

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

**Strategic Vision and Plan  
for Chartering and Authorizing of Public Charter Schools  
2019 to 2023**

**Approved on June 28, 2018**



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

**Strategic Vision and Plan  
For Chartering and Authorizing of  
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**History and Background**<sup>1</sup>

In 1999 the State of Hawai‘i Legislature enacted the State’s first charter school law in Act 62, Session Laws of Hawai‘i (SLH) 1999, codified in Chapter 302A, Part IV, Section D, HRS, entitled *New Century Charter Schools*. The purpose of the act was to increase the flexibility and autonomy at the school level for new century charter schools<sup>2</sup> governed by local school boards to operate independent educational programs apart from those provided by the State of Hawai‘i, Department of Education (HiDOE). New century charter schools were authorized by the Board of Education (BOE).

In 2006, the Legislature adopted proposals developed by the Task Force on Charter School Governance created by Act 87, SLH 2005, to improve the charter school system and address problems in the new century charter schools law. These amendments were codified in a new chapter, Chapter 302B, HRS, entitled *Public Charter Schools*. The Charter School Review Panel (CSRP) was the authorizer of public charter schools. The CSRP issued and revoked charters, monitored charter schools and held charter schools accountable for meeting statewide performance standards set by the BOE. Applications to the CSRP included detailed implementation plans regarding the school’s purpose, focus, operations, organization, finances and accountability; and upon approval by the CSRP became the basis for a performance contract between the CSRP and the charter school and its local school board. Upon completion of each school year, charter schools submitted annual self-evaluations which included benchmarks adopted to measure instructional programs and an evaluation of student achievement and organizational viability. The CSRP reviewed, modified, and approved the charter schools’ financial budgets. It also appointed the executive director of the Charter School Administrative Office (CSAO) based upon the recommendations of an organization of charter schools operating within the state or from a list of nominees submitted by the charter schools.

The CSAO handled administrative functions for charter schools. Like the CSRP, the CSAO was attached to the HiDOE for administrative purposes. By law, the CSAO under the direction of the CSRP and in consultation with the charter schools, was responsible for the internal organization, operation, and management of the charter school system. This included preparing and executing the budgets for the office, panel, and charter schools; allocating annual appropriations and distributing federal funds; assisting charter applicants and charter schools with information for panel review; and helping disseminate communications. The law required the CSAO to provide staff support to the CSRP, cover its expenses, and assist the CSRP by coordinating with charter schools for investigations and evaluations.

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<sup>1</sup> Source of information: *Performance Audit of the Hawai‘i Public Charter School System*, December 2011, State of Hawai‘i Auditor’s report

<sup>2</sup> Throughout the document, “new century charter schools”, “public charter schools”, “charter schools” and/or “portfolio schools” terms are used inter-changeably.



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The origins and history of chartering in Hawai‘i include authorizing authority from initial student-centered conversions (i.e., Waialae Elementary, 1995 and Lanikai Elementary, 1996), then vested with entities such as the Board of Education, then the Charter School Review Panel (CSRP) and currently the State Public Charter School Commission (2012). Administrative support functions migrated from the HiDOE, through the BOE and Superintendent, to the Charter School Administrative Office (2003). A 2011 task force primarily resulted in: Renaming and reconstituting the CSRP into the Commission; Renaming and formalizing each charter’s Detailed Implementation Plan into a charter contract; Removing the roles of advocate and support for success as legitimate functions of the Commission and its staff—focusing solely on compliance and accountability; and Changing the funding for the Commission and the staff from 2% of charter per pupil allocations into a separate appropriation.<sup>3</sup>

#### **Public Education Governance and Policies**

The State of Hawai‘i is the only state in the country with a single State Education Agency (SEA) and Local Education Agency (LEA). BOE ends or outcomes policy *E-1 – Philosophy of Education* establishes the premise of, need for, scope and opportunity of public education; *E-2 – Mission, Vision, Values* articulates mission (purpose of), vision (aspirational and inspirational descriptors), core values and beliefs of public education; and *E-3 Nā Hopena A‘o*, provides a comprehensive outcomes framework to be used by those who are developing the academic achievement, character, physical and social emotional well-being of all students to the fullest potential.

The Commission and portfolio schools operate under the governance of the BOE, is administratively attached to the Department of Education and included in the Department’s operating budget as appropriated by the State Legislature via the Department of Budget and Finance. However, the Commission advocates for its own funding (e.g., EDN) at the Legislature, continues to work within the various HiDOE systems (e.g., curriculum, instruction, support) including services that are provided by other State Departments---Accounting and General Services (e.g., food, transportation), Health, Human Services, and does not operate within any of the 15 regional complexes of HiDOE.

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<sup>3</sup> Hawai‘i Educational Policy Center report, “A Brief History of the Charter Movement in Hawai‘i: Where it is Has Been, Current Status, and Future Directions (February 2016).



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**Ka Papahana Kaiapuni<sup>4</sup>**

In accordance with the State of Hawai‘i’s Constitution<sup>5</sup>: “The State shall promote the study of Hawaiian culture, history and language. The State shall provide for a Hawaiian education program consisting of language, culture and history in the public schools. The use of community expertise shall be encouraged as a suitable and essential means in furtherance of the Hawaiian education program”; and Hawaiian is an official language.

HiDOE contributes to Hawaiian language revitalization by providing for K-12 Hawaiian language education. The Hawaiian Language Immersion Program (HLIP), Ka Papahana Kaiapuni (KPK), delivers instruction exclusively through the medium of Hawaiian language until grade 5, whereupon English is formally introduced. All families residing in Hawai‘i have the option to enroll their children in a Hawaiian language immersion program. Within the organizational structure of the Department, KPK is supported by the Office of Hawaiian Education and other state offices as well its complex areas.

HiDOE also engages with the community, via the ‘Aha Kauleo (‘AKL), to collect stakeholder input on Kaiapuni implementation. The ‘AKL is a community-based consortium of parent, teacher, and administrator representatives from each school, as well as collegiate level representatives and community partners, such as the Office of Hawaiian Affairs, Kamehameha Schools and the ‘Aha Pūnana Leo. The group serves as advisors to the BOE and HiDOE Superintendent as well as advocates for quality Hawaiian Language Immersion education, and Hawaiian education in general.

Currently, there are 17 HiDOE KPK sites under the jurisdiction of the HiDOE Superintendent and six Charter School sites under the jurisdiction of the Commission for a total of 23 statewide sites.

**Current Context – Commission/Authorizer Profile**

Effective July 1, 2013, the State Public Charter School Commission was established under Act 130, Chapter 302D, Hawai‘i Revised Statutes with statewide jurisdiction and authority. Its predecessor, the Charter School Administrative Office, which was established by Chapter 302B, Hawai‘i Revised Statutes in 2014, closed as of June 30, 2013 pursuant to the repeal of Chapter 302B. The statutory mission of the State Public Charter School Commission (SPCSC or “Commission”) is “to authorize high-quality public charter schools throughout the State.” (HRS 302D-3(b)) and has operated thus far with a strategic vision to provide excellent and diverse educational options for Hawai‘i’s families, prepare students for future academic or career

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<sup>4</sup> Retrieved 4/7/2018,

<http://www.hawaiipublicschools.org/TeachingAndLearning/StudentLearning/HawaiianEducation/Pages/translation.aspx>

<sup>5</sup> Article X, Section 4 – Hawaiian Education Program; Article XV, Section 4 – Official Languages



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success, and contribute meaningfully to the continued improvement of Hawai‘i’s public education system as a whole. The Commission is the sole authorizer, at present, of public charter schools in the State of Hawai‘i.

The Commission, as an agency of the State of Hawai‘i, operates on an annual General Fund budget of approximately \$1.5MM with 21 positions engaged in authorizing (e.g., application, pre-opening, contract monitoring) and related portfolio management (e.g., state and local educational agency state and federal mandates, reporting, compliance) and federal program activities. For the year ended June 30, 2017, the Commission recognized \$2,473,629 in revenue (\$1,514,179 General Fund, \$852,268 Federal grants and \$107,182 other income); \$2,326,633 in expenses; and \$85,334,320 in transfers in (from HiDOE) and out to portfolio schools and programs. Audited annually, the independent auditor’s report on the Commission’s financial statements for the year ended June 30, 2017, was unqualified (i.e., presented fairly, clean); no deficiencies in internal controls (that were considered to be material weaknesses) were identified; and the Commission complied, in all material respects, with the types of compliance requirements as it related to federal program administration.

**Current Context – Charter School Portfolio Profile**

Since the enactment of charter school legislation in 1999, 40 public charter schools (refer to Appendix A) have been authorized. One school on O‘ahu was closed in 2014, 37 are in current operations enrolling over 11,300 students in school year 2017-2018, one school on Kaua‘i is projected to open in the fall of 2018 and another school on O‘ahu in ‘Ewa is projected to open in the fall of 2019. Most of the charter schools’ state funding is provided on a per-pupil basis based on the operating appropriation to the State of Hawai‘i’s Department of Education (HiDOE) and the school’s pro rata enrollment compared to the total public education enrollment. Per pupil funding has been \$6,846, \$7,089 and \$7,323 in school years 2015-2016, 2016-2017 and 2017-2018, respectively; and while the amount has increased each year, charter school operational costs continue to rise and gaps remain between charters and schools under operation by HiDOE, especially as it relates to facilities and occupancy related costs (e.g., lease rent).

In 2015, the Commission was awarded a four-year federal preschool development grant to support statewide efforts to build, develop and expand voluntary, high-quality pre-kindergarten programs for children from low-and moderate-income families. The grant, totaling \$14,881,368 over four years, is targeted to serve 920 children and is the only grantee in the nation whose award focused solely on charter schools. Nineteen of the 39 authorized schools (since inception) or 49% are Hawaiian focused charter schools. Of the 36 schools in operation, 12 schools serve pre-K students and families. Appendix A lists the 39 authorized public charter schools (since 1999), location and grades serviced. In March 2018, the Commission launched its 2017-2018 application process with anticipated action by early fall 2018 and projected new charter school



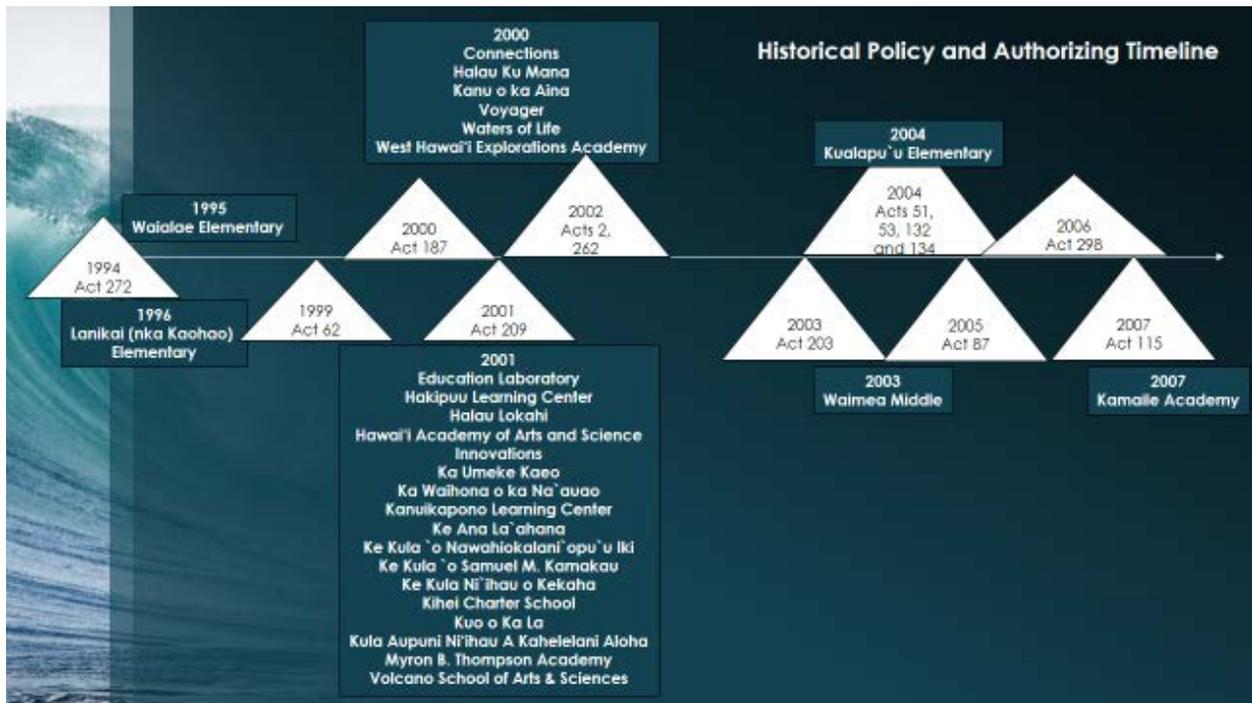
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opening(s) no later than the fall of 2020 (SY 2020-2021), a two year preparation and pre-opening period.

