administrators and teachers in PBL and Deeper Learning strategies that we plan to piggyback on the training that has been taking place at the district level. With the hiring of the staff, especially in the way of our Leadership Team, we will need to assess holistically and coordinate our efforts. The governing board will have a heavy hand in hiring and making needed adjustments along the way.

"The application does not list which positions will be part of any negotiating with the bargaining unit." We did state that all the hiring will be within each respective bargaining units' area of responsibilities, ie. Certified Administrators HGEA with Unit #6, HSTA Licensed Teachers with Unit #5 and non-certified personnel with their respective unions. We also understand that negotiating with bargaining units may also be needed with regards to schedules, calendars, and extra work days.

School Calendar and Schedule

"The Evaluation Team believes that Friday is a poor choice for an early release day; the fear is that a short day on Friday will lead to families not sending students to school at all and taking frequent three day weekends. The Evaluation Team recommends a shift to early release on Wednesday." Although the governing board recognizes this critical concern, Fridays were chosen after a PBL model of a Los Angeles School, which has the highest attendance rates of any Los Angles school. During school orientation, attending on Fridays will be addressed as a high priority as well as the importance in a PBL school of attending school regularly every single day, since projects are completed in groups during school. If we find that the Fridays are becoming frequent three-day weekends with our Kauai families resulting in students missing school, then the governing board will switch to the recommended Wednesdays.

Organizational Plan – Governance

"If the application is approved, the applicant's bylaws in attachment R needed to be revised to reflect a governing board structure that is a state and public entity, not a Non-Profit Benefit Corporation" as stated throughout the bylaws. Specifically, the third bullet of the beliefs and commitments section that each Governing Board member needs to be revised to reflect its status as a public entity as delineated in HRS 302D-12." The governing board is in complete understanding for the immediate need to revise and approve bylaws that are consistent with charter school bylaws and state approved. The Chair had actually copied HRS 302D-12 for each Board Member with specific knowledge that we would:

1. Hold meetings open to the public;
2. Post the notices and agendas of public meetings at the Charter School Office and Internet website;
3. Keep written minutes of all public meetings (making note of A-F requirements);
4. Post the written minutes from public meetings at the charter school office and on the internet website;
5. Maintain a list of the current names and contact information of the governing board's members and officers.

"If the application is approved, updates provided in the capacity interview regarding the structure of the Advisory Board to the Governing Board and the school's director should be reflected in the narrative. For example: amendments to the Organizational chart (attachment T) need to be reflected. Also should consider revising narrative statements to reflect what was presented in interview, like: (pg 71) "the search for legal expertise will expand to the rest of Hawai`i if we are unable to find a committed legal person on Kaua`i to serve on the governing

board." (pg 74) By August 2016, the board will identify, vet, invite and on-board the new applicant board member with legal expertise, more specifically in contract law, and any others. The minimization of the Advisory Board after the hiring of the Director should be stated in the narrative. Finally, as a side note, including the communication protocols in the application would have boosted the application." As mentioned in our Capacity Interview, the Advisory Board (consisting of a present DOE principal, Real Estate Broker-Owner, Oahu Attorney, and a community member who had her own home-based school for eight years) has been invaluable since our governing board had not identified a director or business manager. We are on schedule with our timeline of August 2016 to have the legal expertise on board that may be needed, but we understand that legal counsel is available to charter schools through the DOE. We agree and regret that we were not clearer regarding communication protocols of using the Advisory Board, but once our director is hired, the use of our Advisory Board will be minimized.

"Reference to Attachment R which contains bylaws that conflicts with 302D–12, applicant should review HRS 302D, charter school law". This has been reviewed with our Governing Board and will be examined again at our upcoming Bylaw Workshop on July 9, 2016.

"Governing board will only participate in self-assessments to gauge good governance and effectiveness." We recognize the self-assessment as a weakness and will be open to how other charter school governing boards are assessed. An outstanding resource that has been integrated as part of our bylaw workshop states: "A high performing charter school board focuses on student achievement, acts strategically, recruits an exceptional school leader, raises and uses resources wisely, and fulfills all compliance expectations, but it only manages two things: the school leader, and itself. Charter school boards must manage themselves by investing in proven governance best practices regarding board composition, committee structure, meetings, and dynamics." Charter Board Partners – Great boards for great schools, internet accessed July 6, 2016, http://www.publiccharters.org/wp-content/uploads/2014/09/Paper-Goverance-Best-Practices-for-Highly-Effective-Charter-School-Boards.pdf

Performance Management

"Response was weak – didn't hit the "comprehensive and effective" corrective plan criteria targets." We understand that the performance management will comprise of a framework that includes indicators and measures, for: (1) Student academic proficiency; (2) Student academic growth; (3) Achievement gaps in proficiency and growth between major student subgroups; (4) Attendance; (5) Enrollment variance; (6) Financial performance and sustainability; (7) Performance and stewardship, including compliance with all applicable laws, rules, and terms of the charter contract; and (9) Organizational viability.

"Response was underdeveloped. A more "thoughtful" and "appropriate" response should have provided more specific detail elaborating on what kinds of assessments or what kinds of expectations would define whether the treasurer was or was not productive". We will definitely have outlined assessments that gauge the treasurer's financial performance based upon details of the annual audit and guidelines from the Charter Contract. There are some performance

assessment tools online to gauge growth and performance of the treasurer, which will be identified and adopted.

