

Kūlia Academy
Charter Proposal Narrative

I. School Overview

A. Executive Summary

1. Mission. A mission describes the fundamental purpose of the school. The proposed school's mission statement should:
 - a. Describe the core school design components, what the proposed school will accomplish in concrete terms, and what methods it will use;
 - b. Be attainable and consistent with high academic standards;
 - c. Reflect the key values that teachers, administrators, and students know and support;
 - d. Be concise and clearly describe the proposed school's purpose for the entire school community, external stakeholders, and individuals who may not be familiar with the proposed school; and
 - e. Be able to operationalize and guide the work and school culture.

To prepare a diverse student population for success in college and beyond, especially in the interaction of Science and Humanities. Our goal is to educate contributors to society, by offering a comprehensive learning experience designed to serve the needs of our students, through effective site-based instruction, rich hands-on learning, and foundation skills presented in ways that are relevant and inspiring for our students. The school will particularly try to recruit and meet the needs of socioeconomically disadvantaged and minority students.

Vision. The vision statement describes the proposed school's highest priorities and long-term goals, identifying what will be accomplished when the school is successful in executing its mission over the long term. The vision statement should explain what success looks like in terms of students' life outcomes and the impact on the community and society. A vision statement is a broad, powerful goal whose scope is bigger than daily activities and should indicate the school's valued measures of success.

Graduates of Kūlia Academy are scientific thinkers who contribute to the global community as socially responsible and educated members of society.

2. Geographic Location and Anticipated Student Population. Briefly describe the geographic location and, if known, the address of the facility the proposed school plans to use. Describe the anticipated student population of the area, the students' anticipated educational needs, and the non-academic challenges the proposed school is likely to encounter. Describe what contribution the school will bring to the area.

If approved, Kūlia Academy will serve students primarily in west Honolulu, Pearl City, Waipahu and East Kapolei. While searching for a suitable facility, we aim to locate our school close to Honolulu Rail Project, which is scheduled to open in October 2020 coinciding with our school opening, providing easy access to our low-income students and parents through public transportation. We are expecting a high percentage of minority students, a higher than 50% Free and Reduced Lunch ratio with about 12% ELL

and 10% Special Education students¹. Through our comprehensive educational program and support system, we plan to address the needs of this high need student population efficiently. Through our data-driven instruction model, we aim to track every student individually and make sure every single one of our students make progress through their college and career goals.

Target Complex Areas¹

Complex Area	Number of Students	FRL	ELL	Special Ed
Waipahu	8,413	60%	15%	8%
Pearl City	6,306	36%	3%	9%
Aiea	4,117	49%	6%	10%
Farrington	7,761	71%	20%	8%
McKinley	4,416	69%	22%	8%
Kapolei	6,265	40%	2%	9%
Campbell	10,730	46%	4%	7%
AVG.	48,008	53%	10%	8%

3. [What unique educational opportunities will your school provide?](#)

Kūlia Academy set out to address two major deficiencies in the education system of Hawaii:

- 1- Proficiency in Math, English and Science and inspiration towards STEM Careers
- 2- College Readiness and Enrollment

Our mission is to prepare a diverse student population for success in college and beyond, especially in the interaction of Science and Humanities. Our goal is to educate contributors to society, by offering a comprehensive learning experience designed to serve the needs of our students, through effective site-based instruction, rich hands-on learning, and foundation skills presented in ways that are relevant and inspiring for our students. The school will particularly try to recruit and meet the needs of socioeconomically disadvantaged and minority students.

Kūlia Academy is designed to support the underserved students in K-12 grades in Honolulu County. We are an open enrollment school with an equitable lottery system. We will focus our recruiting and marketing efforts toward Honolulu County’s underserved students so they have greater access. In our target region the gap between students of color and white students is significant.

We aim to prepare all graduates, regardless of demographics, for success in college and life. This goal is attained because of a research-based school design that focuses on commitment to rigorous instruction and individualized support coupled with high expectations. Our AP and early-college model and focus on math, science, and technology ensures that our students graduate with acceptance to four-year

universities and we increase the number of underserved and female students pursuing careers in Science, Technology, Engineering and Mathematics.

In designing our academic program, we studied the most successful public charter schools nationwide, which are known for rigorous college preparatory academic programs, high college acceptance, and high academic achievement. We have reviewed the curriculum, content, skills, and knowledge expected of students attending these schools so we can deliver the same high quality education. We integrated the best practices from three high-performing charter college prep models on the mainland, who serve similar underserved student populations with great success. The successful charter school models of the mainland have not been replicated in Hawaii extensively.

For a list of unique educational opportunities and their brief descriptions, please see below item 4.

4. [The key components of the educational model, including a brief explanation of how it will drive success for the identified student population.](#)

College-Prep Focus and Program from Summit and BASIS Schools: Kūlia Academy will provide a comprehensive college preparation program for all of its students. Through this meticulously designed program, students are not only provided courses and tools, but also proactive guidance and an encouraging school atmosphere to achieve college admission and successful graduation. The nationally acclaimed Summit Model is designed to provide high expectations and high support for every student through Personalized Learning Plans, rigorous academic classes and one-on-one mentoring to ensure that every student is well known. BASIS Schools become the best schools in college readiness statistics every year by preparing their students with an AP-focused program.

Inquiry-Based Learning and College Advisory/Mentorship, from High Tech High's Project-Based Learning: Inquiry leads learning at Kūlia Academy, a rigorous college preparatory public Kūlia Academy promoting student ownership of learning through inquiry and project based curriculum focused specifically on science, technology, engineering, and math (STEM). We aim to incorporate comprehensive inquiry-based programs instead of leaving it only to teachers to produce engaging projects, as they are challenged by lack of time or experience. Project and Inquiry-based learning yields deeper-learning and understanding of the topics and internalization of newly acquired knowledge. Our college mentorship program ensures that every one of our students follow through an individualized College and Career Plan (CCP).

Global Citizenship, Character Education and Congressional Awards Programs, from Magnolia Public Schools: In addition to all these academic programs, Kūlia Academy will put heavy emphasis on the social dimension of schooling with courses and programs on Global Citizenship and Character Education and setting up a school-wide Congressional Award program. We will not pay attention to only mechanical aspects of the program. We are aiming to raise humans with values and character.

Congressional Award program requires students to set goals in Voluntary Public Service, Personal Development, Physical Fitness, and Expedition/Exploration areas.

Coding/Robotics Courses for All Students: In today's digitized age, no matter what career they choose, our students will need to be fluent in technology and coding. We plan to add to our curriculum an innovation and technology course (one hour everyday for all grades) featuring coding, robotics and technology activities. Starting to code early on and preparing for AP Computer Science Principles and AP Computer Science A courses with Edhesive's Java classes, students will be able to succeed in AP Courses in high school. Through LEGO and VEX Robotics, they will explore, create and share their scientific discoveries along the way as they build and modify projects. And the Project Lead the Way (PLTW) Launch for grades K-5 will help them become problem solvers, encouraging them to use structured approaches and employ critical thinking. Technology motivates students and today's students respond to technology very well.

5. [The expected outcomes for the students in both the short run—after they graduate from your school—and in the long run as adults.](#)

The Hawaii Department' of Educations General Learner Outcomes (GLOs) are our overarching goals for our standards-based learning for all students in all grade levels.

We will go beyond academic achievement to ensure students become engaged, lifelong learners. They will be:

- Self-directed Learners (The ability to be responsible for one's own learning)
- Community Contributors (The understanding that it is essential for human beings to work together)
- Complex Thinkers (The ability to demonstrate critical thinking and problem solving)
- Quality Producers (The ability to recognize and produce quality performance and quality products)
- Effective Communicators (The ability to communicate effectively)
- Effective and Ethical Users of Technology (The ability to use a variety of technologies effectively and ethically)

The students at Kūlia Academy will:

- Consistently exceed expectations and state assigned targets at Strive HI
- Will continue their education at and graduate from a 4-year college or university

6. [Community Engagement.](#) Briefly describe how the applicant has assessed the demand and solicited support for the proposed school within the community that the school will be located. Include a description of any significant relationships or local community partnerships that have been established to generate community engagement and support for the proposed school. Applicants will discuss their knowledge of the community in which the school will be located, and include in this discussion their understanding of the cultural and historical elements of the area as a whole.

After designing brochures and setting up its website and Facebook page, Kūlia Academy started its outreach activities in the beginning of May, 2018. As a technology school, we connect well with our target student population and their families by

online means first. In our first week of advertisement on Facebook and parents of 21 filled out our student interest form. Furthermore, we scheduled a free Math event called Math Magic Show by a renown professor, Dr. Arthur Benjamin, on June 2nd. In the last 10 days, 138 community members with children ged 4-9 signed up for our event.

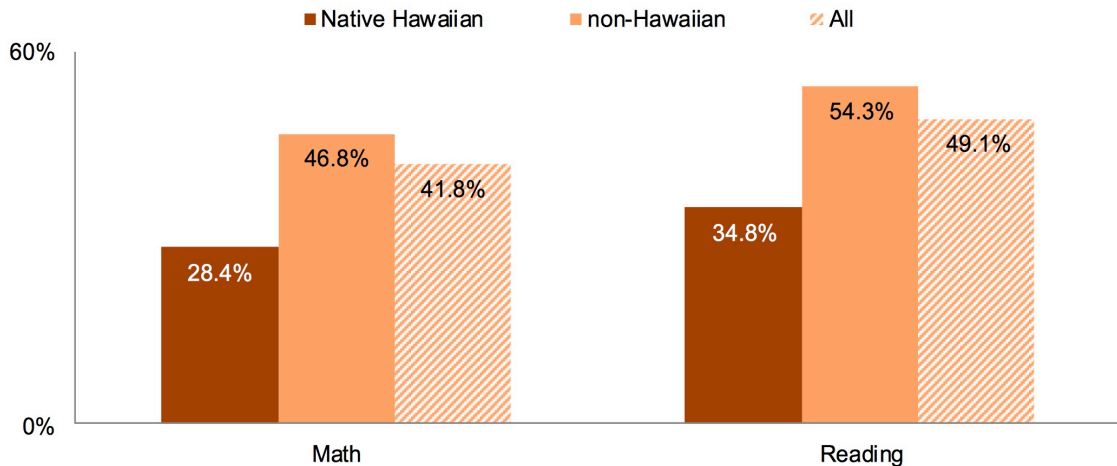
We base our analysis on publicly available reports and statistics published by U.S. Census Bureau, Departments of State of Hawaii, Hawaii State Superintendent, Hawaii Public Charter Schools Commission, colleges and foundations based in Hawaii. Please see our bibliography for individual resources. Please see Attachment B for our sources.

The need in Honolulu County for Kūlia Academy’s Education Model

Honolulu County needs quality public schools with a large minority, low-income population and is often overlooked due to being away from the mainland and being a popular vacation destination. Successful charter school models of the mainland have not been replicated in Hawaii due to several reasons.

While Asians comprise 43% of the Honolulu County’s population, their history, culture and approach to education differ from the Asian communities on the mainland. With a history of attracting immigrants mainly from Asia to work as farm laborers, Hawaii is home to the nation’s largest share of multiracial Americans. One-in-four residents (24%) of Hawaii identify as multiracial, according to a Pew Research Center analysis. In Honolulu County, 19.3% are foreign born according to 2012-16 Census Bureau statistics. As mentioned above, Kūlia Academy will specifically target minority, low-income and Native Hawaiian communities for advertisement and student recruitment. According to Census Bureau’s 2015 statistics, Native Hawaiians and Other Pacific Islanders (alone or in combination) account for 24.1% in Honolulu County. Native Hawaiians score disproportionately lower than non-Hawaiians on standardized tests.⁴

Percent of students proficient in Math and Reading assessments by Native Hawaiian status, SY2015



Source: Hawaii’s State Department of Education; Office of Strategy, Innovation and Performance, Assessment and Accountability Branch. (2016). OHA_StriveHI-HSA2014_SBA2015_GrowthJD [May 18, 2016].
 Note: n=86,991; Math Assessments scores not reported = 3,317. Reading Assessments scores not reported = 3,375.

College Enrollment and Standardized Test Scores

Our target area is a large portion of the residential areas in Honolulu County (in terms of population), on which 70% of the state resides. Therefore, statistical information on the state of Hawaii’s education system is generally true for our target population.

According to a statistics brief published by Research and Economic Analysis Division of the Hawaii State Department of Business in January, 2016: Compared to the population born in Hawaii, people born in the U.S. mainland tended to have a significantly higher education. 79.0 percent of people born in the mainland had at least some college education, which was 20.8 percentage points higher than the same share for people born in Hawaii.⁷

55 percent of all Hawaii high school graduates went to college in 2016 compared to 70 percent nationally. According to US News Best High Schools Rankings published in 2017, President Theodore Roosevelt High School was the top school in Hawaii and ranked No. 1561 nationally. In 2017, only 17 percent of Hawaii graduates met all four ACT College Readiness Benchmarks. In a 2013 Gallup poll, only 46% of Hawaiians rated their public schools good or excellent, 4th lowest in USA.⁹

Even with tuition increasing each year, demand is strong at independent schools and Hawaii continues to have one of the highest percentages of private school enrollment in the nation.

The reason behind high demand for private schools? College preparation. Charter school enrollment and calls for choice show strong demand among low income families for high performing college prep charter schools. While those who can afford enroll their kids in private schools (20% in Honolulu, 3rd highest in the nation, 10% nationwide), low-income people have to settle for what's available to them.

Based on 2015 National Assessment of Educational Progress results, only 30 percent of Hawaii's 8th graders were proficient or above in Mathematics and only 26 percent in reading, placing Hawaii 33rd in math and 46th in reading among other states. Hawaii also lags behind the nation in science education: 23 percent of Hawaii's eighth-graders met science proficiency targets, compared to 33 percent nationally.¹⁰

7. [Contribution to Public Education System](#). Describe any anticipated contribution the proposed school would make to Hawaii's public education system as a whole, including, if applicable, the Priority Needs identified in [Section I.C of the RFP](#). If the proposed school would address either or both Priority Needs, provide an analysis, with relevant data, about that Priority Need and how the school would help address it. In addition to the Priority Needs, the examples of contributions to the public education system could include things like serving student demographic groups that the existing system has had challenges serving, meeting a particular curricular or instructional need or challenge in a way that has system-wide benefits, and forming partnerships or feeder-school relationships with existing public schools. Where the proposed school would model innovation in ways valuable to the system as a whole, describe any specific plans to disseminate the knowledge gained at the school to other public schools.

The families of Honolulu County deserve a rigorous, college preparatory school for their children. Our target student population do not only need a comprehensive and effective curriculum, they also need guidance and support mechanisms to ensure they understand and get motivated towards aiming and achieving high. Our school model aligns instruction with college-readiness and Common Core standards and uses high-quality assessments to ensure students are developing the academic skills that they will need for a successful college education and career. By focusing our efforts on understanding and serving the needs of our economically disadvantaged students, we aim to remove barriers to a high quality college education for the underserved communities that we serve. We plan to achieve these results through a strong college-bound culture based on high expectations for our students. Kūlia's

College Program provides the resources that low-income, minority students need to attain a college education, which is not fully achieved for many low-income, minority students at current public school settings.

We are planning to help address Priority I as detailed in SPCSC's 2018 RFP:

I. New schools that would provide additional school capacity in geographic areas where existing public schools are already exceeding, have already reached, or are projected to reach or exceed full enrollment capacity

Currently, two area high schools, James Campbell High and Kapolei High, are suffering due to rapid increase in their numbers of students. Kūlia Academy will help address this problem by offering additional seats for the area students. By locating our school close these two high schools (Pearl City, Waipahu, East Kapolei area) and by being close to Honolulu Transit Project and by offering attractive college-prep programs, Kūlia Academy will attract students who would otherwise attend these two schools. ¹¹

8. [Reason for Conversion \(Conversion applicants only\).](#)
Not Applicable.
9. [Conversion Transition \(Conversion applicants only\).](#)
Not Applicable

B. Enrollment Summary

1. [Enrollment Plan.](#) Complete the Enrollment Plan ([Exhibit 1](#)), and include it as **Attachment A (required form)**, illustrating the proposed school's five-year enrollment plan. Include a breakdown between students receiving a primarily on-site, face-to-face learning experience (brick-and-mortar) or *blended learning* and students receiving a primarily *virtual learning* experience. These terms are defined in [Section I.F of the RFP](#) and depicted in [Figure 5](#) below.

All of our students will attend our school as face-to-face (brick and mortar) option. We do not plan to offer a program through which students will attend our classes remotely partially or as a whole.

2. [Enrollment Plan Rationale.](#) Describe the rationale for the number of students and grade levels served in each year and the basis for the enrollment plan illustrated in the attachment. Include a discussion of the rationale for including non-entry level grades. **Entry level grades are generally kindergarten, sixth grade, and ninth grade.**

Our experience as public school educators showed that in order to achieve our goals 100% and to have students, especially minority students, reach their maximum potential, we need to enroll them early on, in elementary grades or the latest by 7th grade, if possible. Middle school grades constitute the backbone of our programs, through which minority students gain self-confidence and feel prepared for a healthy, successful college education.

We will start with grades K-2, 6 and 7 and expand by adding one grade level in elementary grades and one grade level in secondary grades as a natural progression. While kindergarten, 6th and 7th grades are entry level grades for our school (some elementary schools end in 6th grade), we believe that we can get students enrolled in our school in grades 1 and 2 too for two reasons:

1- Even though their students are in grades 1 or 2, some parents still seek for quality schools and do not regard these grade levels as an issue because their kids are not close to graduation.

2- The schools in the geographic areas we target have very different configurations of grade levels. Some examples:

School	Grades	Public/Private
Little Pearl Elementary School	PK-K	Public
Pearl River Elementary School	K-6	Public
Pearl River Middle School	5-7	Public
Pearl Lower Elementary School	K-1 & ungraded	Public
Pearl Upper School	4-5 & ungraded	Public
Pearl Preparatory School	K-5	Private

Enrollment Plan Justification. Provide evidence justifying the enrollment plan described above. Include the estimated number of students in the geographic area(s) the proposed school plans to serve, including the number of students that currently attend existing schools (both public and private) in the geographic area for the grades the proposed school plans to serve. If research data, censuses, surveys, or other data sources were used, please describe these sources and provide a citation or attach copies of the sources, as **Attachment B (no page limit)**.

Please see attachment B. Please see also section I.A.7.

C. Parent Involvement and Community Outreach

1. This section should include the following elements: A clear description of the proposed school’s philosophy on parent and community involvement and the role of parents or guardians and the community in the proposed school, including a summary of what has been done to assess and build parent and community interest in the proposed school and the results achieved.

The key to have especially high-need students feel as a part of the school is to include and engage their families in their education and be their extended families. Parents are recognized as integral participants in successful student learning. Students whose parents are involved in their learning tend to experience higher academic achievement, better attendance, higher graduation rates, and a better chance of continuing with their education beyond high school. Parents will be involved through parent-teacher-student conferences and close tracking and feedback by our counselors. Please see Attachment P for our community engagement activities

2. Sound parent engagement plans that are welcoming and accessible to all parents or guardians from the time that the proposed school is approved through opening and after the proposed school is opened, including plans for building family-school partnerships that strengthen support for learning and encourage parental involvement and any commitments or volunteer activities the proposed school will seek from or offer to parents or guardians.

Kūlia Academy's recruitment strategy will be a multi-faceted, city-wide marketing effort which will prioritize face-to-face contact with prospective students and their families and community members and partners. Our founding board and team members are our ambassadors who are assigned to meet potential students where students and their families are likely to congregate, including academic enrichment programs, community events, and churches. In addition to our online efforts such as on Facebook, our educational and information campaign will complement our face-to-face, grassroots effort with brochures and fliers that will clearly present the mission and vision of our school. These printed materials, in English, Spanish and Native Hawaiian, will also be used in targeted mailings to households in underserved communities. Furthermore, we expect to invest in radio and print advertising.

For parental and community involvement before school opens, please see below item 3.

Ensuring Parental and Community Input in The School's Operations and Academics

We aim to provide a collaborative environment where community members and business leaders are partners in the educational programs offered to our families. Community members will have the following opportunities to get involved in the school once the school is in operation:

- Guest Speakers Program
- Coffee with Principal
- Parents will complete a survey each year evaluating the strengths and weakness they identify with the program at Kūlia Academy.
- Parents will have the opportunity to attend periodic activities for team-building, presentation of the latest school news, and recognition of parent contributions to the school community.
- To ensure involvement of all our stakeholders in design process going forward, we will form a Parent Club one year before school opening. Once the school is up and running, we will have a Parent and Community Advisory Group (PCAG), which will make recommendations to the board. In addition to staff members, PCAG will have at least 3 parents, 2 students and 2 community members. The PCAG will meet at least four times a year, and make recommendations regarding matters of interest to families and teachers and school events/activities.

3. [Effective strategies describing how the proposed school will inform and engage parents or guardians and the community about the proposed school's development.](#)

The following activities will be implemented to inform our parents and community members and to solicit and consider input from parents and other members of the community on the academic design, program implementation and operation of our school:

- Direct mailing of 20,000 postcards to the parents/guardians who have children that will be in grades K-2, 6 and 7 in academic year 2020-21.
- Distributing flyers at key locations to reach socioeconomically disadvantaged members of the community. Key locations include community meeting points:

libraries, religious gathering places, family centers, local grocery stores, playgrounds, recreation centers and/or sports clubs, and coffee establishments.