**Illustration I-1A. Historical Policy and Authorizing Timeline – 1994 to 2007**



**Current Context – Charter School Governance**

Each Hawai‘i public charter school is governed by its respective governing board, the independent board (vs. the school’s leadership) that is party to a charter performance contract with the State Public Charter School Commission. The school governing board is responsible for the financial, organizational, and academic viability of the charter school and implementation of the charter. "Governing board" is defined in Chapter 302D, Hawai‘i Revised Statutes, as "the independent board of a public charter school that is party to the charter contract with the authorizer that: Is responsible for the financial, organizational, and academic viability of the charter school and implementation of the charter; Possess the independent authority to determine the organization and management of the school, the curriculum, and virtual education; Has the power to negotiate supplemental collective bargaining agreements with exclusive representatives



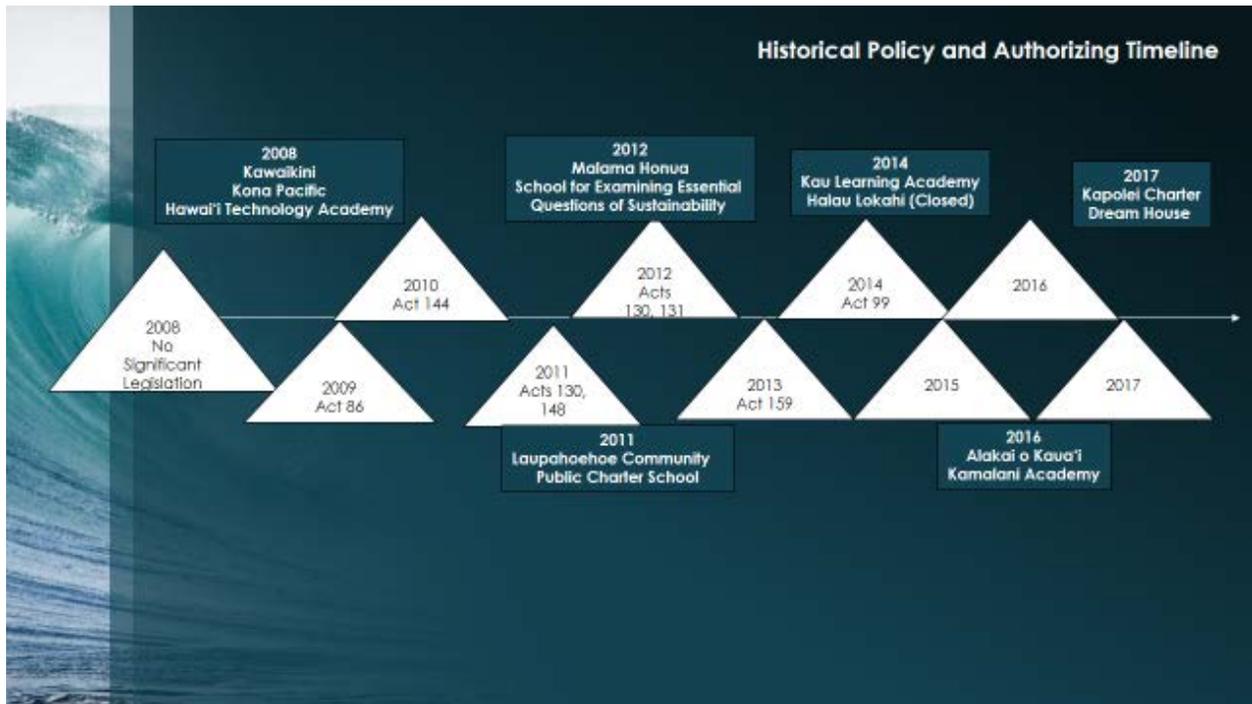
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of their employees and is considered the employer of charter school employees for purposes of Chapters 76, 78, and 89; and Ensures compliance with applicable state and federal laws.

**Illustration I-1B. Historical Policy and Authorizing Timeline – 2007 to 2018**



Each charter school has a non-profit organization that provides support with fundraising and other governance related matters, including Governing Board composition. The composition should: Provide the governing board with a diversity of perspective and a level of objectivity that accurately represent the interests of the charter school students and the surrounding community; Demonstrate an understanding of best practices of non-profit governance; and Possess strong financial and academic management and oversight abilities, as well as human resource and fundraising experience. In addition, there are a couple of restrictions to the constitution of governing boards: No more than one-third of the members of a governing board can be employees or relatives of employees of the charter school under the jurisdiction of that governing board. No employee or relative of an employee of a charter school may serve as the chair of the governing board of that charter school unless the State Public Charter School Commission grants an exemption based upon a determination that it is in the best interest of the charter school.



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Governing boards must make meeting notices and agendas available at least six calendar days before a public meeting on the board's or charter school's website and this website. Notices and agendas also need to be publicly accessible at the board's or the SPCSC's office during regular business hours. Governing boards are required to make their minutes available within thirty days on the board's or charter school's website and the SPCSC website and in the board's and SPCSC's office during regular business hours. Governing boards are required to maintain a list of the current names and contact information of the governing board's members and officers on the board's or charter school's website; or in the board's and SPCSC's office, available during regular business hours.

All authorized charter schools operate with the support of an organization exempt under section 501(c)(3) of the Internal Revenue Code, which is an organization that is **organized** and **operated** exclusively for **exempt purposes** set forth in section 501(c)(3)—generally the support of the school, and none of its earnings may **inure** to any private shareholder or individual. In addition, it may not be an *action organization*, *i.e.*, it may not attempt to influence legislation as a substantial part of its activities and it may not participate in any campaign activity for or against political candidates. Organizations described in section 501(c)(3) are commonly referred to as *charitable organizations*. Organizations described in section 501(c)(3), other than testing for public safety organizations, are eligible to receive tax-deductible **contributions** in accordance with Code section 170.<sup>6</sup>

#### **Strategic Vision and Plan Project**

The SPCSC strategic vision and plan project effort was triggered by a number of factors, but particularly by activities of the BOE and the resultant the BOE Special Review Report in the Fall of 2016. In the Spring of 2017, the Commission initiated a Strategic Vision and Plan project, organized a Permitted Interaction Group (PIG) as the project Steering Committee, drafted and implemented a project plan and activities, resourced the project (e.g., project plan, collaborators and supporters), began the data collection and analyses (e.g., review of documents, discussions, interviews, focus groups, surveys, stakeholder and community listening sessions) and periodically reported back to the Commission on the project's progress. The project scope acknowledged that vision and planning would encompass both chartering and authorizing.

Based on the Strategic Vision and Plan project activities—particularly inputs from portfolio school communities---synthesized, summarized and articulated at a high level, are the purposes

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<sup>6</sup> Retrieved (3/2018): <https://www.irs.gov/charities-non-profits/charitable-organizations/exemption-requirements-section-501c3-organizations>



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for and vision of chartering in Hawai‘i, Commission’s statutory mission<sup>7</sup>, high quality public charter school markers, strategic authorizing vision<sup>8</sup>, strategic framework, plan, strategies and tactics for the first five year period beginning July 1, 2018 (fiscal year ending June 30, 2019).

**Illustration I-2. Location and Identification of Charter Schools in the State of Hawai‘i**



**Hawai‘i Island:** Connections Public Charter School(PCS)· Hawai‘i Academy of Arts & Sciences PCS · Innovations PCS · \*Ka Umeke Kā‘eo · Kanu o ka ‘Āina New Century Public Charter School (NCPCS) · Ka‘u Learning Academy · Ke Ana La‘ahana PCS · \*Ke Kula ‘o Nāwahīokalani‘ōpu‘u Iki · Kona Pacific PCS · \*Kua o ka Lā New NCPCS · \*Laupāhoehoe Community PCS · \*Nā Wai Ola PCS · \*Volcano School of Arts & Sciences · Waimea Middle Public Conversion CS · West Hawai‘i Explorations Academy **Kauai:** Kanuikapono PCS · Kawaikini NCPCS · \*Ke Kula Niihau O Kekaha Learning Center · Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A NCPCS **Maui:** Kihei CS **Molokai:** \*Kualapu‘u School: A Public Conversion Charter **Oahu:** Hakipu‘u Learning Center · Hālau Kū Māna PCS · Ka Waihona o ka Na‘auao PCS · \*Kamaile Academy PCS · \*Kamalani Academy · Ka‘ōhao School · Kapolei CS by Goodwill Hawai‘i · \*Ke Kula ‘o Samuel M. Kamakau LPCS · Mālama Honua PCS · Myron B. Thompson Academy · SEEQS: the School for Examining Essential Questions of Sustainability · University Laboratory School · Voyager: A PCS · \*Wai‘alae Elementary PCS **Statewide:** Hawai‘i Technology Academy \*Denotes schools with Pre-K programs through the Preschool Development Grant.

<sup>7</sup> **Mission Statement.** A mission statement explains the organization’s reason for existence. It describes the organization, what it does and its overall intention. The mission statement supports the vision and serves to communicate purpose and direction to members, vendors, collaborators and other stakeholders.

<sup>8</sup> **Vision.** A vision statement describes the organization as it would appear in a future successful state. When developing a vision statement, try to answer this question: If the organization were to achieve all of its strategic goals, what would it look like 10 years from now? An effective vision statement is inspirational and aspirational. It creates a mental image of the future state that the organization wishes to achieve. A vision statement should challenge and inspire.

Both Vision and Mission should help with answering the question of “Why?” in all of the organization’s strategies, activities, resource investments and developments.



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**Strategic Anchors**

The following purposes for chartering in Hawai‘i, function as anchors for the SPCSC Strategic Vision and Plan, consistent with the Philosophy of Education (BOE Policy E-1) and the overall Need for Education<sup>9</sup> by:

- A. **Meeting Family and Community Educational Needs.** To meet the educational needs of families and communities—academically, socially and emotionally with educational *ea*<sup>10</sup> (essence).
- B. **Operating Laboratories of Innovation.** Charter schools are laboratories where action research innovations are hypothesized, researched, designed, implemented, refined and studied to improve the innovation to better meet the needs of families and communities.
- C. **Reflecting Hawai‘i’s Values and Practices.** Charter schools in Hawai‘i reflect family and community choices, values, places, language, culture, practices and whole child perspectives. Project, place, ‘āina (land), Pacific, Hawai‘i and Hawaiian culture based beliefs, values, principles, pedagogies, mindsets and practices, are mechanisms uniquely valued by island families and communities.