Ongoing Operations

"Transportation service is not required but considering the student population statistics of the surrounding DOE schools, applicant should consider whether families would be able to, or will choose to, enroll at their school when the needed services, such as transportation or school meals, are not provided by the charter school but are provided at the neighborhood DOE school. This raises the concern as to whether the enrollment targets are realistic goals and whether the budget is sound." We are aware that transportation and school meals will be factors regarding our enrollment target, which affects our budget. That is why we stated that we could not provide these services until Year Three of the school's operation. Parents who have expressed an interest in enrolling their children are meeting to discuss, if the school is approved, how they can car pool, hire private bus services, and brainstorming other options. We do plan to contact the Iwamoto family that owns Roberts Bus Company and ask for assistance from them. The Iwamoto family started their business on Kauai and Bill Arakaki, Kauai Superintendent said they have contributed to the DOE schools in the past and have indicated they would continue to do so. Superintendent Arakaki supplied the name of the Iwamoto family to the governing board chair. Once we are approved, our board will reach out for specific assistance in the way of providing a bus or financial assistance for transportation for Alaka`i O Kaua`i Public Charter School. As for meals, this is extremely important for the total child well-being of our students and Alaka`i O Kaua`i Public Charter School would like to provide food before the third year of operation. There are charter schools which grow their own food, which we find most appealing to our families on Kauai. We will not know how much our enrollment will be affected by the transportation and meal service limitations, but we are aware that this could have a huge impact on our target enrollment and budget.

"Response needed more specific details. There is insufficient clarification on how this statement will be accomplished: "physical space devoid of any potential hazards". What would be the plan that would accomplish this? There are not enough specific details that explain what the applicant means." There are strict County laws on safety of schools and this will be provided by the permits and certification of four different departments on Kauai: Building Permits, Water and Sewage Department, Fire Department, and Health Department. We understand that we will have to pass inspection from all these departments.

Student Recruitment, Admission and Enrollment

"*Enrollment cannot be contingent on a determination of SPED accommodations before admission. Applicant's admissions policy as to Special Needs Applicants will need to be revised to comply with Hawaii Department of Education Special Education processes and HRS 302D-34."* Alaka`i O Kaua`i Public Charter School will be clearly stating in our admission policy that we shall not discriminate against any student or limit admission based on race, color, ethnicity,

national origin, religion, gender, sexual orientation, income level, disability, level of proficiency in the English language, need for special education services, or academic or athletic ability.

Financial Oversight and Management

"Charter school consultants referenced in application do not have the expertise needed. Internal control procedures need more specificity."

"Need more specificity in roles and responsibilities of governing board regarding financial oversight and management."

"Needs more specificity of procedures and criteria for vendor and contractor selection."

The financial oversight and management areas is definitely a vulnerable point. We are anxious to correct this weakness by seeking a strong school director, business manager and a person with responsible accounting expertise. A director that we have selected has a strong background with "numbers", budgets and fiscal oversight. We of course, can not start serious negotiations with any candidate until we are approved. We have been without the guidance of a school director or business manager and our existence will be strengthened with the hiring of these key stakeholders. In addition, we are hopeful of rigorous governing board training regarding financial oversight and management.

Operating Budget

"Risk in dependence on fund raising to support 92% of the year 0 operating costs". It is unfortunate, but we were misinformed by last year's Charter Commission Staff liaison that we could NOT apply for Federal monies for start-up charter schools until we are approved. At the public hearing on May 12, we discovered that a fellow applicant had received those much needed funds to open with "contingent upon approval". The deadline for application was April 25, 2016, thus we missed an enormous opportunity to not be dependent upon fund raising for Year Zero. But we will apply for the next round for any federal or state monies that may be available to us. We do have outstanding fundraising capacity with foundations and grants that can be obtained through our nonprofit organization, Alaka`i Hawai`i, which has garnered support of $60,000 in pledges once we are approved. Presently we have raised only $23,868, but that is a start.

Applicant Capacity: Academic Capacity

"*The application does not provide specificity on what support has been pledged." As our strength in this area was stated by the Report*." The Evaluation Staff has noted that key members of the proposed school's academic team have excellent collective qualifications and capacity. In addition, the academic support that has been pledged has come from the staff at Kawaikini Charter School and the neighboring principal, Paul Zina, principal of Ele`ele

Elementary School and Bill Arakai's administrative organization, Kauai Education Leaders Association (KELA). Each person or group have pledge to give us guidance and share their experience with Alaka`i O Kaua`i Public Charter School.

Financial Management Capacity

"Qualifications of L. Finnegan as charter school financial consultant not clear. What is her expertise and experience in this area?" As past Executive Director of the Hawaii Charter School Network and presently Chief Operations Officer of an Oahu Charter School, we assumed Ms. Finnegan would have the necessary qualifications to assist us with financial management (specifically assisting with the application's financial workbook). We will be hiring an experienced charter school Business Manager and a School Director who understands financial operations. If needed, we could again hire experienced consultants to help with limited expertise that may not be present on Kauai.

The governing board of Alaka`i O Kaua`i Public Charter School would like to express how much we greatly appreciate the time, energy and thoughtfulness that the Evaluation Staff has given to our application. Their feedback has been quite thorough and specific in nature which will guide us to correct any gaps in our application. All encounters with the Evaluation Staff during this year's application process has been professional and respectful, which was not only appreciated, but duly noted. Mahalo nui loa. DrB