- Holding presentations at community meetings at the key locations listed above. These presentations will be structured as a two-way communication tool, asking and soliciting opinions and feedback from students, parents and community members.
- In addition to distributing flyers, we will make efforts to attend local meetings to make brief presentations during open forums about Kūlia Academy's intent to provide a high quality school choice to the community. We will forge local partnerships and reach out to community leaders by defining the advantages of having a high performing charter option available in the community. Community members, parents and students will be surveyed for opinion and feedback to the school.
- We will hold Open Houses and school tours that are open to the general public and will equip parents to make informed decisions about enrolling their children at the school. Hawaiian and Spanish speaking representatives will assist non-English speaking parents of prospective students. Should the need arise, other non-English languages will be similarly accommodated. Open Houses and school tours will also serve as a means to seek student/parent/community member input.
- Hosting individual/family meetings; Kūlia Academy will provide opportunities for meetings with prospective students and their parents. These meetings will start with listening to them, their concerns, needs and requests.
- Doing precinct walks in the community, informing the community about the new school and soliciting feedback.
- We will go door to door, talk to families, hand out applications, ask their input and take notes.
- Using electronic media; Kūlia Academy's website provides detailed information about the school's educational program. Our website has two forms to seek input, one for parents and students and one for community members. Both of them have fields asking for opinion/feedback.
- Using press release campaigns; Kūlia Academy will send press releases to the newspapers and periodicals written in English, Spanish, and the language of the community providing information and invitations to the community. The press releases will list ways for the community to reach out to us, not only for student enrollment, but also for anything.

4. A description of any community resources and partnerships the proposed school has established with community organizations, businesses, or other educational institutions that will benefit students and parents or guardians, including the nature, purposes, terms, and scope of services of any partnerships. Provide existing evidence of commitment and support from identified community partners, provided as **Attachment P (no page limit)**, such as letters of intent or commitment, memoranda of understanding, and/or contracts.

We are currently developing partnerships with the community organizations in our target areas.

5. Discuss and provide details of all outreach efforts utilized to solicit input and feedback on the proposed school from community stakeholders. Please see Attachment P and section 3 above for our community engagement activities

Provide the following as **Attachment P (no page limit)**:

- a. A list of all community meetings held, including the date, time, location and number of attendees at each meeting.
- b. Dates and number of recipients of flyers or advertising that were sent out to the community via mail and email.
- c. Details on other forms of community outreach that was used by the proposed school.
- d. Evidence of the proposed school's outreach efforts such as advertisements, flyers, and written communication to community stakeholders, presentations, sign-in sheets, and local media coverage.
- e. Provide a log of comments received from community stakeholders on the proposed school. If no comments from the community were received, indicate "none received" on the attachment.
- f. Discuss and indicate how each of the following community stakeholders were solicited for feedback on the proposed schools: Parents/students, educators, elected officials, community leaders. If a particular group was not solicited for feedback, indicate "not solicited for feedback."

II. Academic Plan

What are the key components of the educational model?

To address the needs of our target student population, Kūlia's school model has four components: 1) Academic Scholarship with college-prep curricula and instruction with proactive guidance, support, and continuous monitoring and assessment that prepare all students for academic success in college and careers 2) Productive Global Citizenship that prepares all students to be lifetime contributors in school, local, national, and global communities; and 3) a Positive and Supportive School Culture that involves all students, staff, community partners and families in the development and success of every one of our students. Our model integrates best practices from three high performing charter college prep models who have been successful serving similar student populations with impressive results.

Each of these components will be overseen by an administrator: Dean of Academics will be in charge of Academic Scholarship (component 1). Dean of Culture will be in charge of Productive Global Citizenship (component 2) and the Dean of Students will be in charge of positive and supportive school culture (component 3). They will all report to the school principal.

A. Academic Plan Overview, Academic Philosophy, and Student Population

1. [Academic Plan Overview](#). Provide a overview of the academic plan of the proposed school, including instructional methods, the school model indicated in the applicant information sheet, assessment strategies, and any non-negotiable elements of the proposed school's academic plan. Include a brief description of any *virtual or blended learning programs*, as defined in [Section I.F of the RFP](#). Describe any evidence that promises success for this academic plan with the anticipated student population.

A Proactive Inquiry-Based College-Prep Curriculum for All Students

To address the deficiencies mentioned above, Kūlia Academy designed its educational model around:

A proactive college counseling program to guide and motivate students for higher education: Educationally high-need students not only need rigorous content but also support mechanisms and guidance. We will proactively support these students through active college advisory and in and after-school support. AP Capstone Diploma and Dual Enrollment/Early College Program will be central to prepare them for success in college and beyond. Elementary and Middle school programs are designed to prepare students for our college-bound program in high school.

Inquiry-based learning in all subjects with comprehensive programs to inspire and prepare students for STEM careers: Kūlia Academy will provide students with an innovative and proven academic program that challenges them through deeper learning methods. This instructional strategy has demonstrated particular effectiveness for high-need subgroups. Research found increased performance in mathematics over a three year period with high school students who used Project-Based Learning (PBL) as compared to students who were in a traditional classroom. An

effective implementation of PBL methodology may lead to more of our economically disadvantaged students attending school on a more regular basis and actively striving toward graduation. Students who take part in project based learning have more positive images of science and their abilities to perform science. They see future careers in science as a possibility that is open for them.

- **Coding and Robotics courses in all grades:** Coding and Robotics have become a necessity in our digitized world. Students must be proficient in these to be successful in tomorrow's careers, no matter what their desired college majors and careers are.

K-8 Program

As we specifically target educationally disadvantaged students, we will employ strategies recommended to address their needs.

Math and reading skill levels in early grades are relatively dependable predictors of academic achievement and adult socio- economic outcomes, therefore, identifying struggling students early in their school experience is essential. There is a strong association between math skills upon entering school and math skills in middle school.

As the famous saying goes, “whoever does it, s/he learns it”. That’s why project-based and inquiry-based learning have been the new trend in education. In grades K-8, as an effective way to increase student ownership and personalization, inquiry-based instruction will be implemented not only in science but in all core classes of elementary and middle school. When available, this inquiry-based model will be implemented with comprehensive programs already designed with an inquiry-based approach in all lesson plans and activities, not only with general teaching methods or asking teachers to modify their approaches in the classroom.

English Language Arts: Expeditionary Learning (EL) is an approach that promotes rigorous and engaging curriculum, inquiry-based teaching techniques, and a school culture that teaches compassion and good citizenship. Studies have found expeditionary learning (EL) to have significant impact on student achievement.

Math: In the past two decades, The Centre for Innovation in Mathematics Teaching (CIMT) of the United Kingdom (UK) has undertaken two major international longitudinal studies in more than 15 countries including Japan, Singapore, Finland and the U.S., namely the Kassel project (mathematical progress in cohorts of pupils in their last three years of mandatory education) and the IPMA project (mathematical progress of students in the first five or six years of school) both aiming to make recommendations for good practice in mathematics teaching and learning. The Mathematics Enhancement Programme (MEP) set out to implement in UK schools the findings of these international researches. As well as detail of the philosophy and style of teaching advocated, there is also a full set of curriculum resources for elementary and secondary schools, including student texts, lesson plans, classroom resources, assessment materials and on-line interactive resources.

The Mathematics Enhancement Programme (MEP) is a friendly and non-confrontational style of learning that encourages classes to engage in student-led discussions to find solutions to math problems, so the teacher orchestrates the activities but does not lead the lesson in the traditional way.

The "spiral" curriculum is a comprehensive program ensuring continual revision and progression through small and logical steps but with key aims of mastery each year. Rather than simply reviewing the same material until all students have it memorized, this spiral process allows for continual development to challenge the most able learners, while also continuing to revisit earlier areas of knowledge for those who may struggle with maths. MEP will be supplemented with Eureka Math to fully comply with Common Core Standards.

Science: The school will implement two great programs developed by the Curriculum Research & Development Group (CRDG) of the University of Hawai'i. Developmental Approaches in Science, Health and Technology (DASH) is a sequential, inquiry-based program for grades K-6 that integrates the areas of science, health, and technology. The Foundational Approaches in Science Teaching (FAST) project, contains a series of interdisciplinary science courses that emphasize the foundational concepts and methods of the physical, biological, and earth sciences.

FAST students are engaged in conducting inquiry investigations approximately 80% of the time. Class organization is in research teams in which students develop their own hypotheses, experimental designs, and explanations. The teacher's role is research director. The Program Effectiveness Panel (PEP) of the U.S. Department of Education, validated DASH and FAST as exemplary effective science programs.

Social Science: As the subject area best lends itself to inquiry-based learning, Kūlia Academy teachers will devise lesson plans to engage students through inquiry-based learning and critical thinking using the abundant resources available online. We will also implement an innovative program developed at University of Hawaii - Manoa: Philosophy for Children Hawai'i (p4c Hawai'i). p4c Hawai'i is an innovative approach to education that is transforming the schooling experience by engaging people in the activity of philosophy. The p4c Hawai'i approach aids students and teachers in converting traditional classrooms into intellectually safe communities of inquiry. Together, they develop their ability to think for themselves in responsible ways by exploring "big questions" that arise from their interests, experiences, and learning contexts.

High School Program

High School Instruction will revolve around Inquiry-based Instruction and AP and Dual Enrollment Courses to expose and prepare students for post-secondary education. Students will be motivated towards an AP Capstone (at least 6 AP courses) or Kūlia Honors Diploma (6 AP or early college courses). Inquiry-based instruction will especially continue with AP Seminar and AP Research in which students will conduct research in one of the core areas. Innovation and Technology Class will continue with AP Computer Science Principles and AP Computer Science A. The FAST Program naturally will lead to AP Environmental Science and AP Biology. Students will meet and exceed Hawaii High School Graduation Requirements with completing at least 6 AP or Early College Courses. Among the AP Courses offered will be AP Calculus AB and BC, AP Biology, AP World History, AP US History, AP Physics, AP Psychology, AP Human Geography, AP Statistics, AP English Literature and Composition, AP English Language and Composition, AP Studio Art: 2-D Design, AP Studio Art: 3-D Design and AP Macroeconomics. High School Courses will also be designed on an inquiry-based model

and will have laboratory experiments incorporated into the courses whenever applicable.

AP Seminar is a way for students to get an introduction to college-level independent analysis of complex ideas across various disciplines. Students are expected to synthesize information from different sources and formulate research questions based on these source materials. Students present your ideas through essays, oral presentations, and team projects.

In AP Research, students are encouraged to explore a topic or problem that interests them and design, plan, and conduct a year-long research project centered around it. AP Research will serve as the students' graduation project.

Dual Enrollment and Early College High School Program

The mission of Kūlia Academy is “to prepare a diverse student population for success in college and beyond, especially in the interaction of Science and Humanities.” The main focus of our program is AP Courses and Dual Credit Programs. Our entire curriculum is developed around this purpose and the main goal of our elementary and middle school courses is to prepare students for AP and College-level courses in high school.

Kūlia Academy will partner with University of Hawaii-Manoa through its Dual Credit Program. Kūlia Academy will implement the Early College option as detailed in UH-Manoa's Dual Credit Program. Early College program allows students to take college-level courses at our school site. With our early college high school program, we expect every student to earn college credits before graduation.

College Guidance Program

We believe that college education is every student's right and Kūlia's College Program provides the guidance and support that all of our low-income students and their families including the students with disabilities need to access a higher education. Our College Advisors will walk all students through every step of the college research, application and selection process.

College Mentorship: The school's College Advisors will work with each student individually to develop a four-year College and Career Plan (CCP) learning plan that culminates in college acceptance. In order to prevent application errors and to find the best-fit colleges, universities and career programs, our college advisors will work with parents and students. College advisors will mentor the students through the matriculation of high school through the following mechanisms: four year College and Career Plans (CCP), college visits and trips, parental involvement, research, culmination senior projects through AP Research and a simple belief that college is attainable through academic success.

College Tracking: All students will be tracked through high school until its completion and matriculation to college. College advisors will track: scholarship eligibility, scholarship applications, HI DOE and University of Hawaii requirements, Personal Statements, and programs that develop student career interest and provide credential and certifications in those fields as current high school students.

College Advisory Activities: A college-going mentality is engrained in Kūlia’s culture of high expectations from the start. Over the course of freshmen through junior years in high school, preparations for post-secondary life will be embedded through college visits, participation in the guest speakers and college research. Students research colleges, submit applications, research and complete scholarships and complete the FAFSA under the guidance of a college advisor. Students will be required to apply for scholarships and the college advisors will help students select opportunities that best suit their needs.

Portfolio Module with Learning Targets: Students will be required to develop portfolios which evidence their progress towards college readiness that is inclusive of individualized learning targets that have been collaboratively and purposefully designed. Student portfolios will include: Work samples, culminating projects, earned certificates and credentials, and academic accomplishments.

Common Core, State Standards and Our Instructional Practices: The Common Core National Standards and Hawaii State Content Standards will provide the content framework for our curriculum. The rigor of our curriculum will support our students in developing higher-level thinking and problem solving skills as they develop strong reading and writing skills. Our students will leave Kūlia Academy as effective communicators and independent thinkers.

This alignment between our curriculum, instructional practices and the Common Core standards and Hawaii State Curriculum will be used to develop a scope and sequence by our teachers in appropriately sequencing and segmenting their instruction and ensure that we have “benchmarks” to assess our students’ progress.

2. [Academic Philosophy](#). Provide a description of the applicant’s core beliefs and academic values and how those beliefs and values inform the design of key elements of the proposed school.

Students best learn when they are actively involved in the learning process, have direct experiences with the physical world, and relate these experiences to what they are learning in school. Our rigorous standards-based educational program will use inquiry-based activities to help students acquire core academic knowledge, critical thinking, and problem-solving skills. Furthermore, Kūlia will offer character education courses designed to help students attain organizational and study skills, which are crucial to enable students to become self-motivated, competent, and lifelong learners.

Students must be given opportunities to construct their knowledge, sometimes through multiple encounters with a new concept. To develop conceptual understanding in constructivist settings, teachers assume the role of facilitators of meaningful learning experiences. Students build on existing knowledge as facilitated experiences help them discover the underlying concepts for themselves. This process deepens students’ knowledge and stimulates their curiosity and passion for learning. Students will discover how to learn, and develop the skills to become self-empowered learners.

The balance between academic and enrichment programs promotes a love of learning and positive feeling about the school experience. Kūlia will offer a rigorous standards-based curriculum from which students gain life-long knowledge and skills. Experiential methods will engage each student and facilitate understanding of core concepts.

When teachers and parents do not cooperate to build intrinsic motivation, students become bored and listless; education becomes a chore. Moreover, learning occurs best when the environment sets very high standards that challenge students to reach beyond their own expectations.

3. **Anticipated Student Population.** Describe the anticipated student population the proposed school plans to serve, including, among other things, the projected percentage of students eligible for free and reduced lunch. Explain why the proposed school anticipates that the student population described above will enroll in the proposed school. Include, as **Attachment C (5 page limit)**, a listing of the DOE complex area(s) that these students will most likely come from and a listing of both public and private schools with the grades the proposed school plans to offer that are located in the same areas that the proposed school plans to pull its student population from.

Please see section I for a list of specifically targeted complex areas and their student demographics. Due to our special targeting of high-need students, we are expecting a more than 50% of the student population qualifying for free or reduced price meals, 12% ELL and 10% Special Education ratios at our school.

Our anticipated student population has high percentages of low income students with higher percentages of EL and Special Education Students as we specifically target educationally high need students as mentioned in our mission statement.

B. Curriculum and Instructional Design

1. A clear description of course outcomes for each course at each grade level that if achieved at the high school level, will ensure a student graduates with the competencies, skills and content knowledge to be successful in any post-secondary education opportunities he or she may seek to pursue, and if achieved at the elementary or middle school level, will situate the student to achieve academic success at the next level of his or her academic career.

Please see the table below for the course outcomes at Kūlia Academy.

Courses	Outcomes (Standards)
Math, English (except AP and Early College Courses)	Hawaii Common Core State Standards (CCSS)
Science (except AP and Early College Courses)	Next Generation Science Standards
Social Science, Art, Health, Physical Education, World Languages (except AP and Early College Courses)	Hawaii Content and Performance Standards III
AP Courses	Common Core, Next Generation and Hawaii Content Standards when applicable and content specified by The College Board
Early College Courses	Common Core, Next Generation and Hawaii Content Standards when applicable and content specified by University of Hawaii system

2. A clear description of the rigorous academic standards that will be used at the proposed school including:
 - a. A rationale for inclusion each set of standards that the proposed school plans to adopt that demonstrates an understanding of how each set of standards will contribute to the success of student learning under the Academic Plan; and
 - b. A clear articulation of how the standards based curriculum will be aligned to standards-based instruction, standards-aligned formative and summative assessments and standards-based grading and reporting of student progress.

A- They provide a list of outcomes which our students must be proficient at. They have been designed by the governmental agency that sets the outcomes and standards for students at public schools, the higher education institute at which we would like our students to continue their education or a generally accepted institute which organizes high level tests and content sought after by top colleges and universities nationwide.

B- Most of the instructional materials that we will use have already been aligned with the standards we mentioned above. Specifically:

Strand	Alignment
K-8 Math	MEP will be aligned to Common Core. For topics that MEP is not aligned, Eureka Math will be used, which is already aligned with Common Core
K-8 English	Expeditionary Learning is already aligned to Common Core
K-8 Science	UH-Manoa's CRDG group has already aligned most of FAST and DASH to Next Generation Science Standards
Social Science, Art, Health, Physical Education, World Languages (except AP and Early College Courses)	Instructional materials will be chosen from among the ones already aligned to Hawaii Content and Performance Standards III
AP Courses	The College Board has been aligning the AP Courses with Common Core http://www.aasa.org/content.aspx?id=27296
Early College Courses	These courses are specified by the University of Hawaii system
High School Courses (except AP and Early College Courses)	Instructional materials will be chosen from among the ones aligned to Common Core or Hawaii Content and Performance Standards III where applicable

3. A reasonable and sound timeline and description of how instructional materials will be developed or selected and a list of individuals that will be involved in the development or selection process. If the instructional materials have been selected, a description and explanation that clearly demonstrates how the materials support the Academic Plan. If the proposed Academic Plan includes a *virtual or blended learning program*, include a clear description of the virtual learning curriculum program(s) and a reasonable rationale for the selection of the curriculum program(s).

The list of instructional materials and their alignment with applicable standards specified above will be finalized between October 2019- April 2020. The main person in

charge of this process will be our Principal. He has extensive experience in selecting and adopting curricular materials and textbooks. He led the textbook adoption process at Magnolia Public Schools which has 10 schools in California. The main criteria in choosing and aligning our instructional materials will be our mission, goals and values. Our Dean of Academics will lead this process with the goal of addressing our students' needs including our special needs students and having all our students enroll in a 4-year college and graduate successfully.

4. A clear list of academic goals and targets and a description of how the proposed school assesses the progress of individual students, student cohorts, and the school as a whole on the identified goals and targets. The description must clearly explain how the identified assessments will accurately measure progress toward the identified goals and targets.

To better serve the students and the community, Kūlia will continue to examine and update the following list of measurable student outcomes over time to reflect the school's mission and any changes to state or local standards that support such a mission. Should any changes to the measurable pupil outcomes be made, Kūlia will submit those changes to the SPCSC as an update to the charter. Kūlia will pursue the following measurable pupil outcomes:

- Kūlia will have 98% graduation rate with less than 2% drop-out.
- At least 95% of Kūlia graduates will be enrolled in a college upon graduation with at least 60% going to 4-year colleges.
- The school will meet or exceed the Strive HI growth targets annually.
- 80% of students who have been enrolled at Kūlia for 3 consecutive years will be proficient or advanced in common core and state tests

Kūlia will use multiple measures to assess the students' and the school's progress towards meeting the outcome goals described in the previous section. Assessments will be aligned to the school's mission, exit outcomes and the curriculum. Results of these assessments will be used to facilitate continuous improvement of the programs offered at the school.

ACADEMIC AREAS

The measures that will be used to assess student progress include all state-mandated standardized tests. MAP testing will be utilized to measure student progress at least three times a year. Teachers will also, with the help of published materials, create standards-aligned formative assignments and tests that will be evaluated using rubrics. Individual and team projects will be evaluated using rubrics, and students will be required to demonstrate research and critical thinking skills.

STANDARDIZED TESTS

Kūlia will use state-mandated tests to monitor each student's performance and academic growth. State-mandated tests will be administered as required by law. Other standards-aligned assessment tools (such as teacher-designed tests, publisher-designed tests, portfolios, presentations, etc) will also help teachers evaluate students.

Kūlia will continue over time to examine and refine its methods for assessing student outcomes to reflect the school's mission and any changes in statewide student assessments that may become applicable to charter schools.

COMPUTER ADAPTED TESTS

Please see below item 5 for a description of how we will use MAP tests.

USE AND REPORTING OF DATA

The results of state tests, along with school-specific assessment data, will be used to evaluate progress. The school's academic committee, formed by the dean of academics and the subject teachers, will collect, analyze and review the results of schoolwide assessment and recommend modifications, if they are needed, to the school's curriculum and other programs at the end of every semester. Parents will be kept apprised of their students' progress with quarterly report cards. The school will utilize computers to record grades, attendance, homework, and student progress reports online, and the school will attempt to provide regular access to the same to parents. For those parents without access to a computer, Kūlia will have at least one computer on campus available for parent use.

Teachers will use standards-aligned formative assessments to continually monitor student progress and to make adjustments on the curriculum and instructions when such is necessary and appropriate.