**Commission’s Statutory Mission**

The statutory mission of the Commission "**to authorize high-quality public charter schools throughout the State**" (HRS 302D-3(b)) remains unchanged.

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<sup>9</sup> **The Need for Education.** Individuals must develop their personal potentials to participate fully in a democratic, multicultural society. Education is the process which allows individuals to become citizens who have positive attitudes toward learning and inquiry, who communicate effectively, who are guided in making choices based on critically determined and commonly shared values, who are successful in the workplace, and who practice civic responsibility. The preservation, promotion, and improvement of a democratic, multicultural society require the formal schooling of its children, youth and adults. [BOE Policy E-1]

<sup>10</sup> **§5-9 State motto.** The motto "Ua mau ke ea o ka aina i ka pono", is adopted, established, and designated as the official motto of the State. It is translated into English to mean "The life of the land is perpetuated in righteousness". [L 1959, JR 4, §1; Supp, §14-5.3; HRS §5-9; am L 1979, c 145, §2]



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**High Quality Public Charter Schools**

High quality public charter schools are evidenced by:

- A. **Purpose.** Clearly stated and articulated mission statement (purpose) focused on meeting the needs of families in their communities, with shared understanding of that purpose throughout the school community, including Governing Board members, administrators, teachers, school community members, students, parents, families, collaborators and communities at large; in utilizing or accessing educational sovereignty to resist “mission drift” pressures.
- B. **Program.** Holistic programming aligned to the school’s mission; Rigorous academic expectations with whole child perspectives and supports; Iterative, innovative, continuous improvement, action research and data informed approaches; Achievement of targeted academic, social and behavioral outcomes; Programming always to meet needs of families and communities.
- C. **Perpetuity.** Take a long view of the premise and need for education<sup>11</sup>; manages resources—financial, human, social, community—responsibly and prudently with multi-faceted accountabilities; develops leaders; and is an integral, positive influence in their communities.

**Commission’s Strategic Authorizing Vision**

The proposed vision of the commission, **to authorize, actualize and amplify a portfolio of high-quality community based schools throughout the State that are meeting the educational needs of families and communities.**

The vision of the Commission is to authorize with ALOHA, actualize a learning organization and system and amplify its charter school portfolio.

- A. **Authorize with ALOHA.** As a member of the National Association of Charter School Authorizers (NACSA), the belief of improving families’ access to quality schools;

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<sup>11</sup> From Board of Education Policy E-1 - **The Premise.** The Board believes that a democratic society is dependent upon the free, full growth of individuals who will participate in the creation and development of the institutions in that society. The institution of government in this society is founded on a secular base, which allows and encourages the development of a pluralistic society that contains many cultures within that society. **The Need for Education.** Individuals must develop their personal potentials to participate fully in a democratic, multicultural society. Education is the process which allows individuals to become citizens who have positive attitudes toward learning and inquiry, who communicate effectively, who are guided in making choices based on critically determined and commonly shared values, who are successful in the workplace, and who practice civic responsibility. The preservation, promotion, and improvement of a democratic, multicultural society require the formal schooling of its children, youth and adults.



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providing school communities the autonomy they need for schools to excel; and holding schools accountable for their performance; are shared beliefs, implemented in ways that evidence Hawai‘i’s uniqueness framed in the ALOHA spirit---Akahai (kindness with tenderness), Lōkahi (unity with harmony), ‘Olu‘olu (agreeable with pleasantness), Ha‘aha‘a (humility with modesty), Ahonui (patience with perseverance).<sup>12 13</sup>

- B. **Actualize a Learning Organization and System<sup>14</sup>**. Authorizers should model learning organization practices by using the “component technologies”: systems thinking, personal (organization) mastery, mental models, shared vision and team (organization) learning. An authorizer that functions as a learning organization is better able to create the conditions and support learning and growth mindset environment and practices for portfolio schools.
- C. **Amplify Charter School Portfolio and Practices**. Amplifying or strengthening an authorizer’s school portfolio surfaced from the discussion regarding the concept of “strategic authorizing”. A strategic authorizer recognizes the mission, identity, value and contribution of schools individually, enables and strengthens (vs. directs) individual schools, for the collective benefit of the portfolio and chartering in the State of Hawai‘i as a whole.

### Strategic Framework<sup>15</sup>

The Commission’s strategic framework operates with an understanding that the authorizer in Hawai‘i operates in the public chartering and choice context within the larger statewide public PK-12 education context. The framework has three dimensions to articulate and frame

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<sup>12</sup> Credited to Aunty Pilahi Pahi, beloved *kūpuna* (elder).

<sup>13</sup> Hawai‘i Revised Statutes Chapter 5 5-7.5 “Aloha Spirit” These are traits of character that express the charm, warmth and sincerity of Hawai‘i’s people. It was the working philosophy of native Hawaiians and was presented as a gift to the people of Hawai‘i. “Aloha” is more than a word of greeting or farewell or a salutation. “Aloha” means mutual regard and affection and extends warmth in caring with no obligation in return. “Aloha” is the essence of relationships in which each person is important to every other person for collective existence. “Aloha” means to hear what is not said, to see what cannot be seen and to know the unknowable. (b) In exercising their power on behalf of the people and in fulfillment of their responsibilities, obligations and service to the people, the legislature, governor, lieutenant governor, executive officers of each department, the chief justice, associate justices, and judges of the appellate, circuit, and district courts may contemplate and reside with the life force and give consideration to the “Aloha Spirit”.

<sup>14</sup> Learning organization concepts, framework and descriptors from “The Fifth Discipline, The Art & Practice of the Learning Organization”, Peter M. Senge, Currency, New York, 2006

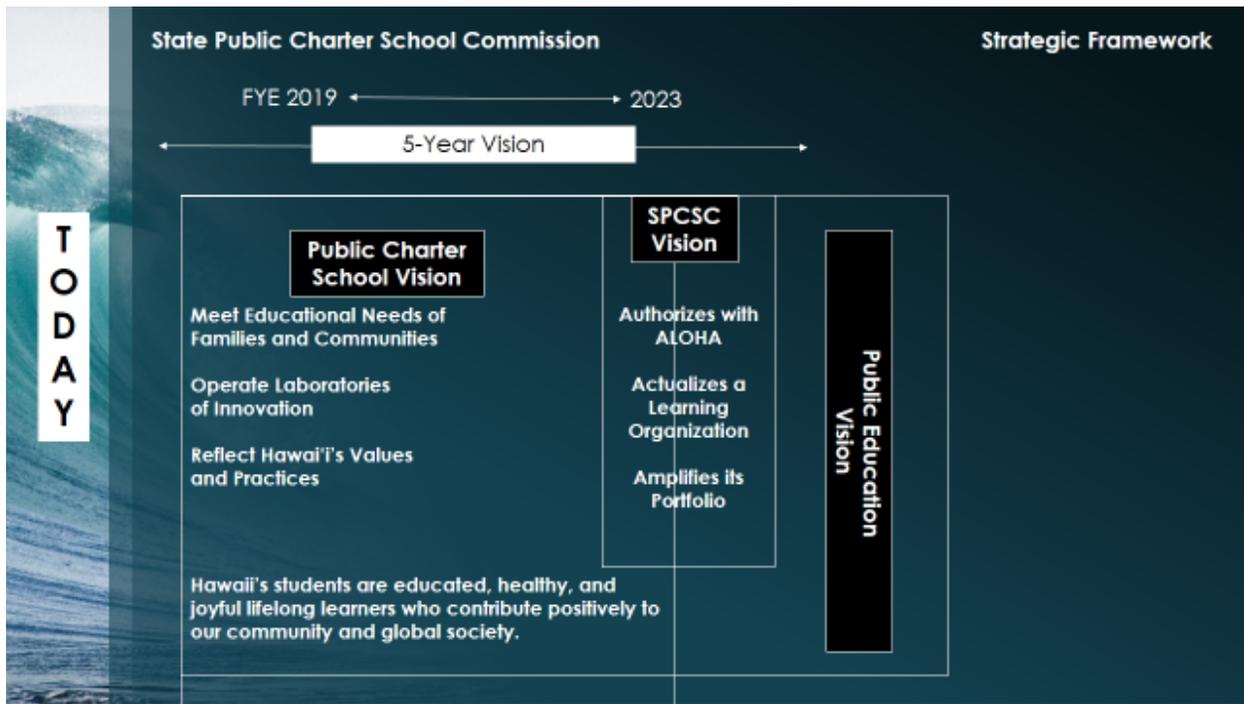
<sup>15</sup> Basic conceptual structure



strategies; and then to enable monitoring and reporting about the progress of the implementation of strategies, tactics and activities of the plan itself.

- A. **Vision for Public Education.** Hawaii’s students are educated, healthy, and joyful lifelong learners who contribute positively to our community and global society (Board of Education Ends Policy E-2).
- B. **Strategic Anchors & Purposes of Chartering.** Meet family and community educational needs; operate laboratories of innovation; and reflect Hawai‘i’s values and practices.
- C. **Statutory Mission.** The statutory mission of the Commission **"to authorize high-quality public charter schools throughout the State"** (HRS 302D-3(b)) remains unchanged.
- D. **Vision for Authorizing.** Authorize with ALOHA; actualize a learning organization and system; and amplify charter school portfolio and practices.

Illustration II-1. Strategic Framework





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- E. **NACSA Beliefs as Framing Guidelines.** Providing better schools to more children by improving families’ access to quality schools; providing educators the autonomy they need for schools to excel; holding schools accountable for their performance; quality authorizing is essential; quality authorizers ensure access, autonomy and accountability; and authorizers are responsible for the overall performance of their portfolio of schools.
- F. **Time.** The strategic vision and plan is framed within a 5-year vision and three strategy focus areas: portfolio, practice and policy strategies. **Strategies and implementation actions will focus on five years to acknowledge the urgency and focus needed.**
- G. **Strategies<sup>16</sup>.** Strategies for moving from the current “AS IS” state to realize the visions of chartering and authorizing are organized into the following three strategy categories in order of priority:
- Portfolio Strategies.** Strategies to strengthen and/or risk mitigate individual schools and the portfolio as a collective and whole.
  - Practice Strategies.** Strategies focused on the authorizer, its mission/statutory responsibilities and its opportunities to innovate and create conditions for quality chartering and charter schools to thrive.
  - Policy Strategies.** Philosophical, high level policy, legislative, statutory, administrative rule or other strategies to provide a foundation and basis for quality chartering and authorizing.