The progress of special needs and EL students will be monitored using the state tests, MAP tests, teacher evaluations (based on teacher-designed tests and performance on class work and homework), and parent input.

5. A clear and comprehensive description for how instructional leaders and teachers will use student data to administer, collect, and analyze the results of diagnostic, formative, benchmark/interim, and summative assessments to inform programmatic and instructional planning decisions and make adjustments to curricula, professional development, and other school components. The description must clearly explain the roles and responsibilities of the instructional leadership team in overseeing teachers' progress toward helping students meet their identified goals and targets and clearly describe the formalized process and supports that will enable teachers to reflect on student progress and adjust their instruction accordingly.

We will employ three very effective tools to ensure student progress:

1- MAP Testing: Kūlia Academy will employ MAP Tests 3 times a year. With a large norm reference group (more than 2 million), MAP tests measure not only subject matter competency but also skills, such as analytic ability, critical thinking, and synthesis.

In addition to measuring student progress by the state tests, each student will take three Northwest Evaluation Association Assessment (NWEA) benchmark assessments during a school year (MAP). The first administration of the NWEA assigns a score for each student along with a growth goal score for the school year. Progress towards the growth goal is measured by each subsequent administration of the MAP. MAP assessments are computerized and adaptive to each student's knowledge base. Each benchmark assesses skills needed for a student to show progress towards their yearly

goals in reading and math based on the student's previous performance. Through administration of the MAP benchmark assessments, we will be able to measure each student's progress in performance levels from grade to grade in addition to measuring each student's growth over the course of a school year. Throughout the school year, formative and summative assessments will be administered and utilized as indicators of each student's progress towards their yearly goals on Strive HI and MAP. As a result, we will have data needed to develop individual learning opportunities and interventions for all students, above, on or below grade level, in order to ensure their progress towards appropriate goals.

2- Illuminate Education's Data & Assessment software: DnA provides teachers with one place to seamlessly build and administer formative assessments, capture and analyze multiple sources of data to inform instruction, and direct students to learning resources needed to support specific, targeted standards. Teachers and administrators immediately receive results and use data for flexible grouping of students, Response to Intervention (RTI) protocol, judging how to pace and plan the next lesson, and more.

3- Student Information System (SIS): We will also use the discipline and attendance data from our student information system (SIS) system to analyze and inform decisions on how to improve student behavior and social/emotional skills.

Effective Instruction Based-On Data: At Kūlia Academy, student assessment is integral to the process of teaching and learning. Our goal is to know our students, through our classrooms and accurate analysis of their performance on assessments, and do whatever it takes to move a student's achievement to higher levels. To ensure no students fall through the cracks, faculty and staff meetings will be designed so that teachers of the same grade level or same subject will be able to meet and discuss strategies and interventions every other week based on data from above-mentioned sources. Dean of Academic will have the lead at the school administration's meetings on student progress and necessary interventions. The admin team will discuss student progress and necessary actions regularly at their meetings, at least one a month.

6. A clear description of the instructional strategies that the proposed school will use that adequately explains how these strategies support the mission, vision, and academic philosophy of the proposed school and are well-suited to the anticipated student population. The description must also include the interventions and modifications that will be made to instructional strategies if students are not meeting identified goals and targets. If the proposed school's Academic Plan contains a *virtual or blended learning program*, the description must adequately explain how the proposed instructional strategies will work with the virtual learning components to result in a coherent instructional program.

As included in our mission, vision and educational program, Kūlia's instructional design requires participation in both individual and collaborative inquiry projects to build other skills necessary for success in college and career. Kūlia students will be required to complete challenging and interdisciplinary projects with the goals of deepening understanding and learning to apply skills like research and analysis, critical dialogue, argument, persuasion, and collaboration. These projects will also provide opportunity for the development of technical and digital skills in all project phases. Student projects will culminate in the creation/construction of portfolios, products, presentations, or

performances and will be presented online and/or onsite to critical audiences as culminating activities and celebrations of learning.

Project and inquiry-based learning can yield significant achievement results (Darling-Hammond et al., 2008; Newmann & Wehlage, 19951). It has also been generally reported in many studies that the project approach is a subtle and more complex form of teaching, requiring additional teacher experience and professional development.

Teaching methodologies at Kūlia will place the study of content areas into topical units that incorporate relevant activities and lessons. Guest speakers and field trips will emphasize the links between study and practical application. Teacher-designed units will allow students to make necessary study-to-life correlations.

To implement the Kūlia curriculum most effectively, Kūlia teachers will use inquiry-based instruction as described before. Teachers will design inquiry-based instruction for diverse learners that engages them in active learning in meaningful, real-world activities by utilizing effective instructional approaches such as differentiation, scaffolding, brain-based learning, authentic multi-level teaching and learning, workshop teaching and multiple intelligences. Kūlia teachers will use a wide variety of effective instructional strategies to shape instruction. Some of those strategies can be listed as (1) Project-based learning; (2) Summarizing and note taking; (3) Reinforcing effort and providing recognition; (4) Homework and practice; (5) Nonlinguistic representations; (6) Cooperative learning; (7) Setting objectives and providing feedback; (8) Generating and testing hypotheses; (9) Cues, questions, and advance organizers; (10) Discussion groups; (11) Field trips; (12) Collaborative learning groups; (13) Writing across the curriculum (math, science, etc.); (14) Rubric-based self-evaluation, group evaluation, and class evaluation; (15) Identifying similarities and differences; (16) Guest speakers; (17) Independent projects; (18) Ongoing assessment; (19) Student demonstration; (20) Differentiated curriculum; and (21) Portfolios.

Kūlia Academy will address the interests, background, and challenges of its target student population in the following ways: co-teaching; embedded supports; differentiated instruction; home-school connection; and specific supports for English learners, immigrant students, and foster youth.

7. [Graduation Requirements.](#)

- a. [A clear description of the course and credit requirements for graduation, including a description of how GPA will be calculated, that meets BOE's graduation requirements.](#)

Kūlia Academy will issue three different high school diplomas:

1- AP Capstone High School Diploma: Students will complete 6 AP Courses, two of them being AP Seminar and AP Research, as described by College Board. Students who receive AP Capstone Diploma will also meet all graduation requirements of specified in BOE Policy 4540.

2- Kūlia Honors High School Diploma: Students will complete 6 AP or Early College High School Courses (Please see section II.A.1 for our Dual Enrollment and Early College

High School Diploma) Students who receive Kūlia Honors Diploma will also meet all graduation requirements of specified in BOE Policy 4540.

3- Kūlia High School Diploma: Students who complete all graduation requirements of specified in BOE Policy 4540 without completing the requirements of AP Capstone or Kūlia Honors Diplomas.

- b. If graduation requirements for the proposed school will differ in any way from BOE Policy 4540, an explanation of how they will differ (including exceeding BOE graduation requirements), including compelling reasons and justification for the differences, and a reasonable and sound plan for adjusting graduation requirements (including any necessary adjustments to other components of the Academic Plan) in the event the BOE does not grant a waiver from its policy.

All 3 types of High School Diplomas that Kūlia will issue will meet the requirements of BOE Policy 4540.

8. Virtual and Blended Learning. If the proposed school's plan contains a *virtual or blended learning program*, as defined in the RFP:
 - a. A clear overview of any *virtual or blended learning program* that is appropriate for the anticipated student population and clearly demonstrates that all students receive adequate support, including:
 - i. State the number of anticipated students that will access either a blended model, and/or a virtual program at your proposed school.
 1. For students accessing the virtual program, indicate the number of hours per month the student will access the virtual or distance learning program outside of your school's site.
 - ii. A description of the general organization of the *virtual learning* schedule (e.g., fixed daily schedule, modified schedule, open entry/ open exit), including an adequate explanation of how schedules will be modified, if at all, for students that fail to meet learning goals;
 - iii. For *blended learning programs*, an explanation of whether and how the program enhances or supports classroom instruction;
 - iv. A description of the teacher's role, the role of any non-teacher faculty members (paraprofessionals, counselors, parent instructional coaches), the student's role and the parents' role in any virtual learning program.
 - v. Describe what, if any, additional responsibilities will be required of teachers in the virtual environment (course development/design, research, website maintenance) and describe how the school will communicate these responsibilities to teachers. Describe how the school will provide professional development appropriate to the delivery method used.
 - vi. A plan for orientation for prospective and enrolled students, their parents, and their instructional coaches on the course delivery model prior to the beginning of the school year.

- vii. A description of the degree of support provided to students using any *virtual learning* program (e.g., little or no support, school based mentoring support, school or home mentoring support).
- viii. Describe whether a student enrolled in the virtual school can be enrolled in credit bearing instructional activities at another institution.
- ix. A description of the student to teacher ratio in the *virtual learning* program (e.g., traditional classroom ratio, 2-3 times traditional classroom ratio, instructional helpdesk model).

Click or tap here to enter text.

- b. A video demonstration, as a URL to a video on a browser-viewable platform (like YouTube), of the proposed *virtual or blended learning program* curriculum that clearly portrays the student and teacher experience with the *virtual learning* curriculum, including both the student and teacher user interfaces.

Click or tap here to enter text.

- c. Describe whether students will be required to regularly or periodically attend your school facility. Specify such requirements and describe the facility.

Click or tap here to enter text.

- d. Describe how the school will ensure or facilitate student attendance at in-person school activities.

Click or tap here to enter text.

- e. An explanation of how the proposed school will define, monitor, verify, and report student attendance, student participation in a full course load, credit accrual, and course completion that provides sufficient evidence that all students will be accounted for and engaged in a complete and rigorous educational program.

Click or tap here to enter text.

- f. A description of the proposed school's virtual attendance policy.

Click or tap here to enter text.

- g. Describe the virtual and blended learning program's policies regarding truancy, absence, withdrawal, credit recovery, and dual enrollment.

Click or tap here to enter text.

- h. Describe the intervention the school will take when students are not logging in and/or completing coursework as required.

Click or tap here to enter text.

- i. A sound plan for administering and proctoring mandated assessments, including a reasonable budget that is reflected in the Financial Plan Workbook.

Click or tap here to enter text.

- j. Describe the plan and method for the administration of all required state assessments.

Click or tap here to enter text.

- k. A reasonable plan to uphold the academic integrity of the *virtual or blended learning program* that describes the systems and procedures for validating the authenticity of student work. Describe procedures to ensure the integrity and authenticity of student work product and assessment scores, including the use of an academic honesty and computer acceptable use policy. Describe the intervention to be used when students fail to provide authentic work product or assessment responses. Describe the role that parents will have in promoting accountability.

Click or tap here to enter text.

- l. Describe the data retention, security, acceptable use, electronic communication, and confidentiality policies.

Click or tap here to enter text.

- m. An adequate explanation of measures the proposed school will take to ensure student safety, both technologically and educationally, that are compliant with applicable federal privacy laws (FERPA, CIPPA, and COPPA).

Click or tap here to enter text.

- n. Describe how the school will provide for the health and safety of students in both online and offline activities.

Click or tap here to enter text.

- o. Describe how the school will administer required health screenings to students in virtual programs.

Click or tap here to enter text.

- p. An adequate explanation of how the proposed model ensures that there are minimal interruptions to learning, should technological challenges arise, including a description of the plan for technical support and troubleshooting for students, teachers, parents or guardians, and administrators. Describe the scope of technical support that will be provided, including where support staff will be located, and the hours (including weekends and holidays) and manner in which support will be accessible to students and school employees.

Click or tap here to enter text.

- q. Describe procedures to deliver instruction when equipment, software, or connectivity at any location is lost or impaired. Specify who will pay for internet connectivity, and address minimum bandwidth and a course of action for any areas of the state that do not have the minimum bandwidth.

Click or tap here to enter text.

- r. Describe data protection and recovery procedures in event of catastrophic system failure (including offsite system backup).

Click or tap here to enter text.

- s. Describe all technological equipment and services that the school will provide, including hardware, software, connectivity, and media storage devices, and property controls and equipment tagging that will be in place. Specify any equipment or technological support that students or families will be responsible for purchasing or obtaining.

Click or tap here to enter text.

- t. A clear description of the platform dependencies for the proposed curricular materials and instructional strategies and an adequate explanation of how the proposed technology selection supports those dependencies. (For example, the proposed curriculum runs a Microsoft Windows-based application, and therefore requires Windows-compatible laptops and tablets rather than iPads.)

Click or tap here to enter text.

- u. Describe how the virtual program will provide services to all enrolled students with exceptionalities, regardless of where the student resides.

Click or tap here to enter text.

- v. Describe the virtual program's procedures for Individual Education Plan (IEP) meetings, including determining where such meetings will occur.

Click or tap here to enter text.

- w. Describe how the virtual program will implement ADA and Rehabilitation Act standards for accessibility to web-based curricula.

Click or tap here to enter text.

- x. Indicate the nature, frequency, and location of all required in-person meetings between parents and school faculty/administration, such as parent-teacher conferences, parent-teacher meetings, field trips, etc.

Click or tap here to enter text.

- y. Indicate the nature and frequency of all optional opportunities for in-person meetings and interactions such as open houses and school community meetings.

Click or tap here to enter text.

- z. Describe the procedures for parents to contact virtual Kūlia Academy faculty and administrators with concerns of any nature and the procedures and required timelines for prompt and helpful responsiveness to such communications.

Click or tap here to enter text.

- aa. Describe how the school will provide adequate, timely, and appropriate technical support to students, teachers, facilitators, and instructional coaches.

Click or tap here to enter text.

- bb. Describe whether training opportunities to parents and guardians will be available.

Click or tap here to enter text.

cc. Describe how parents access student grades and understand student progress.

Click or tap here to enter text.

C. Special Populations and At-Risk Students

1. An outline of the overall plan to serve *educationally disadvantaged students* and students with special needs that demonstrates an understanding of, and capacity to fulfill, state and federal obligations and requirements pertaining to *educationally disadvantaged students* and students with special needs, including but not limited to the following subgroups: students with IEPs or Section 504 plans; ELL students; students performing below grade level; students identified as intellectually gifted; homeless students; and students at risk of academic failure or dropping out. The plan must identify any other special needs populations and at-risk subgroups that the proposed school expects to serve, whether through data related to a specifically targeted school or geographic area or more generalized analysis of the population to be served, and describe the evidence or data that was used to determine that the proposed school should anticipate serving the population.

Special Education Students

Kūlia Academy is designed to build a solid foundation of knowledge and skill for all of our students. The students with special needs will be supported and given strong supports to succeed with knowledge of their challenges to learning and strategies for success.

We will diligently conform to all federal laws and regulations, including the Individuals with Disabilities Education Improvement Act (IDEIA), Section 504 of the Rehabilitation Act, and the Americans with Disabilities Act (ADA). As HI DOE is the SEA and the sole LEA in Hawaii, Kūlia Academy will work collaboratively with the district to ensure compliance with IDEA and serve children with disabilities. This includes providing supplementary and related services on-site to the same extent as any other public school. As outlined in Hawaii statute 302D, HI DOE is responsible for the provision of a free appropriate public education in all public schools including charter schools in the state. The department reviews Individualized Education Programs (IEP)s for special education students enrolled in a charter school and allocates resources for special education students including staff and funding to public charter schools. Kūlia Academy will abide by all State of Hawaii's Kūlia Academy laws and regulations on special education or related services to children with disabilities. We will not select students in any way other than through our lottery and will never use a student's disability as a deterrent for enrollment.

We will request records from the child's previous school. Students will be evaluated following procedures in accordance with federal and state legislation for educating students with special needs. Our school will provide training and a student support team to identify students in need of educational interventions, including students with special education needs, students far behind their grade level academically, and students with language differences, and provide them with the Least Restrictive Environment possible and integrated with non-disabled peers, based on current legal requirements.

If a teacher, administrator, or parent has a reason to believe, based on student performance, medical information or other evidence, that a student might have a disability that might require accommodations in their education, the school will make every attempt to obtain consent from a parent or legal guardian to evaluate that student. If parental consent is not obtained, the official special education evaluation will not be held. However, the school will still make all available accommodations to ensure that the student is receiving a Free and Appropriate Public Education (FAPE), and that student will continue to be part of the Response to Intervention program, which can provide additional academic support. Within 45-90 calendar days, whichever is less, of receiving written parental consent, the initial evaluation will be conducted and the child's eligibility for special education and related services must be determined at a meeting convened for that purpose. A Special Education Team will be convened to conduct any necessary evaluation of the student and to develop an IEP for that student if it is warranted based on the available evidence.

Students identified as having a disability will be provided an Individual Education Plan that will be reviewed regularly and implemented according to the recommendations of the IEP Team members.

To ensure that our special education students receive the best education possible:

- Kūlia will provide quality instruction, and access to modified and general curriculum, but will maintain high expectations for the performance of its special needs students;
- Teachers will know the students with special needs, and address the concerns of both students and parents regarding performance in the class in connection to their disability;
- Teachers will be familiar with students' disabilities and how these disabilities impact the classroom. The special education teacher assigned to the grade level will provide teachers with information regarding the nature of our students' disabilities;
- Collaboration will be required between the special education providers assigned by HI DOE and our teachers in designing and implementing intervention strategies, resources to be used and skills to be addressed, evaluating student progress, evaluating and modifying co-teaching model as the year progresses, implementing modifications required by a student's IEP, and in developing unit plans to accommodate students with disabilities;
- Teachers will assume responsibility for all educational duties for students with special needs in tandem with special education teachers/providers and case managers. Special education teachers/providers will never be the sole disciplinarian in a classroom nor will they work exclusively with special education students unless dictated by the student's IEP.

ELL Students

Kūlia Academy will address the interests, background, and challenges of its ELL students in the following ways: co-teaching; embedded supports; differentiated instruction; home-school connection; and specific supports for English learners,

immigrant students, and foster youth. Kūlia Academy will provide individualized attention to students.

After a student enrolls in Kūlia Academy, the School will request information regarding the language spoken at home through a Home Language Survey (HLS). The purpose of the HLS is to determine if a language other than English is used in the student's home. Prior to completing the HLS, parents are to receive an explanation regarding its purpose and uses, as well as the possibility that their child may be given an assessment to measure their English language proficiency level.

Northwest Evaluation Association (NWEA)'s Computer-Adapted Tests: Measures of Academic Progress (MAP) tests are a web-based assessment tool that provides detailed diagnostic data on each student's reading, language usage and math skills in a variety of sub-categories. In addition to generating reports broken down into sub-skills, NWEA can generate "skills reports" that identify which skills in reading, language usage, and mathematics each student has mastered and which skills the student still needs remedial support.

Depending on the assessment results, the school administration, EL Coordinator, and the Response to Intervention (RTI) coordinator will determine the most appropriate placement and support strategies with the help of the student's parents and the teachers. Using teacher feedback, observations, and inferences from the student performance data, the school team will collaborate to create an action plan that will include recommended student placement and support strategies. This plan will then be implemented throughout the school by the teachers.

Structured English Immersion (SEI) Program: This program is designed in order to ensure acquisition of English language skills and access to core content so that ELs can succeed in a mainstream classroom. SEI is designed to ensure that ELs develop English proficiency and receive appropriate supports to make grade level content standards accessible.

Explicit ELD: Daily structured ELD program will be provided through Specially Designed Academic Instruction in English ("SDAIE") methodologies. Both designated and integrated approaches will be used and aligned to the state standards, utilizing standards-based materials and supplemental materials.

English Language Mainstream (ELM) Program: The goal of this program is to ensure that ELs continue to progress linguistically and academically to meet English Language Development and grade-level content standards. These students receive appropriately differentiated instruction and scaffolded academic content instruction and support.

Specially Designed Academic Instruction in English ("SDAIE") Methodology: SDAIE is a teaching style established to provide meaningful instruction in the content areas for transitioning EL students to make sure they move forward academically until they reach English fluency. All Kūlia Academy teachers will be trained in SDAIE techniques. During whole class instruction teachers will utilize materials within the curriculum and engage students by using thematic planning and SDAIE strategies. Manipulatives, visuals, graphic organizers, and interactive communication are just a few of the ways teachers will create an educational environment that fosters language acquisition through content based lessons. Small group intervention will also be provided using SDAIE. When needed, teachers will work one-on-one with students to ensure that

beginning English speakers progress at an accelerated rate. Depending on the needs of the EL students, teachers will use proven strategies, such as peer mentoring, multi-sensory experiential activities, modeling and tutoring, cooperative learning, and use of media and visuals, to provide effective oral language, literacy and content area instructions.

Primary Language Support: Primary language support will be used minimally, only as needed.

Frequent writing assignments in all classes that give students opportunities to practice writing and editing in English.

Monitoring English Learners (EL)' Progress: ELs will be continuously monitored through assessments for English language development and academic progress and necessary changes will be implemented.

In addition to ongoing professional development activities, Kūlia Academy will provide all staff with multiple opportunities to participate in external workshops and trainings to address their individual needs.

For students performing below grade level, please see item 3 below and for intellectually gifted students, please see item 4.

Homeless and Foster Youth

Kūlia Academy will adhere to the provisions of the McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths. Kūlia will provide specific information, in its outreach materials, websites, at community meetings, open forums, and regional center meetings, that notifies parents that the school is open to enroll and provide services for all students, and will provide a standard contact number for access to additional information regarding enrollment.

Students at risk of academic failure or dropping out will be identified early on through MAP Tests and other assessments and early intervention will be provided in connection with the parents.

2. For each of the aforementioned subgroups of students with special needs (and any other subgroups the applicant identifies), a comprehensive and compelling plan or explanation for:
 - a. The percentage of the anticipated student population that will likely have special needs and how the evidence or data that was used to make this determination was derived;

Please see section I for a list of specifically targeted complex areas and their student demographics. Due to our special targeting of high-need students as mentioned above, we are expecting a more than 50% of the student population qualifying for free or reduced price meals, 12% ELL and 10% Special Education ratios at our school.

- b. The curriculum, daily schedule, staffing plans, instructional strategies, and resources that will be designed to meet the diverse needs of all students;

Our data-driven instruction with MAP Tests and Illuminate's DnA as described above will provide the means to individually track each student. Our faculty will develop interventions and methods to be used for individual students for individual students in our grade level and subject level meetings

- c. [Methods for appropriate identification of potential students with special needs, how these methods will be funded, and how misidentification will be avoided;](#)

The school will have a Student Study Team ("SST") as part of the general education program and as part of the IDEIA child search/find requirements, as a vehicle of exhausting all general education possibilities before a student is referred for a special education evaluation by school personnel. However, the SST will not be used to delay assessment of a pupil after parent request.

The primary method of identifying students eligible for special education services is through the registration process, after a student has been accepted for enrollment. Students are also eligible for special education identification and eligibility determination through a "child find" process. Kūlia will assure that all students with disabilities are identified, located and evaluated in accordance with applicable law.

Section 504 of the Rehabilitation Act

Kūlia recognizes its legal responsibility to ensure that no qualified person with a disability will, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of Kūlia. Any student, who has an objectively identified disability which substantially limits a major life activity including but not limited to learning, is eligible for accommodation by the School.

A 504 team will be assembled by the Principal or his/her designee and will include the parent/guardian, the student (where appropriate) and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The 504 team will review the student's existing records; including academic, social and behavioral records, and is responsible for making a determination as to whether an evaluation for 504 services is appropriate. If the student has already been evaluated under the IDEIA but found ineligible for special education instruction or related services under the IDEIA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation will be carried out by the 504 team who will evaluate the nature of the student's disability and the impact upon the student's education. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

- Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.
- Tests and other evaluation materials include those tailored to assess specific areas of educational need, and not merely those which are designed to provide a single general intelligent quotient.

- Tests are selected and administered to ensure that when a test is administered to a student with impaired sensory, manual or speaking skills, the test results accurately reflect the student’s aptitude or achievement level, or whatever factor the test purports to measure, rather than reflecting the student’s impaired sensory, manual or speaking skills.

The final determination of whether the student will or will not be identified as a person with a disability is made by the 504 team in writing and notice is given in writing to the parent or guardian of the student in their primary language along with the procedural safeguards available to them. If during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the IDEIA, a referral for assessment under the IDEIA will be made by the 504 team.

If the student is found by the 504 team to have a disability under Section 504, the 504 team will be responsible for determining what, if any, accommodations or services are needed to ensure that the student receives the free and appropriate public education (“FAPE”). In developing the 504 Plan, the 504 team will consider all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by the School’s professional staff.

The 504 Plan will describe the Section 504 disability and any program accommodations, modifications or services that may be necessary.

All 504 team participants, parents, guardians, teachers and any other participants in the student’s education, including substitutes and tutors, must have a copy of each student’s 504 Plan. The site administrator will ensure that teachers include 504 Plans with lesson plans for short-term substitutes and that he/she review the 504 Plan with a long-term substitute. A copy of the 504 Plan will be maintained in the student’s file. Each student’s 504 Plan will be reviewed at least once per year to determine the appropriateness of the Plan, needed modifications to the plan, and continued eligibility.

English Learners

Kūlia will meet all requirements of federal and state laws as they pertain to providing equal educational opportunities for English Learners (EL).

Identification: After a student enrolls in Kūlia, the School will request information regarding the language spoken at home through a Home Language Survey (HLS). The purpose of the HLS is to determine if a language other than English is used in the student’s home. Prior to completing the HLS, parents are to receive an explanation regarding its purpose and uses, as well as the possibility that their child may be given an assessment to measure their English language proficiency level. Student’s registration documents will also be checked to find any information about the student’s EL status.

Assessment: Students from homes where a language other than English is spoken will be evaluated first through the Fall MAP test to determine their level of proficiency in English. The test will be administered in the first month of the school year with results arriving in 24 hours.

Parent Notification: The School will provide all parents of ELs with notification and information regarding their children in English and the parent's primary language unless it is not practicable.

Placement: Depending on the assessment results, the school administration coordinator will determine the most appropriate placement and support strategies with the help of the student's parents and the teachers. Using teacher feedback, observations, and inferences from the student performance data, the school team collaborates to create an action plan that will include recommended student placement and support strategies. This plan will then be implemented throughout the school by the teachers.

Funding and personnel for special education will be provided by HI DOE. EL expenses will be covered within the school's general education per pupil funding. MAP Tests, administered 3 times a year, and classroom observations and assessments of teachers will reveal any misidentifications before it's too late and they will be discussed at our grade level and subject level faculty meetings, which take place every other week. Necessary course of action and re-placement of the students will be decided in these meetings.

- d. Specific instructional programs, practices, and strategies the proposed school will employ to do things like provide a continuum of services; ensure students' equitable access to general education curriculum; ensure academic success; and opportunities the proposed school will employ or provide to enhance students' abilities;

The school leadership and faculty of Kūlia ensure that all students will be provided with a rigorous, relevant, coherent, standards-based college-preparatory STEM curriculum that supports the vision and mission, the academic standards, and goals of the school.

The program design of Kūlia is to ensure that all children succeed. Students who are in jeopardy of retention are individually counseled and given extra help in their specific areas of concern, both in class and through intervention offerings.

Measuring student progress three times a year through its benchmark tests and providing immediate intervention ensures no students fall behind without noticing on-time.

Grade level and subject level teacher meetings once a month as mentioned before: teacher will go over the progress of all students individually and discuss and determine necessary interventions.

Through MAP Testing, Illuminate's DnA system and ClassCraft's PBIS, we will have multi-year data and keep track of individual students' progress over time. Since all our administrators, teachers, students and parents will have access to these systems, we will satisfactorily ensure continuum of services, ensure access to general education curriculum and identify additional offerings through which individual students might blossom.

- e. Monitoring, assessing, and evaluating the progress and success of students with special needs, including plans for ensuring each student with special education needs attains IEP goals and for exiting ELL students from ELL services;

IEP Implementation and Review

Instructional staff will be instructed about the characteristics of special education handicapping conditions and referral procedures. If a student is receiving special education services, his or her IEP will be reviewed in an IEP meeting at least once a year to determine how well it is meeting student needs. In addition, every three years, student progress will be reassessed and the IEP reviewed in accordance with applicable law unless otherwise agreed upon by Kūlia and the parent/guardian. Kūlia Academy will, prior to the placement of the individual with exceptional needs, ensure that the regular teacher or teachers, the special education teacher or teachers, and other persons who provide special education, related services, or both to the individual with exceptional needs will be knowledgeable of the content of the IEP. A copy of each IEP will be maintained at the school site. Service providers from HI DOE, who provide instruction or a related service to the individual off the school site will be provided a copy of the IEP. All IEPs will be maintained in accordance with state and federal student record confidentiality laws.

If a parent or teacher has concerns that the educational needs of students already enrolled in special education are not being met, either the parent or the teacher may request a reassessment or an IEP meeting to review the IEP anytime during the school year.

Procedural Safeguards

Kūlia will ensure that parents receive procedural safeguards as required by law to ensure parents are informed of their rights under state and federal law.

Confidentiality

Kūlia will assure that the confidentiality of personally identifiable data will be protected at collection, storage, disclosure and destruction.

Monitoring Progress of ELs

Assessments: ELs will be continuously monitored through assessments for English language development and academic progress. Students will be assessed at the end of each ELD curricular unit via teacher created assessments, approximately every 6-8 weeks. They will also be assessed with the MAP tests for academic progress in Reading/Literacy, Language Usage and Mathematics.

Using Assessment Results for Instruction: MAP tests are administered three times a year. Kūlia generates reports from MAP that includes student performance data for each test administration. The School's admin team analyzes the data and makes inferences. Student performance data is then shared with the school team for further study. Teachers will use these reports in several ways. First, they will use them to create their standards-based curricular maps and unit plans by looking at the standards that students have already mastered and those that need to be developed. Secondly, they will use them to assess the efficacy of the standards-based instruction that is being delivered and to make plans for re-teaching or acceleration as needed.

Training in using NWEA for assessment and planning purposes will be part of the professional development that occurs prior to the start of school and ongoing throughout the year.

Other Assessments: Other assessments to monitor student progress, besides teacher-created ELD curricular unit assessments and MAP tests, will be used as well including assessments provided by various publishers listed in Curriculum Resources. These assessments allow teachers to monitor the progress of ELs and provide software generated tests and personalized instruction.

- f. For proposed schools that have a high school division, plans for promoting graduation;

Our Dean of Culture along with our college advisors will inform parents and students and promote graduation through workshops and programs. Our college guidance and mentorship program (detailed above) will play a crucial role in motivating and tracking students towards high-school graduation.

- g. Plans to have qualified staff adequate for the anticipated special needs population, especially during the beginning of the first year; and

Our staffing chart and planning include staffing for our special needs students.

- h. If the proposed school's plan contains a *virtual or blended learning program*, a clear description of how the virtual component addresses students with special needs, which may include IEP meetings and modifications, as necessary, for transitioning to or from a fully or partially virtual learning program.

N/A.

3. A clear illustration of how the proposed curriculum and Academic Plan will accommodate the academic needs of students performing below grade level and a clear description of the supports and instructional strategies beyond special education that will support underperforming students in meeting and exceeding standards.

Data-Driven Instruction

Standards-based state tests are conducted at public schools through the end of the year and results are announced near the beginning of the next school year, which is too late to make academic adjustments and serves only statistical purposes.

Students need to be tested in the beginning of the school year and several times during the year with a standards-based and large-scaled test and necessary adjustments to the instruction should be made based upon scores. Kūlia will implement an effective method to help its low-achieving students as explained below:

Identifying Low-Achieving Students Through Computer Adapted Tests

As detailed before, in addition to state tests, Kūlia will employ a non-profit organization, The Northwest Evaluation Association (NWEA), which offers computer-adapted tests, called Measures of Academic Progress ("MAP") to schools and school districts to evaluate student learning and make necessary suggestions to teachers for individual students.

Student test results are maintained for previous tests, so teachers and parents can monitor the growth of individual students over time. Students are tested in four main subject areas: Reading, Language Usage, Mathematics and Science.

Differentiated Instruction

We believe that early intervention is a must. Through the Kūlia placement process, these students will be provided with the curriculum materials and teaching resources that are appropriate to their achievement level as a starting point for learning.

For students achieving substantially below grade level, we will use educational materials that provide review and reteach programs. Low achieving students' progress will be quantitatively measured through standards based assessments several times a year through MAP Tests.

Department And Grade-Level Meetings

Staff meetings at Kūlia will be organized so that teachers teaching the same subject and the same grade level meet biweekly and discuss necessary changes in instruction such as reviewing some topics and implementing new strategies to help individual students according to MAP test results and parent conferences. With the approval of the school administration, these changes will be put into practice.

4. [A clear description of how the proposed school will identify students who would benefit from accelerated learning opportunities through its assessment of students' needs, a clear illustration of how the proposed curriculum will accommodate those performing above grade level, and a comprehensive description of the supports and instructional strategies that will ensure these students are challenged and able to access the level of rigor that aligns with students' individualized needs.](#)

Advanced Placement (AP) Courses

Kūlia will offer most math, science and technology and additional social sciences and art AP courses to its students. AP courses are college-level courses, taught with college textbooks and exams that can give students college credit in the form of advanced standing

Kūlia will offer a broad range of academic learning opportunities to high-achieving, gifted, and talented students. Our AP and Early College courses, and our coding and robotics courses will provide opportunities for these students to go above and beyond early on through their education.

Our students will be engaged in advanced projects and activities in the areas of Math, Science, Technology, Social Studies and Language Arts. These projects and activities may be supported by the school staff, volunteer college and graduate students, and parents. Funding for these endeavors will be provided partially by the school and through grants, donations and fundraising. High-achieving students will also learn computer programming and will be able to do science fair projects.

Advanced Studies Program

Kūlia strives to provide students with means to reach their full potential.

Students will participate in regional and nationwide contests such as:

Math: American Mathematics Competitions, MathCounts, Math League, Math Olympiads for Elementary and Middle Schools

Science: Science Fairs, Lego® Robot Design, Craftsman/NSTA Young Inventors Awards, ExploraVision, Intel International Science and Engineering Fair, Science Olympiad, Team America Rocketry Challenge, National Science Bowl

Computer and Technology Related: ThinkQuest Internet Challenge, USA Computing Olympiad, Lego® Robot Design, FIRST Robotics Competition, SimCity Future City Design

These programs will be implemented in Coding / Robotics and elective courses.

D. School Culture

1. A clear and coherent description of the shared beliefs, attitudes, traditions, and behaviors of the proposed school community, and a detailed plan describing how these shared beliefs, attitudes, customs, and behaviors will be developed and implemented and create a school culture that will promote high expectations and a positive academic and social environment that fosters intellectual, social, and emotional development for all students.

We believe that all students have the ability to realize and reach their highest potential. We believe that engaging underrepresented communities through STEM education will transform our society and prepare our students to lead in the 21st century in our globalized world.

Through our inquiry-based education, building upon students' knowledge utilizing real world applications and experiences will foster a love of learning.

Kūlia firmly believes that all students are brilliant, and are capable of growing academically, socially and emotionally. It is our responsibility as educators to provide students with the tools and contexts they need to accomplish these goals. Our goals for our students are to ensure that they are academically achieving, technologically proficient, creatively empowered, and socially and civically engaged.

Kūlia's rigorous CCSS-based educational program uses inquiry and project-based activities to help students acquire core academic knowledge as well as problem-solving and life skills.

In addition to our educators as a foundational piece of our model, parents are recognized as integral participants in successful student learning. The involvement of all stakeholders helps to develop a school's culture, and its identity as a family and a community. Students whose parents are involved in their learning tend to experience higher academic achievement, better attendance, higher graduation rates, and a better chance of continuing with their education beyond high school.

The focus on character education/life skills is an important element of the Kūlia model that enhances our students' learning experience. Our character education/life skills courses are designed to empower students with critical study and organizational skills, as well as important social skills. These skills support self-motivation,

improvement, and growth, with the goal that students will ultimately use these tools to evolve and contribute to their global community.

Dean of Culture

Our Dean of Culture will play a vital role in establishing and maintaining a productive and supportive school culture for our students and parents. The Dean of Culture fosters a school climate that supports the Kūlia Academy's vision and mission and builds effective relationships among teachers, parents, and the community to improve school culture. Please see Attachment Y for Dean of Culture's job description.

2. [A sound plan for developing a proposed school culture that is conducive to a safe learning environment for all students and how the proposed school will adequately identify, assess, monitor, and address the social, emotional, behavioral, and physical health needs of all students on an ongoing basis. The plan should explain the types of activities that the proposed school will engage in to create the school culture.](#)

Kūlia Academy will continuously assess and monitor its students social, emotional and behavioral progress through its Student Information System and the PBIS system through ClassCraft as detailed in item 4 below. Teachers will analyze, discuss and determine necessary interventions and guidance in grade level and Subject level faculty meetings every other week under the leadership of our Dean of Academics and Dean of Culture. Our physical education teachers will administer the federal and state mandated physical fitness and health tests and implement necessary changes and interventions after consulting with other teachers and the administration in our grade level meetings. For the types of activities to create the school culture, please see item 3 below.

3. [A reasonable and sound plan for the school culture and staff that will intentionally expose students to post-secondary educational and career opportunities at all grade levels. The plan must identify the curricular or extracurricular programs that will provide students with access to college or career preparation and include research-based evidence that these programs increase educational aspirations for the anticipated student population.](#)

Parent and Community Engagement Program

Kūlia will organize parent and teacher workshops, as well as parent task-force meetings, where the central focus is to empower parents and teachers to be partners in ensuring that all students achieve and are prepared for college, career, and civic life. Workshops focus on issues such as social-emotional learning for students and the benefits of community partnerships. Parents and teachers will learn how to identify and integrate communal services to strengthen school programs, family practices, and student learning and development.

Through community connections under the supervision of our Dean of Culture, students will have access to a variety of internships with community business partners to explore career interests as well as experience the everyday operations in the field. These experiences allow students to be part of a solution to a local or global issue. Kūlia recognizes that educational success is realized only when the essential underlying triad of student-teacher-parent/guardian is in harmony. We, therefore, work with staff, families, and the community to provide our youth with the support

necessary to reach their highest potential, intellectually, socially, emotionally, and physically.

Kūlia will also guest speakers to inspire and inform its students on possible career options, especially in STEM fields. Field trips to colleges and universities as well as respected area businesses will inspire and motivate our students towards high-profile careers.

4. Student Discipline.

- a. A clear description of the proposed school's philosophy on cultivating positive student behavior and a student discipline policy that provides for appropriate, effective strategies to support a safe, orderly school climate and fulfillment of academic goals, promoting a strong school culture while respecting student rights.

Progressive Discipline

All students need clear guidelines and principles that will help guide their behavior, their relationships and their ambitions. Kūlia Academy will implement a progressive discipline plan in place at each of its schools. This plan will be published at the beginning of each school year in the Parent/Student handbook. The handbook will also include a school parent-student compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will develop a partnership to help children achieve high academic and behavior standards. The discipline plan includes information about student expectations and progression of disciplinary procedures from day-to-day discipline to suspension and expulsion.

Progressive Positive Discipline

We will employ 3 major strategies and tools to encourage positive behavior:

1- Gamified Positive Behavioral Interventions and Support System: Positive Behavioral Interventions and Supports (PBIS) is a preventative approach that, on a school-wide level (SWPBIS), focuses more on identifying, acknowledging, and encouraging desired student behaviors than strictly punishing misbehaviors.

Punishments, when handled inconsistently and in the absence of positive reinforcement of good behaviors, are largely ineffective. With PBIS, rather than waiting for misbehavior to occur and then responding, teachers and staff will proactively model and reward prosocial behaviors. This helps set clear expectations for students and decreases the likelihood that negative behavior will happen at all.

We will be relentlessly focused on the intellectual, social and emotional learning (SEL) and development of each one of our students. PBIS fosters Social Emotional Learning (SEL). SEL is teaching students to develop the positive attitudes, behaviors, and skills that will aid them in their social relationships and interactions, emotional well-being, and ultimately their academic learning. According to a 2017 research study, students exposed to SEL programs scored an average 13 percentile points higher academically than their non-SEL peers. Behavior problems, emotional issues, and drug use were also significantly lower.

To implement Positive Behavioral Interventions and Supports, we will employ an online system called ClassCraft. ClassCraft is a gamification tool that changes the dynamics in the classroom. As an online tool, it acts as a layer over a teacher's existing curriculum, gamifying lesson plans, and rewiring the social dynamics and culture of the classroom. Students and teachers participate in this "role-playing game" together throughout the school year. Students play on a team and become Warriors, Mages, and Healers, each with distinct roles and responsibilities. As teachers go about their lessons, students gain Experience Points (XP) for any positive behavior the teacher wants to encourage. By accumulating XP, students "level up" and unlock "powers," or privileges that help them personally or academically or that benefit their team.

When students demonstrate negative behaviors that the teachers wants to discourage, teachers remove their Health Points (HP). When a student loses all their HP, they "fall in battle" and receive a "sentence," or task they must complete, and their teammates lose a little HP as well. This teaches students accountability to one another rather than the teacher. Thus, supporting their teammates becomes the key to their own success.

2- Announcement and Appreciation of Positive Behaviors: Kūlia Academy staff will encourage and support the attainment of academic skills as well as social skills, such as listening, friendship-making, problem solving, and alternatives to aggression. Positive student behavior and improvements will be acknowledged and encouraged by the Kūlia staff. Teachers will not only report discipline issues on the school information system but also positive behaviors and accomplishments using a system called ClassCraft as described before. Parents will also be informed of positive behavior and improvements via phone, email, and home visits. Students will receive certificates and/or rewards for outstanding performance and behaviors. To inspire and encourage students to develop their potential in all of these areas, the following reinforcements will be used for positive behavior:

- Individual awards/recognition
- Classroom awards/recognition
- Certificates
- Displays
- Positive contact with parent/guardian
- Special activities (field trips, movie nights, picnics, etc.)
- Publications
- Assemblies
- Positive ClassCraft points

3- Alternatives to Suspension: Kūlia Academy believes that alternatives to suspension align with our school-wide positive behavior support plan. Following are a list of alternatives to be considered before suspending a student: warning, phone call home, parent conference, teacher/administrative detention, written assignment/research/presentation, loss of privileges, behavior contract, parent shadowing, mentorship

(peer/teacher), referral (counseling, SST, Deans/Principal), assigning volunteer work/ community service and in-school suspension.

For discipline incidents, the school's administrators will involve Special Education, ELL and Title I Intervention teachers in the decision-making process before taking any action if a high-need student is involved.

- b. Legally sound policies for student discipline, suspension, dismissal, and crisis removal, including the proposed school's code of conduct and procedural due process for all students, including students afforded additional due process measures under IDEA.

A student may be suspended for prohibited misconduct if the act is (1) related to school activity; (2) school attendance occurring at Kūlia or at any other school; or (3) a Kūlia sponsored event. A student may be suspended for acts that are enumerated below and related to school activity or attendance that occur at any time, including, but not limited to, and of the following:

- a) while on school grounds;
- b) while going to or coming from school;
- c) during the lunch period, whether on or off the school campus; or
- d) during, going to, or coming from a school-sponsored activity.