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<sup>16</sup>From www.merriam-webster.com (strategy): **2 a** : a careful plan or method : a clever stratagem **b** : the art of devising or employing plans or stratagems toward a goal



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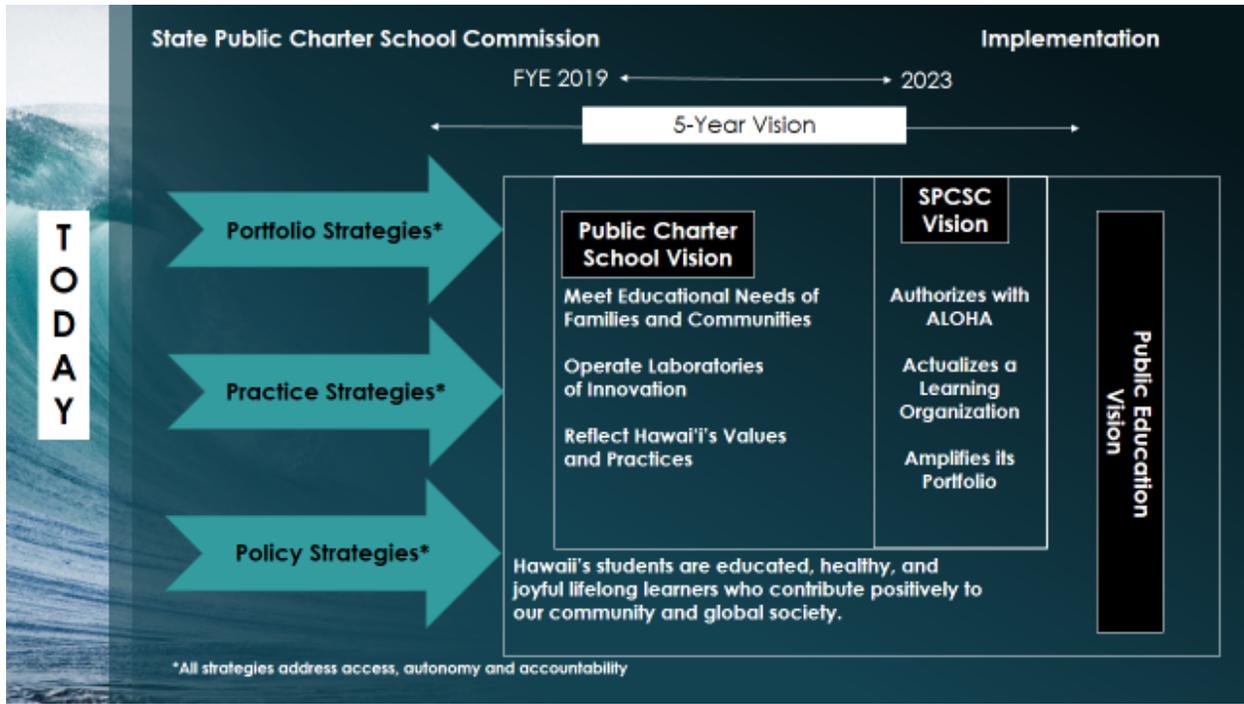
**Illustration II-2. Portfolio, Practice and Policy Strategy Descriptors**



Illustration II-3 on the next page, depicts how the portfolio, practice and policy strategies are intended to move chartering and authorizing from its current state to future state and vision all with the purpose of “authorizing high quality charter schools” addressing access, autonomy and accountability. While the strategies are described in three areas, implementation will involve activities that cross all strategy areas.



Illustration II-3. Current State to Future State via Portfolio, Practice and Policy Strategies



**Strategies – 5-Year – FYE 2019 to FYE 2023**

The table summarizes synthesized strategies toward realizing the visions of chartering and authorizing. Many activities are already “in flight”, however, framing strategies, activities within the framework, illuminates the intentionality and mapping of strategies toward realization of chartering and authorizing vision.

Strategy Area	FYE 2019	FYE 2020	FYE 2021	FYE2022	FYE2023
<b>Portfolio</b>	<ol style="list-style-type: none"> <li>1. Strengthen academic framework elements, including development and implementation of action research based approaches (e.g., school specific measures development process, growth measures), operating and financial frameworks.</li> <li>2. Aggregate comprehensive needs assessment, utilizing existing school needs assessment, accreditation, strategic planning, audits, management</li> </ol>				



Strategy Area	FYE 2019	FYE 2020	FYE 2021	FYE2022	FYE2023
	<p>letters and other documents into a consistent portfolio document for identification of strength and risk mitigation areas toward mapping of outcomes.</p> <p>3. Identify, analyze, map and initiate actions with collaborators (e.g., DOE, CAS, DAGS, DOT, HSTA) and others re: bridging operational gaps, facilities, federal funding and support.</p> <p>4. Publish principles of good practice for charter governance, plan development and alignment (e.g., strategic, comprehensive needs assessment, accreditation self-study), operations, programming, and family and community engagement, balancing supporting vs. directing portfolio schools.</p>				
<b>Practice</b>	<p>5. Evaluate, re-align/re-design, implement and monitor changes (e.g., SPCSC composition, governance, support structure, practices, organization structure, authorizer evaluation process, communications, portfolio management, application process) to move the authorizer from current state to future vision state of authorizing.</p> <p>6. Study funding allocation rationale (e.g., brick and mortar, virtual, blended, facilities, per pupil) including recommendation(s) for action.</p> <p>7. Develop and deploy communications and marketing plans (e.g., by stakeholders, messages, messaging vehicles, branding).</p>				
<b>Policy</b>	<p>8. Map existing BOE (e.g., E-1, E-2 and E-3) and DOE (e.g., E-101 Whole Student Development, E-102 Academic Mastery and Assessment, E-103 Health and Wellness) policies to charter context, aligning, drafting and proposing new policy(ies), as needed.</p> <p>9. In conjunction with the DOE/BOE, study various models of authorizing (including multiple authorizers), the implications of having more than one LEA in Hawai'i and other policy considerations.</p> <p>10. Conduct a longitudinal study of the impact of charter education since 1994.</p>				



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Refer to Section VIII – How? – Portfolio, Practice and Policy Strategies with more details and the related implementation considerations and activities in Section IX – When? – Implementation of Strategies – Next Steps.



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III - Why? – Setting the Context and  
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**Why? – Setting the Context and Need Case for Strategic Vision and Plan**

**Public Education Context.** In the past 24 months, Hawai‘i’s K-12 public education system experienced:

- **ESSA.** The reauthorization of No Child Left Behind (NCLB), a reauthorization of the seminal Elementary and Secondary Education Act (ESEA) of 1965 and now known as the Every Student Succeeds Act (ESSA) in December 2015;
- **ESSA Regulation Promulgation.** Subsequent federal regulations and rules promulgation processes on various ESSA titles, particularly Title I with related accountability and reporting changes by State Educational Agencies and Local Educational Agencies (LEA) throughout 2016;
- **New President, Related Cabinet Appointments and Changes Made in the United States Department of Education.** Election of a new President of the United States and the related Secretary of Education and leadership appointments’ impact on existing and future public education policies, strategies, funding, ESSA implementation, reversed regulation promulgation, 2018 and 2019 budget cuts, school choice priorities, etc.;
- **BOE/DOE Strategic Plan Update.** Significant community outreach and stakeholder input to drafting, updating and refining a Strategic Plan to 2018;
- **Governor’s ESSA Blueprint.** Parallel community outreach and stakeholder input to drafting, updating and refining a blueprint for education;
- **Leadership Shifts.** Changes in the Board of Education seats, changes in the Superintendent of Education and senior Department leadership; and
- **Early Learning Board (ELB) and Executive Office of Early Learning.** The establishment of the Early Learning Board through Act 202 in 2017. The Executive Office on Early Learning (EOEL) Public Pre-Kindergarten Program is a partnership between EOEL and the Hawaii Department of Education.

**SPCSC Context.** In the past 24 months, within the umbrella span of the public education context described above, the State Public Charter School Commission (SPCSC or Commission) experienced (in no particular order):

- **Leadership and Staff Shifts.** The departure of the initial Executive Director (2015) brought on shortly after the 2012 legislation<sup>17</sup>, implementation of new governance and

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<sup>17</sup> Senate Bill 2115 SD2 HD2 CD1 Relating to Charter Schools (Act 130(12))



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other authorizing structures (e.g., Commission vs. CSAO), interim staff leadership, staff turnover, and the recent hiring of a new Executive Director (2016).

- **Working Relationship Strains.** Working relationships with portfolio schools (40 authorized, 1 closed, 2 opening in the fall of 2018 and 2019, 37 in operations) were strained with: a) A lack of clarity and transparency of roles and responsibilities of the Commission staff towards school governing board members, school administrators and leaders and organizations supporting charters (e.g., Hawai‘i Public Charter School Network, Nā Lei Na`auao Alliance, Kamehameha Schools, Office of Hawaiian Affairs)—which have invested significant resources in support of charter schools; and b) Unsuccessful recognition of and attempts to, balance the “autonomy” and “accountability” tenants of charter authorizing (i.e., compliance orientation).

While the working relationships between the Commission, Commission staff and portfolio schools vary and in general, working relationships have improved in the past 12 months (with the new Executive Director), there are great opportunities to improve and strengthen working relationships with all portfolio schools, governing boards and school administration for common purposes.

- **Lack of Understanding re: HFCS.** 45% of the Commission’s portfolio—17 out of 38 (authorized)--are Hawaiian focused charter schools (HFCS) with 6 of the 17 considered Hawaiian language medium-immersion schools. These 6 schools plus 17 “regular” (non-charter) schools comprise the 23 school sites throughout the State. Refer to graphic below published by the Native Hawaiian Education Council. As an official language in the State of Hawai‘i, Hawaiian language medium-immersion education and Hawaiian culture based curriculum, instruction, assessment and pedagogy are not well understood by many, including the Commission and Commission staff.
- **Continued Gaps in Funding and Consistency of Services.** Funding gaps continue in per pupil allocation, facilities, payroll, transportation and food services, causing charter schools to use already meager per pupil allocation to provide basic services that are provided through centralized services by the Departments of Education (DOE), Accounting and General Services (DAGS) and Department of Transportation (DOT) for other public schools.