Suspension Procedure

Suspensions will be initiated according to the following procedures:

Conference: Suspension will be preceded, if possible, by a conference conducted by the principal or the principal's designee with the student and his or her parent and, whenever practical, the teacher, supervisor or school employee who referred the student to the Principal. The conference may be omitted if the Principal or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student will be notified of the student's right to return to school for the purpose of a conference.

At the conference, the student will be informed of the reason for the disciplinary action and the evidence against him or her and will be given the opportunity to present his or her version and evidence in his or her defense.

This conference will be held within two school days, unless the student waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization.

No penalties may be imposed on a student for failure of the student's parent or guardian to attend a conference with school officials. Reinstatement of the suspended student will not be contingent upon attendance by the student's parent or guardian at the conference.

Notice to Parents/Guardians: At the time of suspension, the principal or designee will make a reasonable effort to contact the parent/guardian by telephone or in person.

Whenever a student is suspended, the parent/guardian will be notified in writing of the suspension and the date of return following suspension. This notice will state the specific offense committed by the student. In addition, the notice will also state the date and time when the student may return to school. If school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice will request that the parent/guardian respond to such requests without delay.

Suspension Time Limits

Suspension Appeals: Students and parent/guardian may appeal a suspension within five (5) school days of the suspension. This appeal will be made to the Principal or his/her designee and heard by a discipline committee. All discipline committee hearings on suspensions will be held within two (2) school days of the appeal being made. The decision of the discipline committee is final. Based on the information submitted or requested, the discipline committee may make one of the following decisions regarding the suspension:

- Uphold the suspension
- Determine that the suspension was not within school guidelines, overturn the suspension, and order that all records and documents regarding the disciplinary proceeding be destroyed. No information regarding the suspension will be placed in the student's permanent record, or shared with anyone not directly involved in the proceedings.

The school will maintain student records for any discipline proceedings and actions.

Recommendation for Placement/Expulsion: Upon a recommendation of placement/expulsion by the principal, the student and the student's guardian or representative will be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. This determination will be made by the principal upon either of the following determinations: (1) the student's presence will be disruptive to the education process; or (2) the student poses a threat or danger to others. Upon either determination, the student's suspension will be extended pending the results of an expulsion hearing.

Access to Education: For suspensions that are not pending an expulsion hearing, Kūlia Academy will make arrangements to provide the student with classroom material and current assignments to be completed at home during the length of the suspension. For suspensions pending an expulsion hearing, Kūlia Academy will be responsible for the appropriate interim placement of students.

Special Procedures for the Consideration of Suspension and Expulsion of Students with Disabilities

1. Notification to HI DOE Representatives: Kūlia Academy will notify the special education providers appointed by HI DOE in case of a special education student is being suspended or expelled.
2. Services During Suspension: Students suspended for more than ten (10) school days in a school year will continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP/504 Plan;

and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. Procedural Safeguards/Manifestation Determination: Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Kūlia Academy, the parent, and relevant members of the IEP/504 Team will review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

- a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If the Kūlia Academy, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct will be determined to be a manifestation of the child's disability. If the Kūlia Academy, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team will conduct a functional behavioral assessment and implement a behavioral intervention plan for the student.

If the Kūlia Academy, the parent, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a result of the failure to implement the IEP/504 Plan, then the Kūlia Academy may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals: The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination may request an expedited administrative hearing.

5. Special Circumstances: Kūlia Academy personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Principal or designee may remove a student to an interim alternative educational setting in cases where a student:

- a. Carries or possesses a weapon, to or at school, on school premises, or to or at a school function;
- b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- c. Has inflicted serious bodily injury, upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting: The student's interim alternative educational setting will be determined by the student's IEP/504 Team.

- c. Appropriate plan for including teachers, students, and parents or guardians in the development and/or modification of the proposed school's policies for discipline, suspension, dismissal, and crisis removal.

The school's policies will be reviewed and discussed during summer professional development sessions and at PCAG meetings at least once a year to provide feedback for revisions and recommendations to the school board. Teachers, students and parents will provide input through these meetings.

- d. Legally sound list and definitions of offenses for which students in the school must (where non-discretionary) or may (where discretionary) be suspended or dismissed.

Students will be suspended for any of the following acts (mandatory) and maybe expelled:

1. Possessing, selling, or furnishing a firearm
2. Causing serious physical injury to another person, except in self-defense
3. Brandishing a knife at another person
4. Possession of any knife, explosive, or other dangerous object of no reasonable use to the pupil
5. Unlawfully selling a controlled substance
6. Unlawful possession of any controlled substance, except for the first offense of no more than an ounce of marijuana
7. Committing or attempting to commit a sexual assault or committing a sexual battery
8. Robbery or extortion
9. Possession of an explosive
10. Assault or battery upon any school employee

Students may be suspended for any of the following acts when it is determined the student (discretionary):

1. Attempted to cause, or threatened to cause physical injury to another person or willfully used force of violence upon the person of another, except self-defense. (mandatory)
2. Caused or attempted to cause damage to school property or private property, including "hacking" into a School or School affiliated computer system
3. Stole or attempted to steal school property or private property.
4. Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes,

smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a student.

5. Committed an obscene act or engaged in habitual profanity or vulgarity.
6. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
7. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
8. Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or pre-initiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
9. Engaged in an act of bullying or hate violence, including bullying by means of electronic act.
10. Engaged in, or aided another in, academic dishonesty, including, but not limited to, cheating, plagiarism, alteration of grades or academic marks, or theft or unpermitted review of tests prior to testing.

E. Professional Culture and Staffing

1. Professional Culture

- a. A sound plan for the creation, implementation, and maintenance of a professional culture and clear explanation of how the professional culture will contribute to staff retention, how faculty and staff will be involved in school level decisions and in developing new initiatives, and how success will be assessed. Professional development and evaluation is covered in [Criteria II.F.2](#) and should not be discussed here.

Teachers’ Involvement in Decision Making

Kūlia will provide opportunities and experiences for teachers to grow through professional development and leadership roles at the school. By granting more freedom and support, Kūlia allows teachers to be creative and take risks. As teachers grow as a professional and are recognized for their efforts, they become empowered to play a leading role in advancing the school’s mission.

Teachers will be active participants of the decision-making process at Kūlia. As explained before, Kūlia staff will meet once a month to discuss issues related to student discipline, academics, safety, counseling, etc. Presentations, trainings and discussions or concerns about current issues will be discussed as time permits. Besides this general staff meeting, all teachers will meet in departments and in grade levels once a month. Through these regular meetings and other means, such as school improvement activities, other communications with the school administration, and

principal support, teachers are empowered to be leaders and they become an active part of the decision-making process.

Dean of Culture

The Dean of Culture fosters a school climate that supports the Kūlia Academy's vision and mission and builds effective relationships among teachers, parents, and the community to improve school culture. Please see Attachment Y for Dean of Culture's job description.

- b. If a high proportion of economically disadvantaged students is a part of the anticipated student population, a clear description of how the proposed school will address the anticipated academic challenges posed by the lack of socioeconomic diversity and the concentration of poverty among its students.

Our Dean of Culture and College Advisors will be the lead people at the school designing parent and family workshops and act as a liaison between the school and families. Through this partnership between the school administrators, students and parents, Kūlia will make sure that we identify and address these challenges on time and properly. Parent and Community Advisory Group (PCAG) will also play a vital role in engaging our parents and families in their children's education.

2. Professional Development

- a. A clear description of the appropriate goals and data-driven strategy of the proposed school for ongoing professional development, including whole staff development, grade/level/course teams, and instructional coaching. The description must explain how professional development topics will be identified and how the professional development plan will be driven by data to improve teaching and learning as well as school performance. The description must also include the process for evaluating the efficacy of the professional development.

Kūlia will provide all staff with multiple opportunities to grow professionally. Kūlia will assess staff professional development needs through formal and informal performance observation and surveys. Based on these data and combined with the school improvement plan, Kūlia will determine topics to be covered and tailors staff development to individual staff needs. Please see principal and teacher evaluation for further details on how we determine Professional Development needs.

- b. A description of professional development opportunities, leadership, and scheduling that effectively support the Academic Plan and are likely to maximize success in improving student achievement, including an adequate induction program. The description must explain what will be covered during the induction period and how teachers will be prepared to deliver any unique or particularly challenging aspects of the curriculum and instructional framework and methods.

Professional Learning Communities (PLCs)

Kūlia faculty will be organized into Professional Learning Communities (PLCs) by grade level and by department. Kūlia Academy will make use of PLCs to:

- Clarify intended outcomes
- Develop common assessments

- Jointly analyze student achievement data
- Establish team improvement goals
- Share best practices and materials
- Engage in collective inquiry and action research regarding student learning
- Support system and sense of efficacy
- Promote more engaged, motivated, and successful students with reduced absenteeism
- Focus on students' needs academically and behaviorally

PLCs seek to transform a school into a community that fosters mutual cooperation, emotional support, personal growth, and a synergy of effort. Combined with the school improvement plans, the answers to the following questions are studied in PLCs:

- How do we ensure that students learn?
- How do we foster a culture of collaboration?
- How do we ensure results?

School-wide Meetings and Professional Development Activities

Department Level Staff Meetings

All teachers will meet departmentally every month to:

- Share Time: Presentation by a member on an effective classroom strategy
- Vertically align curriculum
- Analyze student achievement data (MAP and state tests)
- Improve instructional strategies per data indicators
- Differentiate instruction
- Plan major departmental events
- Discuss other departmental issues and policies

Department Chairs are responsible for minutes and forwarding action items to the appropriate administrative leaders.

Grade Level Staff Meetings

Grade level teachers will meet once a month and collaborate on the issues below:

- Classroom strategies
- Sharing promising practices
- Curricular and academic issues (grading uniformity, homework load, differentiation, and other academic issues)

- Support for students with academic challenges
- Discussion of student academic supports (peer tutoring, mentorships)
- Long-term projects (science fair projects, English & history & math projects)
- Integration/thematic units/horizontal alignment of the curriculum
- Field trips
- Discussions and strategies for students with behavioral problems
- School/grade level wide incentive programs
- Other common grade level and school wide issues

Grade Chairs are responsible for minutes and forwarding action items to the appropriate administrative leaders.

Wrap up Meetings

Kūlia staff will participate in end-of-the-year meetings to focus on evaluation of student achievement data, effectiveness of the programs such as testing, curriculum, and intervention programs, counseling, after school, and other school matters. These meetings help staff prepare a professional learning plan for themselves and review what worked well during the school year. These plans and feedback will be addressed in the summer in-service program.

Summer in-service programs

Kūlia will also hold orientations and trainings for both new and veteran teachers to familiarize them with policies and procedures regarding the schools' operations, and the academic and education program goals for the year. The new teachers will be oriented on the school's educational program, policies and expectations during the first 3 days of the summer PD program.

First Year Induction Meeting

A teacher workshop/summer in service program will be held in August. The program consists of at least two days of intensive training, after which teachers continue their studies at their school sites and communicate with each other via grade level and subject area email groups.

- c. A clear description of the expected number of days or hours for regular professional development throughout the school year that includes an explanation of how the proposed school's calendar, daily schedule, and staffing structure accommodate this plan; the time scheduled for common planning or collaboration; and an explanation for how such time will typically be used. The description must identify ways the professional development scheduling conflicts with Master Collective Bargaining Agreements, explain any specific amendments that may be needed through supplemental agreements, and provide an adequate contingency plan in the event such amendments cannot be negotiated under supplemental agreements.

Please see Attachment I for Kūlia’s school calendar for its first year of operations, 2020-21. We will schedule 10 days of professional development and joint planning sessions, 8 days in summer before school starts, 1 day before second semester starts and 1 day right after the school ends for students, to wrap up the year, evaluate what worked and what needs to be revised for a better second year. Our instructional and professional days are in compliance with the collective bargaining agreement. Staff will spend 7 hours per day during the professional training days. The topics and the detailed schedule will be determined by the school principal and the Dean of Academics for the first year before the sessions start. The schedule and topics for the following years’ professional training program will be developed as detailed in item a above.

- d. A description identifying the person or position with the time, capacity, and responsibility for coordinating professional development and a reasonable plan for identifying ongoing professional development needs, including sufficient funds and resources (Title II funds, etc.) for implementing the professional development plan.

The Dean of Academics will be in charge of coordinating the professional development activities at the school. The Dean of Academics and the administrative team under the leadership of the principal will analyze the data as described in item a above and determine the annual professional development calendar taking into consideration the feedback provided by the teachers in staff meetings.

3. Staff Structure

- a. A complete staffing chart for the proposed school, using the Staffing Chart Template ([Exhibit 2](#)) and provided as **Attachment F**, that clearly indicates all positions, is aligned with the Academic Plan, and proposes a salary structure that is in alignment with the proposed school’s budget.

Please see attachment F.

- b. A description of a reasonable rationale for the staffing plan, as demonstrated in the staffing chart, that clearly explains how the relationship between the proposed school’s leadership or management team and the rest of the staff will be managed and includes justifiable teacher-student and total adult-student ratios for the proposed school.

Please see notes in Attachment F for rationale and explanations on staffing.

- c. If the proposed school has a *virtual or blended learning program*, a clear description for the identification of the position(s) dedicated to IT support and a reasonable plan that clearly ensures sufficient capacity for deploying and managing technology inventory and network needs with minimal interruptions to teaching and learning, including troubleshooting support for school staff and students.

Kūlia Academy is not a virtual or blended learning school (no students will attend partially or wholly from a remote location). The school will either hire an IT Manager directly reporting to the principal or contract with an outside service provider for IT services and maintenance.

4. Staffing Plans, Hiring, Management, and Evaluation

- a. A clear description of the proposed school’s recruitment and hiring strategy, criteria, timeline, and procedures that are likely to result in a strong teaching staff that is highly effective in accordance with the state’s plan under the Every Student Succeeds Act (“ESSA”) and are well-suited to the proposed school, including other key selection criteria and any special considerations relevant to the proposed school’s design. The description must also explain strategies, including compensation packages, that are likely to attract and retain high-performing teachers.

Please see Attachment Q or our initial teacher recruitment plan. We will continue advertising at the most visited websites for quality teachers and seek for commitment and dedication to our program and students’ needs in addition to teaching credentials.

- b. If the proposed school offers a *virtual or blended learning program*, a clear description of the proposed school’s recruitment and hiring strategy, criteria, timeline, and procedures that are likely to result in strong virtual learning teachers that have the requisite subject-matter knowledge, technological proficiency, communication skills, and other capabilities necessary to teach effectively in the virtual learning environment.

N/A.

- c. A clear description of realistic and legally sound procedures for hiring and dismissing school personnel, including procedures for conducting criminal history record checks.

Hiring Process and Schedule

The Board will hire and dismiss the Principal. The Principal will establish a hiring committee to interview teacher and staff candidates. The hiring committee may consist of the Principal, Dean of Academics, Dean of Students, Dean of Culture, and a teacher of the relevant subject from Kūlia. If applicable, the interview process includes, but is not limited to, a sample lesson through which prospective teachers’ classroom management skills and subject competency are observed. In addition, teachers’ technology and computer skills are tested and Kūlia’ years-of-success in hiring qualified teachers has proven this process to be very effective. The following schedule will be used in the hiring process:

- The board will hire the Principal. Preferably, the Principal will have teaching experience in STEM areas and have leadership skills to perform administrative duties.
- In order to recruit new teachers, the Principal will start advertising on frequently visited websites, including SPCSC’s website. Referrals from Kūlia’ staff and parents will also be taken into consideration.
- The hiring committee (composed of Principal Andy Gokce and Dean of Academics Ike Eroglu) will conduct interviews during the months of February through July to hire the teachers. The hiring committee will consider the school’s mission and the target student population in selecting the most qualified teachers for the positions available.

Background Checks

Prior to the first day of work for every employee, Kūlia will process background checks through LiveScan, administered by the Department of Justice. All employees must furnish or be able to provide:

- Medical clearance including proof of medical exam and tuberculosis (TB) testing
- Fingerprinting and the service fee to the Department of Justice for criminal record check. Applicants will be required to provide a full disclosure statement regarding prior criminal record. No employee may begin work prior to Department of Justice check.
- Documents establishing legal citizenship and work status, current copies of all teacher certificates

The documents listed above will be kept on-site and will be ready for inspection any time pursuant to a request from SPCSC.

Firing will be well documented by the principal. Faculty and staff will be given first verbal warnings, then written infraction letter and as the last resort, firing will be an option to be considered. Faculty and staff will be coached if they do not meet the expectations or have trouble adapting at the school.

- d. A thoughtful plan for supporting, developing, and annually evaluating school leadership and teachers that is likely to produce and retain a successful staff, including a description of the processes, protocols, framework, criteria, and/or tools that will be used for conducting evaluations, delivering feedback, and coaching. The plan must cite any evidence or existing research supporting the effectiveness of utilizing the specified approach. If already developed, the plan should provide any leadership evaluation tool(s) as **Attachment G** and any teacher evaluation tool(s) as **Attachment H** that are likely to be effective. Evaluation tools must align with the criteria outlined in BOE Policy 2055 and related provisions of any Master Collective Bargaining Agreements, unless specific amendments are executed in a supplemental agreement. If amendments will be needed, the plan must describe the specific amendments that would be necessary to implement the evaluation tool(s), demonstrate an understanding of the employment environment, and include a reasonable plan for contingencies if the amendments cannot be negotiated under a supplemental agreement.

Leadership and Teacher Evaluation plans will be developed before school starts its first year of operations.

Evaluation of the School Personnel

Evaluations will be performed annually. Performance measures will be used to evaluate all school personnel.

Principal

The Board will evaluate the Principal based on the following criteria:

- Standard 1: DEVELOPMENT AND IMPLEMENTATION OF A SHARED VISION

Education leaders facilitate the development and implementation of a shared vision of learning and growth of all students.

- Standard 2: INSTRUCTIONAL LEADERSHIP

Education leaders shape a collaborative culture of teaching and learning informed by professional standards and focused on student and professional growth.

- Standard 3: MANAGEMENT AND LEARNING ENVIRONMENT

Education leaders manage the organization to cultivate a safe and productive learning and working environment.

- Standard 4: FAMILY AND COMMUNITY ENGAGEMENT

Education leaders collaborate with families and other stakeholders to address diverse student and community interests and mobilize community resources.

- Standard 5: ETHICS AND INTEGRITY

Education leaders make decisions, model, and behave in ways that demonstrate professionalism, ethics, integrity, justice, and equity and hold staff to the same standard.

Teachers

The Principal will evaluate teachers in the following areas:

- Category 1: Organization

- o Teacher assumes leadership role to support school and student success.
- o Teacher shows professionalism in attitude and conduct.
- o Teacher fosters positive relationships.
- o Teacher engages in professional development.
- o Teacher utilizes resources to enhance instruction.

- Category 2: Curriculum

- o Teacher demonstrates subject-matter competency.
- o Teacher demonstrates knowledge of students.
- o Teacher designs coherent curriculum.
- o Teacher designs effective lesson plans.
- o Teacher recognizes the interconnectedness of content areas/disciplines.

- Category 3: Instruction

- o Teacher communicates effectively.
- o Teacher engages students in learning.
- o Teacher differentiates instruction.

- o Teacher integrates technology in instruction.
- o Teacher helps students develop higher order thinking skills.
- Category 4: Assessment and Accountability
- o Teacher checks for understanding and provides feedback to students.
- o Teacher uses appropriate assessment strategies.
- o Teacher uses student performance data.
- o Teacher monitors student growth.
- o Teacher collaborates and communicates with all stakeholders.
- Category 5: School Culture and Student Support
- o Teacher communicates with families.
- o Teacher has established classroom management procedures.
- o Teacher helps create an atmosphere of trust, respect, and high expectations.
- o Teacher offers co-curricular/extra-curricular activities.
- o Teacher provides personalized support to students.

Formal Observations/Evaluations

All teachers will be observed in the classroom by department chairs and the administrative team (Dean of Academics and/or Department Chair). A rubric guides observation and allows for the development of constructive feedback. Kūlia' formal teacher evaluation program is comprehensive and includes an evaluation of academic performance of their students. All teachers will be evaluated annually. A pre-conference and post conference will be scheduled for each of the evaluation.

Walkthroughs

Kūlia administration/department chairs make regular walkthroughs in each teacher's classroom. This quick and informal visit provides teachers immediate and constructive feedback in specific areas to improve instruction and student learning.

The principal will evaluate classified and other personnel based upon completion of assigned job duties and regular, punctual attendance.

- e. An effective plan that explains how the proposed school intends to promote or incentivize satisfactory and exceptional school director, management team, and teacher performance and handle unsatisfactory school director, management team, or teacher performance, including effective planning for turnover.

Satisfactory and outstanding performance will be acknowledged, encouraged and rewarded in compliance with the collective bargaining agreement:

- Exceptional and satisfactory performance will be announced and high performers will be made public during assemblies, board meetings and PCAG meetings.

- Incentives and bonuses (funded through private donations, not through per pupil state revenue) will be provided (as required by the collective bargaining agreement)

Lower than expected performance will be reported to the person only with feedback and support and if necessary, a corrective action plan.

Dean of Academics will be the main person leading these activities after getting the approval of the admin team.

- f. A satisfactory explanation of any deviations in staffing plans, including salaries, from Master Collective Bargaining Agreements, including identification of amendments that would be needed in a supplemental agreement and a reasonable plan for contingencies if such amendments cannot be negotiated under a supplemental agreement.

We do not plan or anticipate any deviations.

F. School Calendar and Schedule

1. A school calendar for the proposed school's first year of operation, including total number of days school is in session, hours of instruction, holidays, days off and half days, professional development days, summer programming and/or instruction, first and last days of class and organization of the school year (quarters, semesters, trimesters,) including the beginning and ending of each segment provided as **Attachment I**, and a satisfactory explanation of how the calendar aligns with and clearly reflects the needs of the Academic Plan.

Please see Attachment I for our first year calendar. Our annual calendar and daily schedule allow us to deliver our highly effective educational model. Our school calendar and the daily schedule have been and will be designed through a backward design process, shaping the calendar and schedules to produce our end goals. As our daily schedules show, we put heavy emphasis on core courses and coding/robotics which is a main part of our program ensuring we allocate necessary time and resources to ensure that our students reach their maximum potentials and specified goals in our charter proposal.

2. A clear description of the structure of the proposed school's day and week that aligns with and clearly reflects the needs of the Academic Plan, including the following:

- a. A description of the length and schedule of the school week.

Please see the table below for start and dismissal times.

- b. A description of the length and schedule of the school day including start and dismissal times.

Please see the table below.

- The school will have and teachers will have 6 periods on Fridays. However, in secondary level, there will be only quizzes and study hall on Fridays, no instruction.
- Elementary grades and secondary grades will follow the same bell schedule. Elementary students will be dismissed one period early.

- Elementary grades' teachers will have their preparation period after the dismissal of their students on Monday through Thursday. While secondary school grades have the last period of the day, elementary school teachers will have their preparation period on Monday through Thursday.

	Monday-Thursday	Friday
Minutes / Study Hour-Homeroom	0	0
Number of Periods	7	6
Number of Minutes/Period	52	45
Lunch Time (minutes including breaks)	30	30
Minutes/transition period	4	3
Start Time	8:30	8:30
Staff Meeting Time	None	1:50-3:30 pm
Dismissal Time for Secondary Students	3:28 PM	1:45 PM
Dismissal Time for Staff	3:28 PM	3:30 PM
Study Hall Minutes/ Secondary Teacher/ Week	0	225
Meeting Minutes/ Secondary Teacher/Week	0	100
Number of Core Classes / Day	4	4
Minutes of Prep Day for Teachers	52	45
Teaching Periods/teacher/day	6	5
Total Teaching Minutes / Secondary Teacher / week	1248	
Total Teaching Minutes / Elem. Teacher / week	1415	
Dismissal Time for Elementary Students	2:34 PM	1:20 PM
Total Prep Time for Secondary Teachers / week	253	
Total Prep Time for Elem. Teachers / week	253	
Dismissal Time for Elementary Students	2:32 PM	12:57
Study Hall and Homeroom Minutes/Elem. Teacher	will be determined under the guidance of Dean of Academics	

If the school decides to make changes on its daily schedule or instructional calendar or if there are changes on the collective bargaining agreement for teachers and administrators in Hawaii, the school will inform the SPCSC in a timely manner on the changes that it makes on its schedules and calendar.

- c. [The minimum number of hours or minutes per day and week that the proposed school will devote to academic instruction in each grade.](#)

There will be 6 periods of 52 minutes per day Monday through Thursday for instruction at the elementary level. Fridays will have 5 periods of 45 minutes. As the classes will be self-contained, teachers ,under the coordination of our Dean of Academics, will

determine their schedules to allocate instructional time, homeroom, and other details.

There will be 7 periods of 52 minutes per day Monday through Thursday for instruction at the secondary level. Fridays will have 6 periods of 35 minutes, which will be spent on weekly quizzes and study hall.

d. [The number of instructional hours or minutes in a day for core subjects.](#)

There will be a period per day per core subject. At the secondary level, teachers will do instruction Monday through Thursday, only quizzes and study hall on Fridays.

There will be a period per day per core subject at the elementary level too. As the classes will be self-contained, teachers, under the coordination of our Dean of Academics, will determine their schedules to allocate instructional time, homeroom, and other details.

e. [A satisfactory explanation of why the proposed school's daily and weekly schedule will be optimal for student learning.](#)

We allocate time and resources to our core courses and other crucial parts of our educational program everyday.

f. [Clear information about how teachers' work will be organized on a weekly or annual basis, including teacher planning time and professional development. The number of hours or minutes in a day for teacher planning time.](#)

Please see the table above.

g. [Clear information about the length of the school day and year, including summer school and time allocated for teacher professional development.](#)

Please see attached first year school calendar and daily schedules. We will follow HI DOE's official annual school calendar unless our school administration and board decide otherwise. If the school decides to follow a different school calendar, the principal will inform the SPCSC in a timely manner. While Kūlia doesn't plan to offer summer school, it will inform SPCSC if it decides to offer summer school in the future.

h. [A school calendar and student schedule which provides at least as much core instructional time during a school year as required of other public schools.](#)

We will follow HI DOE's official annual school calendar unless our school administration and board decide otherwise. If the school decides to follow a different school calendar, the principal will inform the SPCSC in a timely manner.

i. [Explain any aspects of the school year that are not evident on the calendar or would benefit from further elaboration.](#)

We will follow HI DOE's official annual school calendar unless our school administration and board decide otherwise. If the school decides to follow a different school calendar, the principal will inform the SPCSC in a timely manner. Please see Attachment I for our first year calendar.

j. [Provide as Attachment J, a sample weekly student schedule for at least one grade that is representative of each level the school intends to operate \(lower](#)

elementary, upper elementary, middle, and/or high school). If scheduling structures are unique to each grade, please provide a sample schedule for each grade.

Please see Attachment J.

- k. Provide as **Attachment K**, a sample weekly teacher schedule for at least one grade that is representative of each level the school intends to operate. If scheduling structures are unique to each grade, please provide a sample for each grade. Present a typical week of instruction, including: length of the teacher's work day, supervisory time, planning periods, professional development, and any other duties the teacher performs in a given day.

Please see Attachment K.

- l. Provide as **Attachment I**, a copy of the proposed school calendar for year one of the school's operations that clearly demonstrates: days that school is in session, holidays, days off and half days, professional development days, summer programming and/or instruction, first and last days of class and organization of the school year (quarters, semesters, trimesters,) including the beginning and ending of each segment.

Please see Attachment I.

- m. A clear description, provided as **Attachment D (1 page limit)**, of a school day from the perspective of a student (from their entry into the building to their exit) in a grade that will be served in the proposed school's first year of operation that aligns with the proposed school's vision and plan for school culture.

Please see Attachment D.

- n. A clear description, provided as **Attachment E (1 page limit)**, of a school day from the perspective of a teacher in a grade that will be served in the proposed school's first year of operation that aligns with the proposed school's vision and plan for professional culture.

Please see attachment E.

G. Supplemental Programs

1. If applicable, a description of a sound plan for any summer school programs the proposed school will offer that will meet anticipated student needs, including a clear explanation for how the programs are integral to the proposed school's academic plan, a reasonable schedule and length of the program, and sound funding plan for the programs. If the programs will not be implemented in the first year of operation, the plan must describe the timeline for implementation.

While Kūlia doesn't plan to offer summer school, it will inform SPCSC if it decides to offer summer school in the future.

2. If applicable, well-designed plans and identified funding for any extracurricular or co-curricular activities or programs the proposed school will offer that will meet anticipated student needs and provide enrichment experiences that are in alignment with the Academic Plan. The plans must describe how the activities and programs are

integral to the proposed school's academic plan, how often they will occur, how they will meet anticipated student needs, and how they will be funded. If the activities or programs will not be implemented in the first year of operation, the plans must describe the timeline for implementation.

- a. A comprehensive and adequate plan for the operation of the proposed school in the event of termination of the management agreement.

N/A.

H. Conversion Kūlia Academy Additional Academic Information

N/A.

III. Organizational Plan

Describe an organizational plan that will incorporate a strong governance and oversight model that will facilitate both your academic and financial plans.

Please see below.

A. Governance

1. A clear description of the mission and vision of the proposed school governing board that is aligned with the proposed school's mission and vision. If different from the proposed school's mission and vision, a clear and concise description of the governance philosophy that will guide the proposed school governing board.

The mission and vision of the board are the same as the school's mission and vision.

2. A description of the responsibilities of the governing board as a whole, its working relationship with the proposed school, and a description of the roles and responsibilities that each member of the governing board will have (i.e. Chairperson, Vice Chairperson, Treasurer, Secretary).

Kūlia Academy will be a Kūlia Academy operated by a Hawaii Nonprofit Corporation, pursuant to Hawaii law. Kūlia Academy's Board of Directors ("the Board") is responsible for Kūlia Academy's operation and governance. The Board is responsible for hiring and supervising the School Principal. The School Principal will embody, advocate, and put into operation the vision, mission, and strategic direction of Kūlia Academy, and oversee all aspects of the organization, including financial, operational, educational operations, and strategic planning. The School Principal will fulfill the role of the corporation's general manager and will have general supervision, direction, and control over the corporation's business and officers, subject to the control of the Board. The Principal hires, promotes, disciplines, and as needed, dismisses staff and teachers at the school. The Board approves major school and Kūlia policies, and budgets for Kūlia Academy. Kūlia Academy does not plan to enter into any contractual agreements with any charter or educational management organizations.

3. Organizational charts, provided as **Attachment M (no page limit)**, that clearly indicate all positions and illustrate the proposed school governance, management, and staffing structure in: a) Year 1; and b) all subsequent years until full capacity is reached. The organizational charts must clearly delineate the roles and responsibilities of (and lines of authority and reporting among) the proposed school governing board, staff, any related bodies (such as the proposed school's supporting nonprofit organization, advisory bodies, or parent/teacher councils), and any external organizations that will play a role in managing the proposed school. The organization charts must also document clear lines of authority and reporting between the proposed school governing board and proposed school and within the proposed school.

Please see Attachment M.

4. A description of an effective governance structure of the proposed school, including the primary roles of the proposed school governing board and how it will interact with the school director, any school management teams, any essential partners, and any advisory bodies. The description must include the size, current and desired composition, powers, and duties of the proposed school governing board that will

foster the proposed school's success; identify key skills or areas of diverse expertise that are or will be effectively represented on the proposed school governing board; and adequately explain how this governance structure and composition will help ensure that: a) the proposed school will be an academic and operational success; b) the proposed school governing board will effectively evaluate the success of the proposed school and school director; and c) there will be active and effective representation of key stakeholders, including parents or guardians.

Please see items 2, 7 and 8.

5. If the proposed school has a *virtual or blended learning program*, a clear description of the role the governing board will play in the virtual learning program that ensures the effective oversight of the virtual learning program, including a clear and realistic description of the requisite knowledge of virtual learning that the proposed governing board currently possesses or will endeavor to possess.

N/A.

6. If the membership of Applicant Governing Board has changed from the time it submitted its Intent to Apply Packet, a reasonable explanation justifying the membership changes;

The board composition has not changed.

7. Demonstrated will, capacity, and commitment of current and proposed governing board members to govern the proposed school effectively by providing the following:
 - a. A list of all current and identified proposed school governing board members and their intended roles;

Dr. Robert Bley-Vroman, Board President

Dr. Robert Littman, Board Vice President

Dr. Qianqiu Liu, Board Secretary

Ms. Karen Leinani Awana, Board member

Andy Gokce: Board Member

- b. A clear summary of members' qualifications for serving on the proposed school governing board, including an adequate explanation of how each member meets any of the considerations in HRS §302D-12 and will contribute a wide range of knowledge, skills, and commitment needed to oversee a *high-quality Kūlia Academy*, including academic, financial, legal, and community experience and expertise;

Kūlia Academy has established an exemplary team to lead the school through this project during the critical implementation phase. Our board members have a depth and breadth of experience lending critical perspectives to the school. Key project personnel are described below who will lead this project by serving on the school leadership, and governing the school as the founding Board. We have assembled a strong and active founding Board of Directors with extensive experience in Kūlia Academy governance, higher education, the sciences, finance, real estate, and law. All of our board members have been and will be hands-on involved in the process of readying the school for our future students. We are also in the process of expanding our board and executive team.

We have the following people in charge of the specific areas highlighted regarding the school opening and grant management:

Academic Program: Dr. Robert Bley-Vroman, our board president and former Chancellor of University of Hawaii system, has served at the University of Hawaii for a long time and he served as Chair of the Department of Second Language Studies, Director of the Second Language Teaching and Curriculum Center. He was also the first Director of the National Foreign Language Resource Center. His research is concentrated in second language acquisition theory. Dr. Vroman brings along his expertise as an educational administrator and an expert in second language acquisition and training. His remarkable expertise in language teaching has been a significant asset in the new school's design process aiming to recruit a diverse and multilingual, multicultural student body.

Facilities, Outreach to Faith-based Communities: Dr. Robert Littman, our board vice president, a respected community member, an award-winning scholar and an accomplished businessman, has strong connections with local communities and faith leaders.

Finance, Outreach to Asian Communities: Professor Qianqiu Liu, our board secretary, is a distinguished scholar of corporate finance, investments, and financial econometrics with numerous research and teaching awards. His academic excellence has made him an influential figure among the Asian Community, thus he has taken the chance of reaching out to the Asian community in the design process of the Kūlia Academy in order to assess the specific needs and expectations of the target community.

Outreach to Native Hawaiian Community: Ms. Karen Leinani Awana, our board member and a former Hawaii legislator, is a well-respected member of the Native Hawaiian community and has been very active in her local and wider community. She is well-connected with the local Native Hawaiian community. Throughout her service as a state legislator, her focus has been toward improving education, streamlining transportation, addressing housing solutions, combating illegal drug use, and supporting economic revitalization. Ms. Awana also brings along her expertise in education field as she worked at various positions from academics to finance to HR for 5 years at Kamehameha Schools, a well-known and century-old non-profit private school chain for Native Hawaiian population on the islands.

Andy Gokce: Our school principal Andy Gokce will be the Project Director directing, managing and coordinating all aspects of the project. Our school principal Andy Gokce has a long history and experience working at Charter schools as a teacher, administrator and executive team member. He was the key person in starting more than 10 Charter schools before. He served as the Chief of Staff at Magnolia Public Schools before, supervising all home office departments serving and managing 10 schools with Academics, Finance, HR, Operations and Compliance.

- c. [Completed and signed Board Member Information Sheets \(Exhibit 4\) and resumes for each proposed governing board member, provided as Attachment N \(required form; no page limit\), that demonstrates board members share a vision, purpose, and expectations for the proposed school;](#)

Please see attachment N.

- d. If not all board members have been identified, a comprehensive and sound plan and timeline for identifying and recruiting governing board members with the necessary skills and qualifications, including a description of such skills and qualifications; and

While Kūlia Board of Directors will expand with the addition of new members, all board members have been identified for the charter proposal submission and charter opening process.

- e. If the current Applicant Governing Board will transition to a more permanent governing board, a comprehensive and sound plan for such a transition, including a reasonable timeline for recruiting and adding new members; a brief description of the individual and/or collective skills sets the anticipated board members are expected to bring, with specific reference to the skill sets described in HRS §302D-12; a description of the priorities for recruitment of additional or replacement proposed school governing board members and the kinds of orientation or training new members will receive; and identification of any bylaws, policies, or procedures changes that will be necessary for such a transition.

Current board of Kūlia Academy is its permanent board. The board will seek to expand with the addition of parents. 302D-12 check

- 8. A clear description of effective governance procedures, including an explanation of the procedure by which current proposed school governing board members were selected and how any vacancies will be filled; an explanation of how often the board will meet both during start-up and during the school year; any plans for a committee structure and identification of chairs for any proposed committee(s); and a description of the governing board meetings, including how and where meetings will be conducted, how the governing board will provide meaningful access to the public, and if board meetings are to be conducted virtually (such as through conference calls, videoconference, or web conference).

Qualifications: Each member of the Board has been carefully chosen for his/her passion and commitment to the Kūlia vision and mission, dedication to education, area of professional expertise, service to the community, and ability to support the vision and mission of Kūlia.

Selection: All new directors will be designated by the existing Board of Directors. All new directors are to be designated at a meeting of the Board of Directors.

Board Meetings: All meetings of the Board and its committees will be called, noticed, and held in compliance with the provisions of the applicable laws. Meeting notices and agendas will be made available and posted to the public prior to board meetings (both online posting as well as physical posting for public viewing). Board meeting agendas with date, time, and location will be posted at Kūlia school site and on the web site to maximize public participation. A book of minutes of all meetings, proceedings, and actions will be kept at the Kūlia Main Office or such other place as the Board may direct according to its Bylaws. The public may request board records by calling the Home Office or via email as published on the school's website.

Committees: The Board, by resolution adopted by a majority of the directors then in office, may create one or more committees, each consisting of two or more voting directors and no one who is not a director, to serve at the pleasure of the Board.

Appointments to committees of the Board will be by majority vote of the authorized number of directors. The Board may appoint one or more directors as alternate members of any such committee, who may replace any absent member at any meeting. Any such committee will have all the authority of the Board, to the extent provided in the Board's resolution.

Meetings and actions of committees of the Board will be governed by, held, and taken under the provisions of these bylaws concerning meetings, and other Board's actions. Minutes of each meeting will be kept and will be filed with the corporate records. The Board may adopt rules for the governance of any committee as long as the rules are consistent with these bylaws. If the Board has not adopted rules, the committee may do so.

Quorum: A majority of the voting directors then in office will constitute a quorum. If a quorum is present, the affirmative vote of the majority of the voting power represented at the meeting, entitled to vote, and voting on any matter will be a decision of the Board of Directors. Should there be fewer than a majority of the directors present at any meeting, the meeting will be adjourned. A majority of the directors present, whether or not constituting a quorum, may adjourn any meeting to another time and place.

Teleconferencing: Kūlia may hold board meetings via video and/or phone conferencing. Information about the participation procedure will be included on the agenda and information web pages for the meetings. All participants/speakers will have access to language translation services if requested in advance.

9. A clear description of any existing relationships, including financial interests, that could pose actual or perceived conflicts if the application is approved, the specific steps that the proposed school governing board will take to avoid any actual conflicts and to mitigate perceived conflicts.

Andy Gokce, school principal and board member, will recuse himself when items related to his job performance or items that he might be involved personally. No other specific conflicts of interest are anticipated. If any potential conflicts of interests arise in the future, related board members will recuse themselves.

10. A clear description of sound plans for increasing the capacity of the proposed school governing board, orientation of new members, and ongoing training and development for members, including reasonable timelines, specific and thoughtful topics and capacities to be addressed, and requirements for participation.

Kūlia Academy plans to expand its board with additional members from its parents. Starting with the school's first year of operations, the board will start a formal process to include additional members.

11. If applicable, a clear and comprehensive description of the proposed school's associated nonprofit organization, including its current tax status and/or the plan and timeline for obtaining tax exempt status and the nonprofit's mission and purpose. The description must specifically identify ways that the proposed school's associated nonprofit organization will support the proposed school (such as community fundraising, developing partnerships, finding alternative funding sources, writing grants, and finding other ways to leverage existing resources) and specify any grants or

programs that the nonprofit is planning to use. If the nonprofit's mission is not to solely support the proposed school, the description must also adequately explain any competing interests for the nonprofit's time and resources and how the proposed school will ensure such competing interests will not hinder the school's ability to operate and obtain outside supports.

Kūlia Academy is in the process of obtaining its 501(c)(3) designation. The mission of the nonprofit organization will be solely to support the school.

12. A list of all current and identified nonprofit board members that is in compliance with the State Ethics Code and their intended roles and a description demonstrating that the nonprofit board members have the necessary experience and qualifications relevant to the above means of supporting the proposed school. If none of the current nonprofit board members have the requisite experience or capacity, the description must explain a comprehensive plan to identify and recruit individuals with the necessary experience and capacity.

Dr. Robert Bley-Vroman, Board President

Dr. Robert Littman, Board Vice President

Dr. Qianqiu Liu, Board Secretary

Ms. Karen Leinani Awana, Board member

Andy Gokce, Board Member

13. Discuss the procedures to be followed in the event of closure or dissolution of the school. Identify procedures to be followed in the case of the closure or dissolution of the Kūlia Academy, including provisions for the transfer of students and student records to the complex area in which the Kūlia Academy is located and for the disposition of the school's assets to the State Public Kūlia Academy Commission (SPCSC). Provide assurance that the school will follow any additional procedures required by SPCSC to ensure an orderly closure and dissolution process, including compliance with the applicable requirements of Hawaii Revised Statutes §302D-19. In case of school closure, closure of Kūlia will be documented by official action of the Foundation Board of Directors. The action will identify the reason for closure. The official action will also identify an entity and person or persons responsible for closure-related activities.

The Board of Directors will promptly notify parents and students of Kūlia, the SPCSC, and the retirement systems in which Kūlia's employees participate of the closure as well as the effective date of the closure. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils' complex areas of residence; and the manner in which parents (guardians) may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

The Board will ensure that the notification to the parents and students of Kūlia of the closure provides information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the Board's decision to close Kūlia.

The Board will also develop a list of pupils in each grade level and the classes they have completed, together with information on the pupils' districts of residence, which they will provide to the entity responsible for closure-related activities.

As applicable, Kūlia will provide parents, students, complex areas and the SPCSC (per the SPCSC's direction) with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act ("FERPA"). Kūlia will ask SPCSC to store original records of Kūlia upon School closure.

All state assessment results, special education records, and personnel records will be transferred to and maintained by the entity responsible for closure-related activities in accordance with applicable law.

As soon as reasonably practical, Kūlia will prepare final financial records. Kūlia will also have an independent audit completed within six months after closure. Kūlia will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by Kūlia and will be provided to the SPCSC promptly upon its completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to Kūlia.