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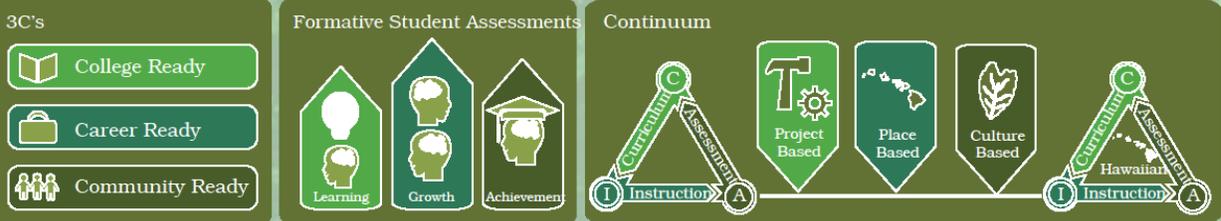
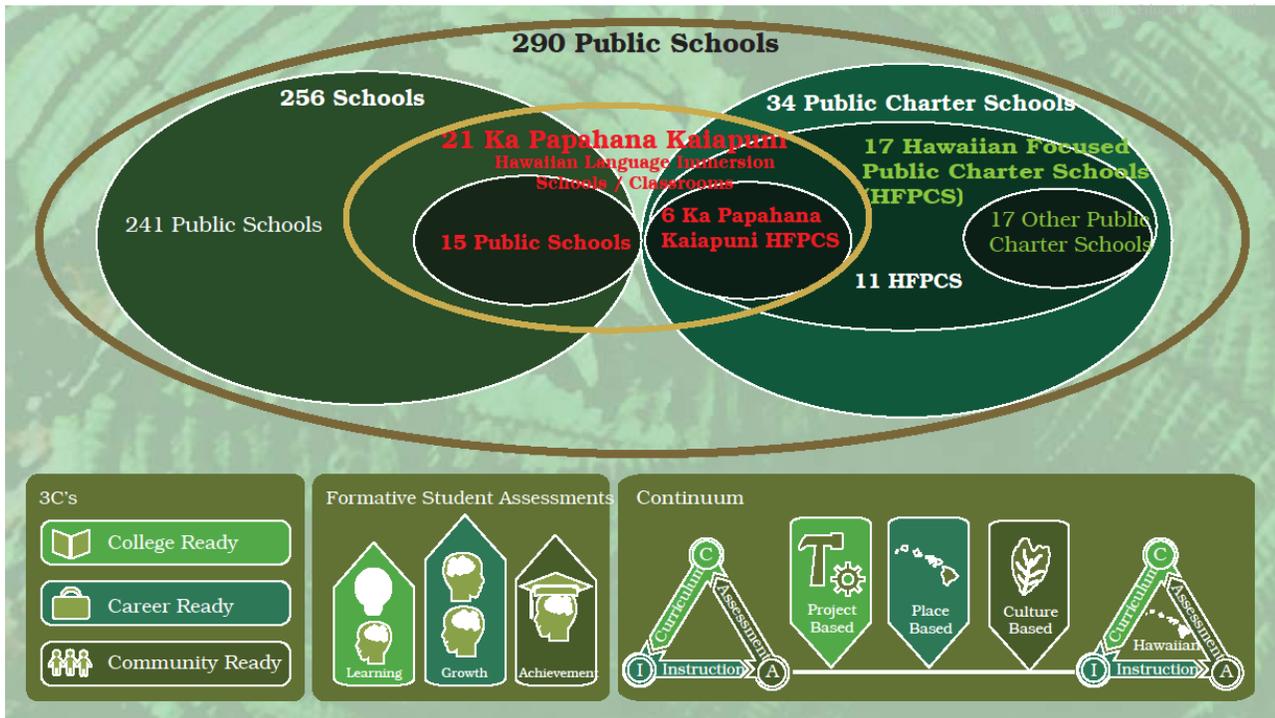
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State of Hawai‘i Public Schools  
Including Charter and Hawaiian Language  
Immersion Schools

Native Hawaiian Education Council  
735 Bishop Street, Suite 224, Honolulu, HI 96813  
(808) 523-6432 www.nhec.org



- **The 2016 Legislative Report.** The annual Board of Education’s (BOE) report on the State’s public charter schools in accordance with Hawai‘i Revised Statutes Section 302D-21 as presented and approved at the January 10, 2017 BOE meeting.

An analysis of each reporting section identified focus area opportunities:

- (1) Success, Challenges and Improvement Areas
  - (a) Contracting – Renewal Process
  - (b) School Specific Measures Development Process
  - (c) New Application Process
  - (d) 2<sup>nd</sup> Charter School Authorizer
- (2) List of Federal Funds (Appendix A of the 2016 Report to the Legislature)
- (3) Concerns and recommendations re: federal funds distribution
  - (a) Utilize work groups to address concerns and formulate recommendations
- (4) Criteria used by Charter School Facilities Funding Work Group (CSFFWG)



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- (a) Work of the CSFFWG
  - (5) General and bond funding (none)
  - (6) General and bond funded projects (none)
  - (7) Status of projects funded (none)
  - (8) BOE Policies
  - (a) Create Commission policies including backwards and alignment mapping to Board policies and policies required of charter schools in portfolio;
  - **The 2017 Legislative Report.** The Board of Education’s 2017 report identified five key areas of deficiency from which most of the Commission’s other weaknesses derive: lack of a strategic vision or organizational goals, lack of a system for regular self-evaluation, poor communication, unclear standards and conditions for charter contract renewal, and not protecting school autonomy. However, the report also highlighted that the Commission has some well-developed processes and qualified personnel who should be able to find solutions to address many of the identified weaknesses.
  - **The BOE Special Review.** A BOE special review was conducted in 2016 after BOE members engaged in a statewide listening tour (in the fall of 2015) and determined a basis and need for such a review. An analysis of the draft report identified the following themes/needs:
    - (1) Creation of a strategic plan to guide SPCSC in staffing, organization, resourcing, etc.;
    - (2) Impact of strategic plan on SPCSC operational staffing, organization, and activities;
    - (3) Examine current policies, procedures and practices for alignment with NACSA platform---access, autonomy and responsibility.

From the final report approved at the 2/21/2017 BOE meeting, V. Recommendations (p. 7 of the report), “The Special Review Committee unanimously agreed and recommends that the Board:

- 1) *Approve and transmit to the Commission the special review report, attached as **Exhibit B**;*
- 2) *In accordance with the special review process outcomes and based on the Commission’s final rating, require the Commission to:*
  - a) *Provide corrective action plans to address the deficiencies found in Performance Measures A.2, A.4, and A.5; and*



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*b) Report to the Board quarterly on, as well as include in the Commission’s annual report to the Board, the corrective actions taken to address the deficiencies found in the special review report until the Board determines sufficient progress;*

*3) Form an investigative committee to, in consultation with charter school stakeholders, determine the purpose of charter schools and propose a Board policy codifying the purpose;*

*4) Include in its next annual report to the 2018 Legislature the issue of charter school support as described in this memorandum;*

*5) Request that the Commission provide a plan to the Board for improving communication and relationships with the charter schools;*

*6) Request that the Commission provide a plan to the Board for reducing the time and resources spent by charter schools in selecting and developing acceptable school-specific measures; and*

*7) Upon enactment of Chapter 8-515, Hawai‘i Administrative Rules, as adopted by the Board, consider the special review the Commission’s first performance evaluation as required under the rules and direct Board staff to consider the lessons learned from the special review, as described in this memorandum, when developing the authorizer performance evaluation system and process.”*

- **SPCSC Self-Assessment.** In the fall of 2015, the Commission completed a self-assessment of its performance and was submitted and considered by the BOE in its special review.
- **2<sup>nd</sup> Authorizer Rules Promulgation.** In the fall of 2016, the BOE, guided by the Attorney General’s office, promulgated rules re: 2<sup>nd</sup> authorizer. Public hearings, including proposed changes to the promulgated rules, were held and Commission and community stakeholder inputs provided. As reported by the Board of Education, “the Board promulgated two new administrative rules chapters: Chapter 8-515, Hawai‘i Administrative Rules (“HAR”), entitled “Establishment and Oversight of Charter School Authorizers,” and Chapter 8-517, HAR, entitled “Charter Contract Transfers.” In 2017, the Governor enacted these rules, effective as of February 18, 2017. The Board still has several tasks to complete to implement the rules, including developing an application and



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process for eligible entities to apply to become authorizers and an authorizer performance evaluation system.”<sup>18</sup>

- **NACSA Review.** The National Association of Charter School Authorizers (NACSA) completed a review of the Commission’s performance and operations relative to national authorizer standards and practices. The engagement is not a financial or operational audit but intended to provide authorizers with feedback, including recommendations. The report was provided to the Commission in May 2017.

**Project Plan**

Given the changes and experiences in the last 24 months in public education as a whole, charter school and SPCSC organizational changes, the need for a SPCSC strategic planning effort/project and resultant strategic and implementation plans can be synthesized to a need:

1. For explicit clarity in purpose, direction and efforts in strengthening and maintaining a quality portfolio of schools;
2. To better operationalize and balance charter school authorizing tenants of access, autonomy and accountability;
3. To highlight charter schools as models of innovation; and
4. To demonstrate accountability for public education resources and outcomes.

Resultant strategic and implementation processes and plans can:

1. Convene and unify charter school stakeholders and supporters for common purpose and collective impact;
2. Re-build and strengthen relationships;
3. Clarify and articulate roles and responsibilities of SPCSC, schools and stakeholders;
4. Optimize SPCSC organizational structure, skills and related resources;
5. Highlight opportunities to strengthen the portfolio of schools, chartering and public education as a whole; and
6. Highlight areas for policy and advocacy;

all for the benefit of families and communities.

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<sup>18</sup> December 5, 2017 Legislative Report, Board Charter School Report



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### **Founders, Families and Communities’ Perspectives**

Listening and focus group sessions and other sharing opportunities included charter school founders’ and families recollections of why they started a charter school and/or how they came to their life’s work, passion and commitment for charter schools. Recollections were shared of *kūpuna* (elders) initiating and highlighting needs in their communities; calls to come back to their communities and serve (via education); personal frustrations and experiences with the current school context not meeting the needs of their child/children; wanting a Hawaiian focused, Hawaiian language medium-immersion school; needing to address the socio-economic challenges (e.g., poverty, drugs, homelessness, fractured families) of communities; wanting to exercise educational sovereignty; operating a teacher led school; wanting to “try” new and different approaches, quickly, to education to address emerging and evolving student and family needs; and wanting a school that was located and served in the communities they grew up and raised their families in---and loved!

Additional descriptors of the vision of chartering and innovation included synthesized feedback such as: balancing autonomy and accountability; enhancing and/or extending educational experiences, practices (e.g., curriculum, instruction, assessment, operations), approaches; being an “R&D” arm [of HiDOE]; constantly “pushing the envelope” on innovative practices and approaches; utilizing structured “plan-do-check-act” in continuous improvement; recognition that innovation takes time and is iterative—always learning, trying to improve and do better; using multiple measures (e.g., quantitative, qualitative), similar to a dashboard concept; —for the benefit of families and communities.

### **Purposes for Chartering in Hawai‘i**

Based on the data analyzed (e.g., documents, interviews, listening sessions, meetings, focus groups, surveys, testimony), the purposes for chartering are to:

- A. Meet family and community educational needs;
- B. Create laboratories for innovation; and
- C. Reflect Hawai‘i, Our Home.

The vision of chartering in Hawai‘i in short is **“To meet the educational needs of families and communities”** and could be expanded to “To meet the educational needs of families and communities through innovative practices that reflect Hawai‘i’s values”.

- A. **Meet Family and Community Educational Needs.** To meet the educational needs of families and communities—academically, socially and emotionally with educational *ea* (essence).



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Because of this mindset, charter school pedagogy, curriculum, instruction, assessments, activities, supports, personnel, etc. have holistic, wrap-around, whole-child orientations. Providing academic supports integrated with attending to student health and social service needs (e.g., dental, medical, counseling), providing meals for *kūpuna* (elders), cleaning and maintaining land, forests, streams, oceans, ponds and *wahi pana* (sacred places), studying and preserving plants and animals, providing travel and enrichment opportunities, perpetuating cultural practices, and integrating parents and families in school decision making, responsibilities and accountabilities are some examples of how charters currently address family and community needs.

- B. **Operate Laboratories of Innovation.** Charter schools are laboratories where innovations are hypothesized, researched, designed, implemented, refined and studied to better meet the needs of families and communities. **Laboratories for Innovation<sup>19</sup> = Action Research<sup>20</sup> & Learning.**

The Commission is in the process of collecting exemplars of innovative work, from portfolio schools, that is rooted in action research to improve and/or refine practice (e.g., instructional, assessment, support), including the study of outcomes and impact of the practice (i.e., student learning, growth, achievement, behavior). Action research and learning also includes utilization of program evaluation strategies (i.e., systematic method for collecting, analyzing and using information to answer questions about projects, policies and programs, particularly about their effectiveness and efficiency).

Illustration IV-1. Laboratories of Innovation below, reflects the conceptual use and learning from applied research based practices and having implementation of practice informed research.