Kūlia will complete and file any annual reports required.

In accordance with HRS 302D, the assets of the school, excluding facilities, shall be distributed first to satisfy outstanding payroll obligations for employees of the school, then to creditors of the school, and then to the state treasury to the credit of the general fund. If the assets of the school are insufficient to pay all parties to whom the school owes compensation, the prioritization of the distribution of assets may be determined by decree of a court of law.

If the school received an appropriation for capital improvements to its facilities, the school or SPCSC shall negotiate with the expending agency for a lump sum or installment repayment to the State of the amounts appropriated. This restriction shall be registered, recorded, and indexed in the bureau of conveyances or with the assistant registrar of the land court as an encumbrance on the property. Amounts received from the repayment under this subsection shall be deposited into the general fund.

In the event of a school closure, other public charter schools shall have the right of first refusal for the school's facilities, if the facilities are owned by the State. If no other public school exercises the right of first refusal, the facilities shall revert back to the department and the State.

As Kūlia Board will follow the procedures set forth in the laws and regulations for the dissolution of a non-profit corporation and file all necessary filings with the appropriate state and federal agencies.

B. Academic, Financial, and Organizational Performance Management

1. Comprehensive and effective plans for evaluating and monitoring academic, financial, and organizational performance that explain how the proposed school will measure and evaluate performance data, including:
 - a. Academic Performance Data Evaluation Plan. A comprehensive and effective plan and system for:
 - i. Collecting, measuring, and analyzing student academic achievement data of individual students, student cohorts, and the school as a whole—throughout the school year, at the end of each academic year, and for the term of the Charter Contract—including identification of the student information system to be used;

Please see section II.B.5.

- ii. Using the data to refine and improve instruction, including descriptions of training and support that school directors, any management team, teachers, and governing board members will receive in analyzing, interpreting, and using academic performance data to improve student learning; the qualified person(s), position(s), and/or entities that will be responsible for managing the data, interpreting it for teachers, and leading or coordinating data-driven professional development to improve student achievement; and how the person(s), position(s), and/or entities will be provided time to complete the aforementioned collection, analysis, management, interpretation, and coordination of data-driven professional development; and

Please see section II.B.5. Data from the specified sources and state tests will be presented to Kūlia Board for their guidance and support at least twice a year.

- iii. Reporting the data to the school community.

Data from the specified sources and state tests will be presented to Kūlia Board for their guidance quarterly. As the board meetings are open to public, these data presentations will be made available to the public through the school's website.

- b. Financial Performance Data Evaluation Plan. A comprehensive and effective plan and system for maintaining, managing, compiling, and interpreting financial data monthly, quarterly, annually, and for the term of the Charter Contract, including descriptions of the qualified person(s), position(s), and/or entities that will be responsible for maintaining the data, managing the data, compiling it, and interpreting it for the school director and governing board and how the person(s), position(s), and/or entities will be provided time to complete the aforementioned maintenance, management, compiling, and interpretation.

Please see section IV.A.2.

- c. Organizational Performance Data Evaluation Plan. A comprehensive and effective plan and system for maintaining, managing, compiling, and interpreting organizational performance data monthly, quarterly, annually and for the term of the Charter Contract, including descriptions of the qualified person(s), position(s), and/or entities that will be responsible for compiling data on performance and interpreting it for the school director and governing

board and how the person(s), position(s), and/or entities will be provided time to complete the aforementioned compiling and interpretation.

Tables below show main reporting areas, reporting frequencies and responsible administrators. The duties listed below are among the main responsibilities of the listed personnel, therefore, they will have time to produce these reports during their daily work. The ultimate responsibility is on the principal after the board. The listed staff members will act as the lead personnel reporting to the principal and the board as required. Reporting will take place at board meetings which are open to public.

School's Goals

AREA	Responsible Person	INDICATOR	MEASURE	Reporting Frequency to Board
Student Achievement and Growth Over Time	Dean of Academics	Annual Measureable State & Federal Targets	Federal and State-specified targets	Annually
Underserved Population Achievement	Dean of Academics	Special Ed and ELL Requirements	Full compliance	Quarterly
	Dean of Academics	Strive HI	State-specified targets	Annually
Attendance	Enrollment Variance	Enrollment Variance	actual enrollment will be at least 95% of the projected enrollment	Annually
	Dean of Students	Re-enrollment	90%	Annually
	Dean of Students	Daily Attendance	Above 95% Average	Quarterly
Post-Secondary Readiness	Dean of Culture	Enrollment	At least 95% of students enroll and attend post-graduation fall	Annually
	Dean of Culture	Graduation	At least 98% graduation from high school	Annually
Financial Performance	Business Manager	Current Ratio	>=1.1 ratio of current assets to liabilities.	Annually
	Business Manager	Unrestricted Days Cash	At least 60 days cash.	Quarterly
	Business Manager	Total Margin	Positive	Quarterly
	Business Manager	Debt to Assets Ratio	50%	Quarterly
	Business Manager	Cash Flow	Multi-year positive cumulative cash flow	Annually
	Business Manager	Unrestricted Fund Balance Percentage	Greater year-end fund balance than beginning of year	Quarterly
	Principal	Reporting and Compliance	Comply with applicable laws, rules, regulations, and provisions of charter contract	Quarterly
	Business Manager	Accounting Principles (GAAP)	Meet standards in annual independent audit	Annually

AREA	Responsible Person	INDICATOR	MEASURE	Reporting Frequency to Board
Operational Performance	Principal	Compliance with applicable laws, rules, regulations and provisions of charter contract	100% Background Checks 100% Health and Safety 100% Facility Requirements 100% Teacher and Staff Credentials met 100% Compliance in Employee Rights	Quarterly
	Principal	On-Time Completion Rate for Epicenter Tasks	70% or higher	Annually
	Principal	Number of Notices of Deficiency Issued	no more than one per year	Annually
	Principal	Number of incidents of non-compliance with governing board meeting requirements, as set forth in HRS §302D-12(h)	no more than two instances of non-compliance per year	Annually
	Principal	Number of incidents of non-compliance with school policy requirements, as set forth in the Charter Contract, Section 11.4.1	no more than one incident of non-compliance per year	Annually
Student Enrollment	Principal	Number of Students on Intent to Enroll List	50 by August 30, 2019	Specified Time
			100 by December 31, 2019	Specified Time
			150 by February 15, 2020	Specified Time
			200 by April 1, 2020	Specified Time
	Principal	Number of Students	220 for 2020-21 school year and maintain enrollment above 95%	Specified Time
	Dean of Students	Student Retention	80% of students return for 2 nd year	Annually
Professional Development	Dean of Academics	PD Attendance	100% of staff attend annual PD	Annually
Governance	Board President	Board Training	100% board participates in board training	Annually
	Board President	Board Retreat	100% of board participates in retreat once a year	Annually

2. A clear description of thoughtful, appropriate corrective actions the proposed school will take if it falls short of:
 - a. Student academic achievement expectations or goals at the school-wide, classroom, or individual student level, including an explanation of what would trigger such corrective actions and the person(s), position(s), and/or entities that would be responsible for implementing them.

Kūlia Academy will be able to pinpoint shortcomings in academic achievement expectations due to frequent norm-based MAP Tests. In case of such shortcomings, necessary actions will be discussed at the school administration's weekly meetings and the board meetings which will take place at least once a quarter. Dean of Academics will have the lead in tracking, reporting and requesting necessary actions.

- b. Financial performance standards set in the Financial Performance Framework, including an explanation of the actions that would be taken if the proposed school is issued Notices of Concern or Deficiency under the terms of the Charter Contract, if the independent auditor issues findings, or if the proposed school encounters financial difficulties.

Please see section IV.A.1 for annual financial audit and corrective action that the school will take in case of findings. The business manager under the direction of the principal will be the responsible person in addressing these concerns.

- c. Organizational performance standards set in the Organizational Performance Framework, including an explanation of the actions that would be taken if the proposed school is issued Notices of Concern or Deficiency under the terms of the Charter Contract or if the proposed school has a corrective action plan approved by the Commission.

In case of a corrective action plan, the school administrator will immediately inform the school board in a board meeting. After receiving the board's guidance and directions, the school administration will put into practice the approved action plan.

C. Ongoing Operations

1. If the proposed school will provide daily transportation, a sound plan describing the transportation arrangements for prospective students, including a description of how the proposed school plans to meet transportation needs for field trips and athletic events. If the proposed school will not provide daily transportation, what were the factors that led to this decision and what was the impact of not providing transportation?

Kūlia Academy will not provide daily transportation to its students or staff as we plan to lease a school facility with appropriate athletic fields or designated parts for sports such as a gymnasium. For field trips, the school will contract with transportation (bus) companies with appropriate permits and will acquire necessary liability insurance for these trips.

2. Sound plans for safety and security for students, the facility, and property, including descriptions of policies and the types of security personnel, technology, and equipment that the proposed school will employ. If the proposed school has a *virtual*

or blended learning program, the description must include physical or virtual security features to deter theft.

A safety plan will be prepared for the school prior to school opening. The principal or his designee will be in charge of preparing the plan and informing and training the staff.

FACILITIES COMPLIANCE

Kūlia Academy will comply with Hawaii codes and regulations regarding Kūlia Academy facilities. The school site will be housed in facilities that have received state Fire Marshal approval and the school will maintain appropriate facility compliance documents on file. The School will test fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times.

AUXILIARY SERVICES

School administrative staff will conduct annual reviews to ensure all applicable auxiliary services are safe (food services, transportation, custodial services, hazardous materials) by developing appropriate policies and awareness training.

IMMUNIZATIONS AND TUBERCULOSIS TESTING

All enrolling students and staff will provide records documenting immunizations as required by law.

PRESCRIPTION MEDICATIONS

Students requiring prescription medications and other medicines during school hours will be accommodated. Parents must bring medication to the office in the original containers, with the name of the prescribing physician, the name of the student, and dispensing instructions.

DIABETES

The school will inform its students on type 2 diabetes and how to be tested and how to take care of it.

BLOOD BORNE PATHOGENS

Kūlia will meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the work place. Whenever exposed to blood or other bodily fluids through injury or accident, staff and students will follow the latest medical protocol for disinfecting procedures.

EMERGENCY SITUATIONS

The Kūlia Academy will utilize its School Safety Plan in responding to emergency situations. The Kūlia Academy will ensure that the staff has been trained in health, safety, and emergency procedures. Staff will receive internal memos regarding relevant health and safety issues.

Fire, Earthquake and Disaster Drills

Kūlia Academy will perform fire, earthquake and disaster drills as required by law.

Bomb Threats

Kūlia Academy will train its staff on how to handle a tip, trace a call and notify the police through 911. Based on the information at hand, the administrative staff will make a decision whether an immediate evacuation is warranted.

Evacuation Plan

The school will develop an evacuation plan, when it must/will be implemented and train its staff on the evacuation plan.

DRUG FREE/ALCOHOL FREE/SMOKE FREE ENVIRONMENT

Kūlia will function as a drug, alcohol and tobacco free workplace.

CRIMINAL BACKGROUND CHECKS

As discussed before, the school will perform background checks before employment of any new employees.

COMPREHENSIVE SEXUAL HARASSMENT POLICIES AND PROCEDURES

Kūlia is committed to providing a school that is free from sexual harassment, as well as any harassment based upon such factors as race, religion, creed, color, national origin, ancestry, age, medical condition, marital status, sexual orientation, or disability. Kūlia will develop a comprehensive policy to prevent and immediately remediate any concerns about sexual discrimination or harassment at the Kūlia Academy (including employee to employee, employee to student, and student to employee misconduct).

CHILD ABUSE REPORTING

Kūlia Academy's safety plan will include Child Abuse reporting. The Principal will work with all faculty and staff members to make sure all appropriate steps are taken if a child abuse situation occurs. All faculty and staff will understand that it is their duty and responsibility to report any suspicions of child abuse. Staff will understand that under Hawaii law regarding Hawaii law.

WORKPLACE SAFETY

On a periodic basis, Kūlia will issue rules and guidelines governing workplace safety and health in its employee handbook. All employees will familiarize themselves with the rules and guidelines, as strict compliance will be expected. Failure to comply with rules and guidelines regarding health and safety or work performance as described in Kūlia's employee handbook will not be tolerated.

INSURANCE

Kūlia will secure and maintain general liability, workers compensation, and other necessary insurance coverage as required by the District.

3. If the proposed school will provide food service, a sound plan describing the proposed school's plan for providing food to its students, including plans for a facility with a certified kitchen, transporting food from a certified kitchen, or other means of providing food service that is in compliance with applicable laws. If the proposed school will not provide food service, what were the factors that led to this decision and what will be the impact of not providing food service?

The school will not provide food service.

D. Student Recruitment, Admission, and Enrollment

1. A sound, thoughtful, and comprehensive plan for student recruitment and marketing that will provide equal access to interested students and families and specifically describes plans for outreach to families in poverty, academically low-achieving students, students with disabilities, and other youth at risk of academic failure, as well as plans for promoting socioeconomic and/or demographic diversity, including a description of how the proposed school will attempt to make itself attractive to families with relatively higher incomes and/or levels of formal education if the proposed school is projecting a high percentage of free and reduced lunch and intends to achieve socioeconomic and/or demographic diversity.

Please see section (I)(C)(3) for our recruitment efforts. To make our school attractive to high or low income students more, we will highlight parts of our educational program specific to the target audience that they cannot find at their local public schools.

2. If applicable, the identification and description of any enrollment preferences that the proposed school would request that are in compliance with federal and state law and any Commission policies or guidelines, including a reasonable justification for the enrollment preference request.

Quant Academy does not have any enrollment preferences and is open to all students. However, we have enrollment priorities to ensure staff with children and families with multiple children are able to attend the same school. The enrollment priorities are highlighted below.

- Current students
- Children of Quant Academy's staff and Board Members;
- Siblings of currently enrolled students;
- Siblings of newly admitted students;
- All other Hawai'i students.

3. An admission and enrollment policy, provided as **Attachment O (no page limit)**, that complies with applicable laws and any Commission policies or guidelines, ensures the proposed school will be open to all eligible students, and includes:
 - a. A reasonable timeline and comprehensive plan for the application period, including admission and enrollment deadlines and procedures and an explanation of how the school will receive and process applications;
 - b. A reasonable timeline and comprehensive plan for student recruitment or engagement and enrollment;
 - c. Effective procedures for lotteries, waiting lists, withdrawals, re-enrollment, and transfers in accordance with state and Commission requirements;
 - d. Descriptions of reasonable pre-admission activities for students and parents or guardians, including an explanation of the purpose of such activities;

- e. A description of how the school will ensure that it will meet its enrollment targets; and
- f. A contingency plan if enrollment targets are not met.

Please see attachment O. For contingency plan if the enrollment targets are not met, please see our budget narrative below. For the timeline of start up activities, please see Attachment Q. If the number of students exceed the number of applications, a lottery will be held in April 2020.

E. Geographic Location and Facilities

1. Geographic Location.

- a. A description, with reasonable specificity, of the geographic location of the proposed school’s facility, including the DOE complex area(s) in which the proposed school will be located.

Please see section I.A.2.

- b. A reasonable rationale for selecting the geographic location and a comprehensive description of the research conducted, if any, to support that rationale.

Kūlia Academy’s founders aim to serve the most condensed parts of Honolulu County, targeting especially the high need and low income students. Consequently, we aim to locate our school close to Honolulu Rail Project, which is scheduled to open in October 2020 coinciding with our school opening, providing easy access to our low-income students and parents through public transportation.

2. Facilities.

- a. If the proposed school has obtained a facility, a description of the facility—including address, square footage, square footage rent, amenities, previous use, and what needs to be done in order for the facility to be in compliance and meet requirements to serve as a school—demonstrating that the facility is reasonably adequate for the intended purposes, has a sound plan and timeline for renovating and bringing the facility into compliance with applicable building codes, and will meet the requirements of the Academic Plan, including the needs of the anticipated student population. If the proposed school has a *virtual or blended learning program*, or relies heavily on technology, the description must adequately explain how the facility will support the proposed technology model, including electrical capacity and access to sufficient network capacity.

OR

If the proposed school has not obtained a facility, a comprehensive, reasonable, and sound plan and timeline for identifying, securing, renovating, and financing a facility—including identification any brokers or consultants the applicant is employing—that will be in compliance with applicable building codes and meet the requirements of the Academic Plan, including the needs of the anticipated student population. The plan must briefly describe possible facilities within the geographic area in Criterion III.E.1, including addresses, square footage, square footage rent, amenities, previous use, and a general assessment of what needs to be done to bring each possible facility into compliance. If the proposed school has a *virtual or blended learning program*,

or relies heavily on technology, the description must adequately explain how each possible facility will support the proposed technology model, including electrical capacity and access to sufficient network capacity.

Kūlia's admin team located three potential facilities within our target area, contacted the real estate agents listed for the properties, however, our initial search didn't yield any results because one of the properties were leased to another interested party who was planning to occupy it immediately and the landlords for the other two locations didn't want to engage in any conversations or negotiations especially this far out of our potential move in date.

We have a detailed plan and timeline for our facility search and lease which can be summarized as follows:

Step 1: February 2018 - January 2019: Facility search

Step 2: February 2019 - April 2019: Negotiations on Price, Tenant Improvements and Other Details

Step 3: May 2019 - February 2020: Conditional Use Permit with the City (if needed)

Step 4: March 2020 - May 2020: Tenant Improvements

Step 5: June 2020: Move in

The facility we are searching for can be summarized as follows:

- 10,000-20,000 sqf
- \$1.5-\$2.5/sqf/month
- Indoor or outdoor space for sports
- Indoor or outdoor space for lunch service

- b. If the proposed school plans to add students or grade levels during the first five years, a reasonable and sound facility growth plan that shows how the school will accommodate the additional square footage necessary for additional students, faculty, and staff and sufficiently identifies any permits or rezoning that might be necessary to implement the facility growth plan.

To accommodate growth, we plan to find a facility with at least one of the following:

- A low lease rate so we can lease a larger space than we need in our initial years of operation
- Accessible land so we can place DSA-approved portable classrooms to expand our capacity.

F. Start-Up Period

1. A comprehensive, reasonable, and sound management plan for the start-up period, provided as Attachment Q (no page limit), that aligns with the Academic, Organizational, and Financial Plans (including the start-up year (Year 0) budget in the Financial Plan Workbook). The management plan must detail the start-up plan for the proposed school, including specific tasks, timelines, milestones, and responsible individuals for each of the following areas

- a. Plans to obtain financing for the proposed school’s facility, highlighting the alignment of the financing plan with the timing of obtaining and renovating the facility, as described in [Criterion III.E.2](#);
- b. Plans to fund the start-up period, including all plans for fundraising and grant writing and a description of any specific fundraising opportunities and grants the applicant has identified;
- c. Plans to market the proposed school to the school’s anticipated student population and develop partnerships with other charter schools, DOE schools, and private schools to identify possible students and achieve the proposed school’s projected enrollment, including any other ways the applicant plans to achieve its projected enrollment;
- d. Plans to hire teachers, administrative staff, and support staff during the start-up period, if any, incorporating the timelines for hiring teachers, described in [Criteria II.F.4](#), and delivering the professional development, described in [Criteria II.F.2](#);
- e. Plans to identify, recruit, select, and add or replace new governing board members that align with the recruitment plan described in [Criterion III.A.7.d](#), the governing board transition plan described in [Criterion III.A.7.e](#), and any governing board training described in [Criterion III.A.10](#), as applicable; and
- f. Any other plans for activities that will need to be completed during the start-up period, such as the selection of curriculum materials, as applicable.

Please see Attachment Q.

2. A sound plan for leading the development of the school during its pre-opening phase, including identification of capable individuals who will work on a full-time or nearly full-time basis following approval of the application to lead development and implementation of the plan to open the proposed school and a description of a viable plan to obtain the funding necessary to compensate these individuals that is aligned with the budget.

Please see Attachment Q and section IV.B.2.

G. Conversion Kūlia Academy Additional Organizational Information

Not Applicable.

H. Third-Party Service Providers

Note: *This section is required of any applicant intending to contract with a Service Provider. A Service Provider is any third-party entity, whether nonprofit or for-profit (including CMOs, EMOs, and ESPs), that provides comprehensive education management services to a school via contract with the school’s governing board. If the proposed school plans to contract with more than one Service Provider, the application must address the criteria below for each Service Provider, as applicable.*

1. Service Provider Selection and Track Record
 - a. A reasonable explanation of why the applicant is seeking to contract with a Service Provider rather than operate the proposed school(s) directly.

N/A.

- b. A description of a thorough process that the applicant used to identify, vet, and select the Service Provider. The description must explain how and why the Service Provider was selected, including when and how the applicant learned of the Service Provider, which other Service Providers were considered, why the Service Provider was selected over other Service Providers, and what due diligence was conducted, including a summary of the findings of the reference checks conducted by the applicant.