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<sup>19</sup> Introduction of something new; new idea, method or device—Merriam-Webster

<sup>20</sup> Is a disciplined process of inquiry conducted *by* and *for* those taking the action. The primary reason for engaging in action research is to assist the “actor” in improving and/or refining his or her actions.—ASCD



Illustration IV - 1. Laboratories of Innovation



C. Reflect Hawai‘i’s Values and Practices.

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

Utilizing Board of Education Policy E-3, *Nā Hopena A‘o* as an overarching public education ends policy, charter schools exemplify approaches that foster a strengthened sense of **Belonging**, **Responsibility**, **Excellence**, **Aloha**, **Total Well-being** and **Hawai‘i**.



Nā Hopena A‘o Statements

**HĀ: BREATH**



\* Source: Puku‘i, M. (1983). *‘Ōlelo No‘eau Hawaiian Proverbs & Poetical Sayings*. Honolulu, Hawaii: Bishop Museum Press.



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**Strategic Chartering Vision<sup>21</sup>**

As articulated in the previous section, the vision of chartering in Hawai‘i in short is **“To meet the educational needs of families and communities”** and could be expanded to “To meet the educational needs of families and communities through innovative practices that reflect Hawai‘i’s values”.

**Strategic Authorizing Vision**

The vision of the Commission is to authorize with ALOHA, actualize a learning organization and system and amplify its charter school portfolio.

- A. **Authorize with Aloha.** As a member of the National Association of Charter School Authorizers (NACSA), the belief of improving families’ access to quality schools; providing educators the autonomy they need for schools to excel; and holding schools accountable for their performance;<sup>22</sup> are shared beliefs.

Translating these beliefs (e.g., access, autonomy, accountability) into actions that reflect the context of Hawai‘i, our home, is an important distinction that should be made in authorizing and by authorizers in the State of Hawai‘i.

ALOHA	Hawai‘i Authorizer Application
<i>Akahi</i> – kindness, to be expressed with tenderness	Trust and be trustworthy. Show care, respect and empathy (vs. sympathy) for portfolio schools, founders, leaders, staff, students, families, administration and situations within the school community and community in which the school is located.
<i>Lōkahi</i> – unity, to be expressed with harmony	Operate with a systemic, holistic, long term mindset and understanding that there is common purpose with all stakeholders, a bias for action and multi-

<sup>21</sup> **Vision.** A vision statement describes the organization as it would appear in a future successful state. When developing a vision statement, try to answer this question: If the organization were to achieve all of its strategic goals, what would it look like 10 years from now? An effective vision statement is inspirational and aspirational. It creates a mental image of the future state that the organization wishes to achieve. A vision statement should challenge and inspire members.

<sup>22</sup> <http://www.qualitycharters.org/about/> - NACSA website



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ALOHA	Hawai'i Authorizer Application
	faceted accountabilities in meeting the needs of families and communities.
<i>'Olu'olu</i> – agreeable, to be expressed with pleasantness	Value everyone's <i>mana'o</i> (thoughts, inputs), engagement and work contributions. Engage and treat everyone respectfully, hospitably, professionally in person, communications, work effort. Have hard conversations on issues without making issues "personal".
<i>Ha'aha'a</i> – humility, to be expressed with modesty	Approach the work with humility (vs. arrogance) and "emptiness" in order to be open to learning (e.g., pedagogies, mindsets, approaches, philosophies, practices) and working together with all stakeholders for common purpose, outcomes and benefits.
<i>Ahonui</i> – patience, to be expressed with perseverance	Balance taking the long view of education (e.g., time, resources, implementation, impact) with the mid- and short term accountabilities of outcomes and resources.  The long view also includes considering the evolution of the sole authorizer, including if and how multiple authorizers, models and authorizing approaches may better serve families and communities.

B. **Actualize a Learning Organization<sup>23</sup> and System.** Authorizers should model learning organization practices by using the "component technologies": systems

<sup>23</sup> Peter Senge, who popularized learning organizations in his book *The Fifth Discipline*, described them as places "where people continually expand their capacity to create the results they truly desire, where new and expansive patterns of thinking are nurtured, where collective aspiration is set free, and where people are continually learning how to learn together."<sup>1</sup> To achieve these ends, Senge suggested the use of five "component technologies": systems thinking, personal mastery, mental models, shared vision, and team learning.



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thinking, personal (organization) mastery, mental models, shared vision and team (organization) learning.

In addition to NACSA, additional guidance and support from the National Charter Schools Institute (NCSI)<sup>24</sup> can provide the Commission with support mechanisms to strengthen its own authorizing practices and the Commission’s portfolio—supporting but not directing. NCSI assistance areas include school improvement, authorizer support and development, board training and development, board policies and the software EPICENTER (the Commission’s current software tool to collect and track portfolio school compliance).

A learning organization also looks at multiple resources and organizations to assist it in its authorizing practices and in Hawai‘i, that should include collaborations within the K-12 public education system (i.e., HiDOE, Office of Hawaiian Education, Office of Community Engagement, public libraries, HTSB) and with organizations such as the Early Learning Board, University of Hawai‘i campuses and system, County agencies, Hawai‘i Association of Independent Schools, the Hawai‘i Public Charter School Network, Nā Lei Na ‘auao Alliance (Hawaiian focused charter schools), Kamehameha Schools, Office of Hawaiian Education, Hui for Educational Excellence, Association of Hawaiian Civic Clubs and the Native Hawaiian Education Council, to name a few.

An authorizer that functions as a learning organization is better able to create and support a learning and growth environment and practices for a portfolio of quality-schools.

NACSA’s recent report, *Leadership, Commitment, Judgment: Elements of Successful Charter School Authorizing, Findings from the Quality Practice Project*<sup>25</sup> (NACSA Report) was NACSA’s multi-year research initiative to identify what high-performing authorizers do to achieve stellar student and public interest outcomes. For authorizer culture and characteristics of:

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<sup>24</sup> The National Charter Schools Institute’s mission is to transform public education and power performance, productivity and accountability breakthroughs that help people win for kids. The Institute was founded in 1995 as the Michigan Resource Center for Charter Schools by former Michigan Governor John Engler and Central Michigan University. Its original mission was to support and guide the implementation of Michigan’s newly adopted charter schools law. Based on its impact and the need for its services nationally, the United States Congress provided \$1 million in 2001 for the Institute to legally separate from the University and expand its scope of services. The Institute is a Michigan non-profit corporation with federally recognized 501(c)(3) status. <https://nationalcharterschools.org/background/>

<sup>25</sup> <http://www.qualitycharters.org/research/quality-practice-project/>



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- **Decision Making and Culture** (e.g., goal setting, data obsessed culture, decision making, relationship to schools, continuous creation, improvement and dissemination);
  - **Mission and Environment** (e.g., mission statement and purpose, organizational values, external environment);
  - **Leadership and Staff Development** (e.g., authorizing with larger parent institutions, senior authorizing leadership, board relations, staff development);
  - **Application and School Opening** (e.g., application development, transparency, application staffing, application criteria, applicant interview, application decision making, pre-opening process, continuous reflection and improvement);
  - **Monitoring and Intervention** (e.g., monitoring, charter school focus and amendments, school feedback and site visits, performance measures & expectations); and
  - **Charter Renewal, Expansion & Closure** (e.g., renewal, expansion & replication, closure);

are opportunities for the Commission to learn and adapt the practice informed insights to its own practices as an authorizer in Hawai‘i. Similar to the accreditation process, a learning organization authorizer would be reflective, honest, rigorous and committed to continuous improvement and assessment.

- C. **Amplify Charter School Portfolio.** Amplifying or strengthening an authorizer’s school portfolio surfaced from the discussion regarding the concept of “strategic authorizing”. A strategic authorizer: 1) Recognizes the identity, value and contribution of schools individually; and 2) Supports and strengthens individual schools; for the collective benefit of the portfolio and chartering in the State of Hawai‘i as a whole.

One of the findings from the NACSA Report was the following:

- **Strong Portfolios Only:** Authorizers view role as supporting school success, not as a “compliance cop.” Yet they also draw a very clear line between providing “support” and “direction” the latter of which is strongly avoided. Intentionally develop relationships with school staff and leadership, typically through visits to the school and phone calls, outside of formal accountability processes.



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- **Both Strong and Average Portfolios:** Authorizers have a sense of humility about their work in relationship that of people in schools. This sense of humility results in an orientation that authorizers not only shouldn't, but can't give schools direction on how to improve.

A strategic authorizer strengthens and helps to risk mitigate its portfolio without taking away autonomy and accountability of individual schools in the portfolio.



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VI - What? – Describing Quality  
Schools

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**Describing Quality Schools and Quality Authorizing**

An essential question and continuing challenge for the Commission, portfolio schools and community at large was defining and describing “high-quality public charter schools”—the Commission’s statutory mission. Similarly, a cascading and strategic challenge was defining and describing quality authorizing. Focus groups encouraged discussion with the following questions: What was your vision for chartering?, What is your understanding of the vision of chartering?, What are markers of quality in charter schools?, What does a quality portfolio mean?, What would chartering look like in 10 years?

Based on analyzed data inputs, the following descriptors are offered--high quality charter schools are evidenced by:

- A. **Purpose.** Clearly stated and articulated mission statement (purpose) focused on meeting the needs of families in their communities, with shared understanding of that purpose throughout the school community, including Governing Board members, administrators, teachers, school community members, students, parents, families, collaborators and communities at large; utilizing or accessing educational sovereignty to resist “mission drift” pressures.
- B. **Program.** Holistic programming aligned to the school’s mission; Rigorous academic expectations with whole child perspectives and supports; Iterative, innovative, continuous improvement, action research and data informed approaches; Achievement of targeted academic, social and behavioral outcomes; Programming always to meet needs of families and communities.
- C. **Perpetuity.** Taking the long view of the premise and need for education<sup>26</sup>; manages resources—financial, human, social, community—responsibly and prudently with multi-faceted accountabilities; develops leaders; and is an integral, positive influence in their communities.

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<sup>26</sup> From Board of Education Policy E-1 - **The Premise.** The Board believes that a democratic society is dependent upon the free, full growth of individuals who will participate in the creation and development of the institutions in that society. The institution of government in this society is founded on a secular base, which allows and encourages the development of a pluralistic society that contains many cultures within that society. **The Need for Education.** Individuals must develop their personal potentials to participate fully in a democratic, multicultural society. Education is the process which allows individuals to become citizens who have positive attitudes toward learning and inquiry, who communicate effectively, who are guided in making choices based on critically determined and commonly shared values, who are successful in the workplace, and who practice civic responsibility. The preservation, promotion, and improvement of a democratic, multicultural society require the formal schooling of its children, youth and adults.









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VII - What? – Describing Quality  
Authorizing

**Describing Quality Authorizing**

Consistent with the previous section, additional data collection asked for stakeholder feedback utilizing the Board of Education Policy E-3, *Nā Hopena A ‘o* as a lens in which to describe quality schools (Section VI) and quality authorizing (Section VII).

Authorizer with a strengthened sense of....	<i>Nā Hopena A ‘o</i>
	<p><b>Strengthened Sense of</b> <b><u>Belonging</u></b> <b>He pili wehena ‘ole *</b> <i>(A relationship that cannot be undone)</i> Kūpa‘a au i ko‘u wahi no ka pono o ka ‘ohana, ke kaiaulu, ka ‘āina a me ka honua nei.</p>
	<p><b>Strengthened Sense of</b> <b><u>Responsibility</u></b> <b>Ma ka hana ka ‘ike, ma ka ‘imi ka loa‘a *</b> <i>(In working one learns, through initiative one acquires)</i> ‘Auamo au i ko‘u kuleana no ka ho‘okō pono ‘ana i ia kuleana mai ka mua a ka hope.</p>





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 Authorizing

Authorizer with a strengthened sense of....	<i>Nā Hopena A'ō</i>
	<p><b>Strengthened Sense of</b>  <b><u>Hawai'i</u></b>  <b>'O Hawai'i ku'u 'āina kilohana *</b>  <i>(Hawai'i is my prized place)</i></p> <p>Hō'ike au i ke aloha a me ka mahalo  no ko'u 'āina kilohana 'o Hawai'i nei.</p>

**Quality Authorizing: Support (vs. Directive) Mechanisms with Portfolio School Autonomy and Accountability**

The historical support context of chartering in Hawai'i since 1994 has included initially no support; then the Hawai'i Association of Charter Schools, predecessor organization to Hawai'i Public Charter School Network; Na Lei Na`auao Alliance; Charter School Administrative Office; community collaborations from Kamehameha Schools and the Office of Hawaiian Affairs for Hawaiian focused charter schools; and the Office of Hawaiian Education to name a few entities. Support has come in the form of matching resource dollars (i.e., 1 to 4 match, Kamehameha Schools), accreditation support, culturally responsive assessment work, legislative advocacy, board training, impact aid analysis, conferences and professional development.

In almost 25 years since the 1994 legislation, the need for support intensifies and includes, but is not limited to: facilities and start-up funding in pre-opening phases; links to internal public education and external community resources; navigating through local county code(s) of operations; more aggressive and focused access to federal funds via the State Educational Agency (SEA) for charters; addressing gaps in public support resourcing (e.g., teachers, professional development, transportation, meals); governance and board accountabilities; financial and support operations (e.g., financial, procurement, human resources, payroll); need for systemic and systems thinking; and communicating and improving the perception, understanding and value of public charter schools to Hawai'i.



**Strategies – 5-Year – FYE 2019 to FYE 2023**

The table summarizes synthesized strategies toward realizing the visions of chartering and authorizing. Many activities are already “in flight”, however, framing strategies, activities within the framework, illuminates the intentionality and mapping of strategies toward realization of chartering and authorizing vision.

Area	FYE 2019	FYE 2020	FYE 2021	FYE2022	FYE2023
<b>Portfolio</b>	<ol style="list-style-type: none"> <li>1. Strengthen academic framework elements, including development and implementation of action research based approaches (e.g., school specific, growth measures), operating and financial frameworks.</li> <li>2. Aggregate comprehensive needs assessment, utilizing existing school needs assessment, accreditation, strategic planning, audits, management letters and other documents into a consistent portfolio document for identification of strength and risk mitigation areas toward mapping of outcomes.<sup>27</sup></li> <li>3. Identify, analyze, map and initiate actions with collaborators (e.g., DOE, CAS, DAGS, DOT, HSTA) and others re: bridging operational gaps, facilities, federal funding and support.</li> <li>4. Publish principles of good practice for charter governance, plan development and alignment (e.g., strategic, comprehensive needs assessment, accreditation self-study), operations, programming, and family and community engagement balancing supporting vs. directing portfolio schools.</li> </ol>				

Area	FYE 2019	FYE 2020	FYE 2021	FYE2022	FYE2023
<b>Practice</b>	<ol style="list-style-type: none"> <li>5. Evaluate, re-align/re-design, implement and monitor changes (e.g., SPCSC composition, governance, support structure, practices, organization structure, authorizer evaluation process, communications, portfolio management, application process) to move the authorizer from current state to future vision state of authorizing.</li> </ol>				

<sup>27</sup> Portfolio schools have many documents created and used for various purposes (e.g., strategic plan, accreditation, federal funds). For authorizer purposes, aiding in the creation and update of an aggregated portfolio school document benefits both the authorizer and school.



VIII – How? – Portfolio, Practice and  
 Policy Strategies

Area	FYE 2019	FYE 2020	FYE 2021	FYE2022	FYE2023
	6. Study funding allocation rationale (e.g., brick and mortar, virtual, blended, facilities, per pupil) including recommendation(s) for action. 7. Develop and deploy communications and marketing plans (e.g., by stakeholders, messages, messaging vehicles, branding).				

Area	FYE 2019	FYE 2020	FYE 2021	FYE2022	FYE2023
<b>Policy</b>	8. Map existing BOE (e.g., E-1, E-2 and E-3) and DOE (e.g., E-101 Whole Student Development, E-102 Academic Mastery and Assessment, E-103 Health and Wellness) policies to charter context, aligning, drafting and proposing new policy(ies), as needed. 9. In conjunction with the DOE/BOE, study various models of authorizing (including multiple authorizers), the implications of having more than one LEA in Hawai'i and other policy considerations. 10. Conduct a longitudinal study of the impact of charter education since 1994.				



**Implementation Considerations**

Stakeholder feedback also included reminders of studies, work group efforts, governance structures, support, operating and funding mechanisms, etc. that have been a part of the chartering and authorizing history, memory and experience. The specific feedback, in no priority order, was included to aid the Commission in its strategic plan implementation efforts, will be further vetted and considered, and acknowledges that stakeholders---portfolio schools, families, communities, supporting organizations and groups---are committed to realizing the vision and purposes of chartering.

Area	FYE 2019	FYE 2020	FYE 2021	FYE2022	FYE2023
<b>Portfolio</b>	<ol style="list-style-type: none"> <li>1. Strengthen academic framework elements, including development and implementation of action research based approaches (e.g., school specific, growth measures), operating and financial frameworks.</li> <li>2. Aggregate comprehensive needs assessment, utilizing existing school needs assessment, accreditation, strategic planning, audits, management letters and other documents into a consistent portfolio document for identification of strength and risk mitigation areas toward mapping of outcomes.</li> <li>3. Identify, analyze, map and initiate actions with collaborators (e.g., DOE, CAS, DAGS, DOT, HSTA) and others re: bridging operational gaps, facilities, federal funding and support.</li> <li>4. Publish principles of good practice for charter governance, plan development and alignment (e.g., strategic, comprehensive needs assessment, accreditation self-study), operations, programming, and family and community engagement balancing supporting vs. directing portfolio schools.</li> </ol>				
<b>Implementation Considerations</b>	Address: <ul style="list-style-type: none"> <li>• Strengthening school level human resources, ethics, procurement, governance (e.g., board, administration), practices;</li> <li>• Acknowledging and elevating the work of existing Hawaiian culture based assessment practices;</li> </ul>				



IX – When? – Implementation  
 Considerations – Next Steps

Area	FYE 2019	FYE 2020	FYE 2021	FYE2022	FYE2023
	<ul style="list-style-type: none"> <li>• Providing a framework in which school specific measures can be developed and utilized;</li> <li>• Advocating broadly with various stakeholders for public education, including charters;</li> </ul>				

Area	FYE 2019	FYE 2020	FYE 2021	FYE2022	FYE2023
<b>Practice</b>	<ol style="list-style-type: none"> <li>5. Evaluate, re-align/re-design, implement and monitor changes (e.g., SPCSC composition, governance, support structure, practices, organization structure, authorizer evaluation process, communications, portfolio management, application process) to move the authorizer from current state to future vision state of authorizing.</li> <li>6. Study funding allocation rationale (e.g., brick and mortar, virtual, blended, facilities, per pupil) including recommendation(s) for action.</li> <li>7. Develop and deploy communications and marketing plans (e.g., by stakeholders, messages, messaging vehicles, branding).</li> </ol>				
<b>Implementation Considerations</b>	Address: <ul style="list-style-type: none"> <li>• Continuing efforts to separately operate authorizing, support and program delivery functions within the current sole authorizer construct;</li> <li>• Increasing access to Federal \$, not just through the United States (U.S.) Department of Education (USDOEd), but also through</li> </ul>				



IX – When? – Implementation  
 Considerations – Next Steps

Area	FYE 2019	FYE 2020	FYE 2021	FYE2022	FYE2023
	<p>other departments and agencies---U.S. Departments of Agriculture, Human Services, Health, as an example;</p> <ul style="list-style-type: none"> <li>• Changing of funding streams;</li> <li>• Improving communication and understanding about authorizer processes (e.g., notice of concern, possible revocation, complaints, investigation), including related escalation factors;</li> <li>• Leveraging non-profit, philanthropy, business and other supporters and supports to realize the vision and purposes of chartering;</li> <li>• Continuing public education inequities regarding the charter school learning environments--facilities, per pupil allocation, teachers, food services, transportation, emergency and disaster preparedness;</li> <li>• Providing support vs. direction as an authorizer;</li> <li>• Contracting process (e.g., timing, mechanism, basis);</li> <li>• Programming, pre-school delivery role and contribution to statewide Early Learning plans;</li> <li>• Geographic representation of Commissioners similar to where portfolio concentration (e.g., O'ahu, Hawai'i Island, Kaua'i);</li> <li>• Learnings from previous work groups and studies (e.g., facilities work group, federal funding work group);</li> <li>• Rotation or access to Commission meeting participation on neighbor islands;</li> <li>• Leveraging supportive collectives/organizations such as the Hawai'i Public Charter School Network and Nā Lei Na'auao, Alliance for Native Hawaiian Education;</li> <li>• Advancing the current mechanism of task forces and work groups' recommendations and actions;</li> </ul>				



Area	FYE 2019	FYE 2020	FYE 2021	FYE2022	FYE2023
<p><b>Policy</b></p>	<p>8. Map existing BOE (e.g., E-1, E-2 and E-3) and DOE (e.g., E-101 Whole Student Development, E-102 Academic Mastery and Assessment, E-103 Health and Wellness) policies to charter context, aligning, drafting and proposing new policy(ies), as needed.</p> <p>9. In conjunction with the DOE/BOE, study various models of authorizing (including multiple authorizers), the implications of having more than one LEA in Hawai‘i and other policy considerations.</p> <p>10. Conduct a longitudinal study of the impact of charter education since 1994.</p>				
<p><b>Implementation Considerations</b></p>	<p>Address:</p> <ul style="list-style-type: none"> <li>• Consistent representation and updates at the Board of Education meetings, similar to HiDOE (via the Superintendent) and the public library system (via the State Librarian)—a seat at the public education table;</li> <li>• Clarifying, amplifying and elevating the current understanding and value of charter schools in the public education system of Hawai‘i;</li> <li>• Clarifying intents, current distribution methodology and specific recommendations for federal Impact Aid as it impacts public charter schools; and</li> <li>• Leveraging studies done in the past regarding policy related topics (e.g., LEA study).</li> </ul>				



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### **X - Commencement**

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In the almost 25 years of chartering and authorizing in the State of Hawai‘i, there have been many ups and downs, highs and lows and opportunities for celebration and recommitment to the intents and purposes of chartering and authorizing.



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Appendix A – List of Public Charter Schools  
By Year Authorized

School	Year Authorized	Island (main campus location)	DOE Complex/ Region	Grades Served	Total K-12 Enrollment <sup>28</sup>	Operational Status
1. Ka‘ōhāo Public Charter School (Lanikai Elementary Public Charter School)	1996	O‘ahu	Kalaheo Complex/ Windward O‘ahu	Pre-K-6	327	Operating
2. Wai‘alae Elementary Public Charter School	1999	O‘ahu	Kalani Complex/ Honolulu	Pre-K-5	515	Operating
3. Connections Public Charter School	2000	Hawai‘i Island	Hilo Complex / East Hawai‘i	K-12	363	Operating
4. Hālau Kū Māna Public Charter School	2000	O‘ahu	Roosevelt Complex/ Honolulu	4-12	142	Operating

<sup>28</sup> These data are from the DOE’s Official Enrollment Count Report for school year 2017-2018 and represent each school’s August official enrollment count for all grades served from kindergarten through grade 12; these figures do not include preschool students (<http://www.hawaiipublicschools.org/ConnectWithUs/MediaRoom/PressReleases/Pages/2017-18-enrollment.aspx>).



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5. Kanu o ka 'Āina New Century Public Charter School	2000	Hawai'i Island	Kealakehe Complex/ West Hawai'i	K-12	559	Operating
6. Nā Wai Ola Public Charter School	2000	Hawai'i Island	Kea'au Complex/ East Hawai'i	Pre-K-6	162	Operating
7. Voyager: A Public Charter School	2000	O'ahu	McKinley Complex/ Honolulu	K-8	294	Operating
8. West Hawai'i Explorations Academy	2000	Hawai'i Island	Kealakehe Complex/ West Hawai'i	6-12	252	Operating
9. Hakipu'u Learning Center	2001	O'ahu	Castle Complex/ Windward O'ahu	4-12	63	Operating
10. Hawaii Academy of Arts & Science Public Charter School (HAAS)	2001	Hawai'i Island	Pāhoa Complex/ East Hawai'i	K-12	644	Operating



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School	Year Authorized	Island (main campus location)	DOE Complex/ Region	Grades Served	Total K-12 Enrollment <sup>28</sup>	Operational Status
11. Innovations Public Charter School	2001	Hawai'i Island	Kealakehe Complex/ West Hawai'i	K-8	239	Operating
12. Ka 'Umeke Kā'eo	2001	Hawai'i Island	Hilo Complex/ East Hawai'i	Pre-K-9 <sup>29</sup>	205	Operating
13. Ka Waihona o ka Na'auao Public Charter School	2001	O'ahu	Wai'anae Complex/ Leeward Oahu	K-8	653	Operating
14. Kanuikapono Public Charter School	2001	Kaua'i	Kapa'a Complex/ Kaua'i	K-12	194	Operating
15. Ke Ana La'ahana PCS	2001	Hawai'i Island	Hilo Complex/ East Hawai'i	7-12	43	Operating
16. Ke Kula Niihau O Kekaha Learning Center	2001	Kaua'i	Waimea Complex/ Kaua'i	Pre-K-12	54	Operating

<sup>29</sup> Ka 'Umeke Kā'eo is operating with grades Pre-K-9 for school year 2017-2018. The school is planning to implement a slow growth model in which it will eventually serve grades Pre-K through 12.



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School	Year Authorized	Island (main campus location)	DOE Complex/ Region	Grades Served	Total K-12 Enrollment <sup>28</sup>	Operational Status
17. Ke Kula 'o Nāwahīokalani'ōpu'u Iki, LPCS	2001	Hawai'i Island	Pāhoa Complex/ East Hawai'i	Pre-K-8	426	Operating
18. Ke Kula 'o Samuel M. Kamakau, LPCS	2001	O'ahu	Kailua Complex/ Windward Oahu	Pre-K-12	133	Operating
19. Kihei Charter School	2001	Maui	Maui Complex/ Maui	K-12	520	Operating
20. Kua o ka Lā New Century Public Charter School	2001	Hawai'i Island	Pāhoa Complex/ East Hawai'i	Pre-K-12	200	Operating
21. Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS)	2001	Kaua'i	Waimea Complex/ Kaua'i	K-12	49	Operating
22. Myron B. Thompson Academy	2001	O'ahu	McKinley Complex/ Honolulu (online)	K-12	582	Operating



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23. University Laboratory School	2001	O‘ahu	Roosevelt Complex/ Honolulu	K-12	437	Operating
24. The Volcano School of Arts & Sciences	2001	Hawai‘i Island	Ka‘u Complex/ East Hawai‘i	Pre-K-8	190	Operating
25. Hālau Lōkahi Charter School	2001	O‘ahu	Farrington Complex/ Honolulu	K-12	--	Closed in 2015
26. Waimea Middle Public Conversion Charter School	2003	Hawai‘i Island	Honoka‘a Complex/ West Hawai‘i	6-8	258	Operating
27. Kualapu‘u School: A Public Conversion Charter	2004	Moloka‘i	Moloka‘i Complex/ Moloka‘i	Pre-K-6	325	Operating
28. Kamaile Academy, PCS	2007	O‘ahu	Wai‘anae Complex/ Leeward O‘ahu	Pre-K-12	858	Operating
29. Hawaii Technology Academy	2008	O‘ahu	Waipahu Complex/ Central Oahu, Statewide (online)	K-12	1,111	Operating



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School	Year Authorized	Island (main campus location)	DOE Complex/ Region	Grades Served	Total K-12 Enrollment <sup>28</sup>	Operational Status
30. Kawaikini New Century Public Charter School	2008	Kaua'i	Kaua'i Complex/ Kaua'i	K-12	147	Operating
31. Kona Pacific Public Charter School	2008	Hawai'i Island	Konawaena Complex/ West Hawai'i	K-8	216	Operating
32. Laupāhoehoe Community Public Charter School	2011	Hawai'i Island	Laupāhoehoe Complex / East Hawai'i	Pre-K-12	305	Operating
33. Mālama Honua Public Charter School	2012	O'ahu	Kailua Complex/ Windward O'ahu	K-4	103	Operating
34. SEEQS: the School for Examining Essential Questions of Sustainability	2012	O'ahu	Kalani Complex/ Honolulu	6-8	177	Operating
35. Ka'u Learning Academy	2014	Hawai'i Island	Ka'u Complex/ East Hawai'i	3-7	79	Operating
36. Kamalani Academy	2016	O'ahu	Leilehua Complex/ Central O'ahu	Pre-K-8	286	Operating



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School	Year Authorized	Island (main campus location)	DOE Complex/ Region	Grades Served	Total K-12 Enrollment <sup>28</sup>	Operational Status
37. Kapolei Charter School	2018	O'ahu	Kapolei Complex/ Leeward O'ahu	9 <sup>30</sup>	49	Operating
38. Alaka'i O Kaua'i Charter School	2016	Kaua'i	TBD	K-5 <sup>31</sup>	--	Targeted to open SY2019
39. DreamHouse Ewa Beach	2017	O'ahu	TBD	6 <sup>32</sup>	--	Targeted to open SY2020

<sup>30</sup> Kapolei Charter School is operating with grade 9 for school year 2017-2018. The school is planning to implement a slow growth model in which it will eventually serve grades 9 through 12.

<sup>31</sup> Alaka'i O Kaua'i Charter School is targeted to open with grades K-5 for school year 2018-2019. The school is planning to implement a slow growth model in which it will eventually serve grades K through 8.

<sup>32</sup> DreamHouse Ewa Beach is targeted to open with grade 6 for school year 2019-2020. The school is planning to implement a slow growth model in which it will eventually serve grades 6 through 12.



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**Appendix B – List of Stakeholder  
 Input Opportunities and List of  
 Documents Reviewed and Analyzed  
 and Inputs Received**

<b>List of Stakeholder Input Opportunities</b>		
<b>Date</b>	<b>Location</b>	<b>Type</b>
5/03/2017	Permitted Interaction Group Meeting	Project Planning and Oversight
5/19/2017	Permitted Interaction Group Meeting	Project Planning and Oversight
6/6/2017	Kamaile Academy PCS (Waianae, O'ahu)	Multi-purpose Focus Group
6/19/2017	Kihei Charter School (Kihei, Maui)	Multi-purpose Focus Group
6/21/2017	Connections Public Charter School (Hilo, Hawai'i)	Multi-purpose Focus Group
7/7/2017	Ke Kula 'o Samuel M. Kamakau, LPCS (Kāne'ohe, O'ahu)	Multi-purpose Focus Group
7/11/2017	Kawaikini New Century Public Charter School (Līhu'e, Kaua'i)	Multi-purpose Focus Group
7/14/2017	Kanu o ka 'Āina New Century Public Charter School (Kamuela, Hawaii)	Multi-purpose Focus Group
8/10/2017	Lāna'i, Senior Center (Lāna'i City, Lāna'i)	Multi-purpose Focus Group
8/24/2017	Permitted Interaction Group Meeting	Project Planning and Oversight
9/19/17	Kamaile Academy PCS (Waianae, O'ahu)	Multi-purpose Focus Group



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List of Stakeholder Input Opportunities		
Date	Location	Type
10/2017	Broadcast: Quality School Descriptors and Quality Authorizing Descriptors via Na Hopena A`o (Board of Education, Policy E-3)	Survey
11/30/2017	Permitted Interaction Group Meeting	Project Planning and Oversight
1/25/2018	At School Choice Rally (State Capitol, O`ahu)	Survey
2/8/2018	Lili`uokalani Building, Room 404 (Honolulu, O`ahu)	General Business Meeting
2/22/2018	Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS) (Kekaha, Kaua`i)	Community Listening Session
2/22/2018	Kaua`i Community College (Līhu`e, Kaua`i)	Community Listening Session
3/2/2018	Connections Public Charter School (Hilo, Hawai`i)	Community Listening Session
3/5/2018	Kanu o ka `Āina New Century Public Charter School (Kamuela, Hawai`i)	Community Listening Session
3/8/2018	Natural Energy Laboratory of Hawaii Authority (NELHA) Hale Iako Building (Kona Hawai`i)	General Business Meeting
3/22/2018	Permitted Interaction Group Meeting	Project Planning and Oversight
3/22/2018	Hawai`i State Art Museum (Honolulu, Hawai`i)	Community Listening Session



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### Appendix B – List of Stakeholder Input Opportunities and List of Documents Reviewed and Analyzed and Inputs Received

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List of Stakeholder Input Opportunities		
Date	Location	Type
3/22/2018	Hawai‘i Public Charter School Network @ State Capitol (Honolulu, Hawai‘i)	Community Listening Session
4/30/2018	Draft Report Input, Closed 4/30/2018	Survey
5/22/2018	Permitted Interaction Group Meeting	Project Planning and Oversight
NLT 6/1/2018	Various community sites and stakeholders	Community Listening Session



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#### List of Documents Reviewed and Analyzed and Inputs Received

- 2014 Chapter 302D, HRS Unofficial (with amendments from Acts 110, 111, 114, and 234 SLH 2015)
- Act 130 (12)
- Performance Audit(s)
- Financial Audit(s)
- 2016 and 2017 BOE Legislative Reports
- 2017 and 2018 State Legislature Budget Briefing Testimony
- Board Special Review Report
- State Public Charter School Commission Self-Assessment
- National Association of Charter School Authorizer (NACSA) Report (May 2017)
- Strategic Plan Vision Input Survey
- Multi-Purpose Community Focus Groups (Summer 2017)
- Pre-Draft Inputs: Governor David Ige, State Public Charter School Commission Staff, Superintendent of Education, Board of Education Chair
- NACSA Leadership, Commitment, Judgment: Elements of Successful Charter School Authorizing; Findings from the Quality Practice Project (March 2018)
- Hawai‘i Business, Education Vision Statement, Mission Statement, Core Values, Strategic Goals (August 2017)
- Hawai‘i’s Blueprint for Public Education (December 2016)
- Hawai‘i Educational Policy Center Report, A Brief History of the Charter Movement in Hawai‘i: Where it is Has Been, Current Status, and Future Directions (February 2016)