N/A

- c. If the Service Provider is providing academic services, evidence demonstrating academic success, especially in the grade levels the proposed school intends to serve, including academic performance data of all clients of the Service Provider that demonstrates the provider's services lead to *high-quality Charter schools*, as defined in the RFP. Provide, as **Attachment AA (no page limit)**, academic performance data for each of the Service Provider's Kūlia Academy clients that shows evidence of strong academic results for the past three years (or over the life of the Kūlia Academy, if the school has been open for fewer than three years), based on the following factors:
 - i. Increased student academic achievement and attainment (including, if applicable and available, high school graduation rates and college and other postsecondary education enrollment rates) for all students, including, as applicable, *educationally disadvantaged students*, as defined in the RFP, served by the Kūlia Academy;
 - ii. Either—
 - 1. Demonstrated success in closing historic achievement gaps for the following subgroups of students at the Kūlia Academy: low-income students, students from major racial and ethnic groups, students with disabilities, and English language learners; or
 - 2. No significant achievement gaps between any of those subgroups of students at the Kūlia Academy and significant gains in student academic achievement for all populations of students served by the Kūlia Academy; and
 - iii. Results (including, if applicable and available, performance on statewide tests, annual student attendance and retention rates, high school graduation rates, college and other postsecondary education attendance rates, and college and other postsecondary education persistence rates) for low-income and other *educationally disadvantaged students* served by the Kūlia Academy that are above the average academic achievement results for such students in the state.

N/A

- d. A listing and explanation of any management contract terminations, charter revocations, non-renewals, or withdrawals or non-openings that the proposed Service Provider has experienced in the past five years that does not indicate that the Service Provider lacks the necessary capacity or display inconsistencies in its

academic, organizational, or financial performance. The explanation must reference the other jurisdictions where the Service Provider operates or services other Charter schools and provide, as **Attachment BB (no page limit)**, a list of all the Charter schools operated or managed by the Service Provider, the respective authorizer for each of those Charter schools, and contact information for each authorizer.

N/A

- e. A list or description of all Charter schools operated or managed by the Service Provider that are accredited, if any, including a list or description of the accrediting organization for each accredited school and a current accreditation report from one of those schools, provided as **Attachment CC (no page limit)**, that demonstrates strong organizational health attributable to the Service Provider.

N/A

2. Legal Relationships

- a. Full disclosure of any existing or potential conflicts of interest between the proposed school governing board, proposed school's employees, proposed Service Provider, and any affiliated business entities and a satisfactory explanation as to how such existing or potential conflicts of interest will be addressed.

N/A

- b. A list of all subsidiaries or related entities that are affiliated or owned in whole or in part by the Service Provider, a description of the nature of those entities' business activities, an explanation as to whether the proposed school has or will have any relationship with or receive any services from any of those entities, and a reasonable justification for any such relationship.

N/A

- c. If the Service Provider will have supervisory responsibilities, a description of the supervision of the proposed school employees by the Service Provider that is reasonable, legally sound, and aligns to Master Collective Bargaining Agreements and gives the proposed school governing board oversight over the Service Provider's supervisory responsibilities. The description must explain the supervisory responsibilities of the Service Provider, including which school employees the Service Provider will supervise, how the Service Provider will supervise these employees, and how the proposed school governing board will oversee the Service Provider's supervisory responsibilities.

N/A

- d. If the proposed school governing board intends to enter into any type of lease, lease-purchase agreement, or any other facility or financing relationships with the Service Provider, draft facility or financing agreements, or other evidence, provided as **Attachment DD (no page limit)**, that:
 - i. Demonstrate such agreements are separately documented and not part of or incorporated in the proposed school's management contract; and

- ii. Ensure any agreements are consistent with the proposed school governing board's authority and practical ability to terminate the management agreement and continue operation of the proposed school.

N/A

- e. A description of any loans, grants, or investments made between the Service Provider and the proposed school or the proposed school's associated nonprofit organization, including a legally sound explanation of how any such loans, grants, or investments may be initiated, repaid, and refused by the proposed school or the proposed school's associated nonprofit, as applicable.

N/A

3. Service Provider's Organizational Structure

- a. A detailed description of the roles and responsibilities of the Service Provider that adequately and accurately describes how the Service Provider fits into the proposed school's organizational structure and how the organizational structure ensures the proposed school governing board is independent from the Service Provider and self-governing, including a satisfactory description of independent legal representation and arm's-length negotiating.

N/A

- b. A satisfactory business plan that demonstrates the Service Provider will be able to provide the services in the management agreement. The business plan must explain how the Service Provider will grow, scale, or adjust its operations to ensure quality service to the proposed school.

N/A

- c. An effective and comprehensive oversight and evaluation plan for overseeing the Service Provider. The oversight and evaluation plan must include the school-wide and student achievement results that the management organization is responsible for achieving, the methods the proposed school governing board will use to review and evaluate the Service Provider's progress toward achieving agreed-upon goals, the frequency of such reviews and evaluations, an explanation whether there will be an external evaluator to assess the Service Provider's performance, and the conditions, standards, and procedures for the proposed school governing board intervention, if the Service Provider's performance is deemed unsatisfactory.

N/A

- d. A comprehensive description of the respective financial responsibilities of the proposed school governing board and the Service Provider that allows for reasonable financial controls from the proposed school governing board. The description must include details about who will own property purchased with public funds, which operating and capital expenditures each party be responsible for, the types of spending decisions the Service Provider can make without obtaining board approval, the reports the Service Provider must submit to the proposed school governing board on financial performance and the schedule for

reporting, and how the proposed school governing board will provide financial oversight.

N/A

IV. Financial Plan

Describe a financial plan that will sustain your academic plan and operations.

Click or tap here to enter text.

A. Financial Oversight and Management

1. A clear description that gives reasonable assurance that the proposed school will have sound systems, policies, and processes for financial planning, accounting, purchasing, and payroll, including an adequate explanation of how the proposed school will establish and maintain strong internal controls and ensure compliance with all financial reporting requirements. The description must also explain the plans and procedures for conducting an annual audit of the financial and administrative operations of the proposed school that is in accordance with state law, including a reasonable annual cost estimate of the audit that is included in the Financial Plan Workbook.

Kūlia Academy will develop and maintain sound internal fiscal control policies governing all financial activities. Several of our board members and our school principal Andy Gokce have extensive experience in fiscal planning and reporting. We will also hire a Certified Public Accountant (CPA) who is familiar with Charter School Finances to help our Principal in developing these fiscal policies for the review and approval of our board. Finalized and approved policies will be reported to SPCSC no later than July 2020. Our policies will include annual budget making, accounting and reporting processes as well as good record keeping and retention.

To insure internal controls, our policies will include the following:

- Segregation of duties
- System of checks and balances
- Staff training
- Controlled use of prenumbered documents
- Asset security and restricted access
- Timely reconciliations
- Up-to-date inventory records
- Management review and approval of transactions
- Comprehensive, up-to-date annual budget
- Procurement procedure
- Approval limits
- Cardholder responsibilities

All individuals who are expected to follow policies and carry out procedures will be trained and more than one person will be trained for each function (cross training).

ANNUAL AUDIT PROCEDURES

Each fiscal year an independent audit will be conducted of the financial affairs of Kūlia Academy to verify the accuracy of the school's financial statements, attendance and enrollment accounting practices, and internal controls. Kūlia will engage an independent certified public accountant with school accounting experience, to audit the school's financial statements in accordance with Generally Accepted Auditing Standards and the Financial Accountability System Resource Guide (FASRG). Fiscal statements audited by the Certified Public Accountant will be submitted to the SPCSC by the established deadline via mail and email. Audit exceptions/deficiencies will be resolved to the satisfaction of the SPCSC.

Financial audits will be conducted by a qualified Certified Public Accountant familiar with school finances and operations. The audit will verify the accuracy of the school's financial statements, revenue-related data collection and reporting practices and will review the school's internal controls. Moreover, the audits will assure that the school funds are being handled responsibly and that its financial statements conform to the Government Auditing Standards. Audit exceptions and deficiencies shall be resolved in conference with the auditor to the satisfaction of the SPCSC. Kūlia agrees to resolve outstanding issues from the audit prior to the completion of the auditor's final report. Kūlia will make financial records available for audit no later than the end of August for prior year.

2. [A clear description of the roles and responsibilities that demonstrates a strong understanding of the appropriate delineation of such roles and responsibilities among the proposed school leadership team or management team and proposed school governing board regarding school financial oversight and management.](#)

The principal is the senior executive at Kūlia Academy, leading the budget preparation process for board review and approval. Under the supervision of the principal, after the budget is consolidated and balanced, the business manager will review the budget and accompanying notes before final approval; the final budget will then be submitted to the board of directors for review and adoption.

After the board of directors adopts a budget by July 1 of each year, the business manager will need to adjust budgeted revenue and expense amounts. Budget revisions of any amount will be ratified by the board of directors.

The business manager is responsible for maintaining current financial statements. The business manager, principal, and the governing board will review the financial statements regularly. This will help ensure understanding and the ability to answer any questions when the reports are presented to the governing board.

The business manager will monitor the budget each month by reviewing reports that compare actual year-to-date revenues and expenditures with budgeted amounts. A standard set of financial statements will be produced monthly for presentation at a meeting of the governing board. These statements will include comparisons of actual year-to-date revenues and expenses with year-to-date budgeted amounts. The board of directors will also review budget reports at their meetings.

The board members and administrators will abstain from all discussions, negotiations and votes related to any contract in which they have a personal financial interest, and

board members will do so by removing themselves from the meeting and ensuring that their abstention and departure are recorded in the board minutes.

Annual Financial Statements: The independent auditor will formally present the charter school's annual financial statements to the full governing board at a public board meeting.

3. A description of sound criteria and procedures for selecting vendors or contractors for any administrative services, such as business services, payroll, and auditing services, including reasonable anticipated costs that are reflected in the Financial Plan Workbook.

We will use the following criteria for not only administrative services but all types of vendors:

- Pricing: The vendor's pricing should be competitive, but it will not be the only criteria.
- Capability: A vendor should be able to demonstrate that it is in good financial standing, has sufficient employees, equipment and facilities to perform the work required, and has the required professional licenses and experience.
- Deadlines: The vendor should be able to meet the our deadlines.
- Quality Assurance: The vendor should have an internal quality assurance program such as peer review; preference should be given to vendors that have such a program.
- References and Background Checks: References and background checks will be utilized to ensure there is no ongoing problems with the vendor. We will also search for lawsuits and proper business licenses, and match the vendor name with their federal identification number.
- Warranty: Sufficient warranty information should be available, if applicable.
- Federal and State Funding Eligibility: When applicable, we will make sure that the vendor is not barred from receiving federal or state funds.

B. Operating Budget

1. Complete, realistic, and viable start-up and three-year operating budgets, provided through the Financial Plan Workbook ([Exhibit 5 and 5a](#)) as **Attachment S**, that align to the Academic and Organizational Plans.
2. **Budget Narrative**. A detailed budget narrative that clearly explains reasonable, well-supported cost assumptions and funding estimates, including but not limited to the basis for funding projections, staffing levels, and costs. The narrative must specifically address the degree to which the school budget will rely on variable income (especially for grants, donations, and fundraising) and must include the following:
 - a. A description indicating the amount and sources of funds, property, or other resources expected to be available not only via per-pupil funding but also through corporations, foundations, grants, donations, and any other potential funding sources. The description must note which are secured and which are

anticipated; explain evidence of commitment, and provide such evidence as **Attachment T (no page limit)**, for any funds on which the proposed school's core operation depends (e.g., grant award letters, MOUs); and describe any restrictions on any of the aforementioned funds.

Facility Costs: As described above, we intend to occupy the school building by June 2020. We will negotiate to include our tenant improvement costs and to start our rent after we successfully get the permits from the city and complete our tenant improvements. As we intend to occupy the facility for a long time, landlords often agree to pay for the tenant improvement costs and offset it over a long period of time by raising the rent by a reasonable amount. The lease payments for June and July 2020 have been added to our Year 0 budget. As an alternative, we will seek a low cost solution by renting a land and placing DSA-approved portable classrooms to reduce the rent amount.

Salaries, wages: As described above, our school principal and office manager will be employed starting April 2020. Their prospective salaries (\$7,500/month for the principal including his benefits and \$2,000 for the part-time office manager have been included in our Year 0 budget). Our school principal will perform necessary actions and duties for a healthy start up on a voluntary basis until April, 2020 as he has already been doing for 7 months.

Consultants: We will hire two consultants and their prospective fees have been included in our budget:

Legal Consultant: An experienced attorney in charter school laws, regulations and policies at \$5,000 one time fee.

Financial Consultant: An experienced CPA in charter school laws, regulations and finance at \$5,000 one time fee.

Textbooks: We will mostly use printable free or low cost textbooks in Math and English and we will use mostly free or low cost online websites for Coding/Robotics. We will use FAST and DASH books from UH-Manoa, which are very low cost. Therefore, our textbook and instructional costs will be very low.

Instructional equipment: Student Desks \$100 for 350 seats including computer labs, special ed classroom etc. for 220 students and 20, desks and chairs for classroom teachers at \$300 each. New sets will be added by the number of student seats and new teachers.

Other instructional materials include FAST and DASH lab materials, which are \$2500/grade level for 6th and 7th grades in first year.

First Year Technology Needs: 2*24 computers for computer labs, 20 teacher and admin computers, 15 projectors, \$1000 for printers, \$5,000 for server and phone system. For cost-saving measures, we will opt for wireless networking on all computers including desktop computers and Voice over IP systems. Following years' technology needs have been added as required for expansion of schools to include new students and teachers

Financing of Equipment and Technology Needs: Textbooks (22,000, 220×100), inst. equipment (37,500, 300×100+300×25) and IT needs (50,300.00, 68×600+15×600+500)

will be financed over 60 months at 4.5%. Please see attached support letter from our donor to help secure financing. Monthly payments are reflected in the following years.

Other technology needs include a copier at \$300/month for lease

Software includes MS Office software calculated at \$30/year/computer with educational discounts

Testing, Financial and Instructional Systems: We will need to setup Quickbooks, MAP Testing, SIS and Illumate's DnA systems. Each of these systems cost approximately \$2,000 to setup. Setup includes initial training of school staff. Related costs are included in the following years under contracted services under other teaching services.

General Instructional Supplies: papers, board markers, etc. will be purchased in bulk for cost-saving purposes

Substitute teachers are calculated at 5% of all teachers' absences over 180 days of instruction with \$100/day for a substitute teacher

First Year Teacher Assistants will be 2 part-time assistants to help 5 elementary grade teachers when they need help during the day, calculated at \$2000/month over a 10 month period.

Professional Development is calculated at \$750 on average. No travel is included in the first year.

First Year Transportation is calculated for 4 field trips, two buses each at \$500/bus/day. Following years, the cost has been adjusted based on number of students.

Following Years: For salaries and number of staff members, please see our staffing chart. The equipment and other costs have been increased by the numbers of new students and teachers.

- b. [A sound contingency plan to meet financial needs if anticipated funding is not received or is lower than estimated, including contingencies for scenarios where the official enrollment of the proposed school is substantially lower than projected and/or anticipated variable income is not received. The contingency plan must also include a Year 1 cash flow contingency, in the event that funding projections are not met in advance of opening.](#)

If Kūlia Academy enrolls less than planned number of students, the following measures will be employed:

- 1- Our budget has some surplus with the number of students planned for the first year of operations without any federal funds included. If the school enrolls 10 students less than the planned number of seats, the school will survive with no negative year-end balance.
- 2- If Kūlia Academy enrolls less than expected students in one of its grade levels, we will combine classes in that grade level and decrease the number of teachers enrolled. For example: If 6-A ends up with 15 students and 6-B with only 14 students, we will combine these two groups into a 29 student classroom and decrease the teaching load.

3- If there is less demand at a grade level and more demand at another grade level, Kūlia Academy will consider increasing the class size from 20 or 24 to 28 or 29. We will consider not offering that grade level that particular year if it helps financially to decrease the number of teachers.

- c. If the proposed school has a *virtual or blended learning program*, a clear and comprehensive description of the necessary costs for delivery of such program, including costs associated with hardware, software, peripheral needs (cases, headphones, chargers, etc.), storage, and network infrastructure needs, as applicable.

N/A.

V. Applicant Capacity

How do the qualifications and accomplishments of your school's leadership team and governing board members demonstrate an ability to open and manage a high quality school?

While our board and key management team has influential scholars, who are well known in their fields, our key management team has extensive experience opening and operating numerous highly successful Charter schools and necessary background to be able to reach out to our minority and low income students and ensure their success towards college and successful careers. Please see below for details.

A. Academic Plan Capacity

1. Evidence that the key members of the proposed school's academic team have the collective qualifications and capacity (which may include, but is not limited to, documented and relevant credentials and experience reflected in the resumes of all members and an understanding, as demonstrated by the application responses, of challenges, issues, and requirements associated with running a *high-quality Kūlia Academy*) to implement the school's Academic Plan successfully. The evidence must include a description that:
 - a. Clearly identifies the key members of the applicant's academic team that will play a substantial role in the successful implementation of the Academic Plan, including current or proposed governing board members, school leadership or management, and any essential partners who will play an important ongoing role in the proposed school's development and operation; and

Kūlia has two key management positions; both individuals' resumes are included in the attachments.

Andy Gokce: Our school principal Andy Gokce will be the Project Director directing, managing and coordinating all aspects of the project. In order to ensure the efficient and effective management of the grant, he will lead with specific responsibilities directly tied to the successful implementation of the project activities on time and within budget. Effective and successful implementation of the grant will also require extensive coordination and collaboration with parents and our community partners. Our school principal Andy Gokce has a long history and experience working at Charter schools as a teacher, administrator and executive team member. He was the key person in starting more than 10 Charter schools before. He served as the Chief of Staff at Magnolia Public Schools before, supervising all home office departments serving and managing 10 schools with Academics, Finance, HR, Operations and Compliance.

Ike Eroglu: Ike is the Dean of Academics at a Kūlia Academy serving more than 80% free and reduced lunch ratio. He has vast experience as Dean of Academics, Title I and Data Assessment Coordinator. He has extensive training Special Education, College Counseling, English Learners and Data Assessment. He played a crucial role in opening and carrying Magnolia Science Academy-7, the best non-selective elementary school in San Fernando Valley of Los Angeles. He personally made and organized with other faculty hundreds of home visits and organized many family events connecting the

school and the family. He will replicate his success in Hawaii. Please attached his resume.

- b. Describes the academic team's individual and collective qualifications for implementing the proposed school's Academic Plan successfully, including sufficient capacity in areas such as school leadership, administration, and governance; curriculum, instruction, and assessment; performance management; and parent or guardian and community engagement.

Kūlia Academy has established an exemplary team to lead the school through this project during the critical implementation phase. Our board members have a depth and breadth of experience lending critical perspectives to the school. Key project personnel are described below who will lead this project by serving on the school leadership, and governing the school as the founding Board. We have assembled a strong and active founding Board of Trustees with extensive experience in Kūlia Academy governance, higher education, the sciences, finance, real estate, and law. All of our board members have been and will be hands-on involved in the process of readying the school for our future students. We are also in the process of expanding our board and executive team.

We have the following people in charge of the specific areas highlighted regarding the school opening and grant management:

Academic Program: Dr. Robert Bley-Vroman, our board president and former Chancellor of University of Hawaii system, has served at the University of Hawaii for a long time and he served as Chair of the Department of Second Language Studies, Director of the Second Language Teaching and Curriculum Center. He was also the first Director of the National Foreign Language Resource Center. His research is concentrated in second language acquisition theory. Dr. Vroman brings along his expertise as an educational administrator and an expert in second language acquisition and training. His remarkable expertise in language teaching has been a significant asset in the new school's design process aiming to recruit a diverse and multilingual, multicultural student body.

Facilities, Outreach to Faith-based Communities: Dr. Robert Littman, our board vice president, a respected community member, an award-winning scholar and an accomplished businessman, has strong connections with local communities and faith leaders. Dr. Littman, through his connections, has reached out to several local communities and has already identified potential suitable facilities for our school.

Finance, Outreach to Asian Communities: Professor Qianqiu Liu, our board secretary, is a distinguished scholar of corporate finance, investments, and financial econometrics with numerous research and teaching awards. His academic excellence has made him an influential figure among the Asian Community, thus he has taken the chance of reaching out to the Asian community in the design process of the Kūlia Academy in order to assess the specific needs and expectations of the target community.

Outreach to Native Hawaiian Community: Ms. Karen Leinani Awana, our board member and a former Hawaii legislator, is a well-respected member of the Native Hawaiian community and has been very active in her local and wider community. She is well-connected with the local Native Hawaiian community. Throughout her service

as a state legislator, her focus has been toward improving education, streamlining transportation, addressing housing solutions, combating illegal drug use, and supporting economic revitalization. Ms. Awana also brings along her expertise in education field as she worked at various positions from academics to finance to HR for 5 years at Kamehameha Schools, a well-known and century-old non-profit private school chain for Native Hawaiian population on the islands.

Kūlia has two key management positions; both individuals' resumes are included in the attachments.

Andy Gokce: Our school principal Andy Gokce will be the Project Director directing, managing and coordinating all aspects of the project. In order to ensure the efficient and effective management of the grant, he will lead with specific responsibilities directly tied to the successful implementation of the project activities on time and within budget. Effective and successful implementation of the grant will also require extensive coordination and collaboration with parents and our community partners. Our school principal Andy Gokce has a long history and experience working at Charter schools as a teacher, administrator and executive team member. He was the key person in starting more than 10 Charter schools before. He served as the Chief of Staff at Magnolia Public Schools before, supervising all home office departments serving and managing 10 schools with Academics, Finance, HR, Operations and Compliance.

Ike Eroglu: Ike is the Dean of Academics at a Kūlia Academy serving more than 80% free and reduced lunch ratio. He has vast experience as Dean of Academics, Title I and Data Assessment Coordinator. He has extensive training Special Education, College Counseling, English Learners and Data Assessment. He played a crucial role in opening and carrying Magnolia Science Academy-7, the best non-selective elementary school in San Fernando Valley of Los Angeles. He personally made and organized with other faculty hundreds of home visits and organized many family events connecting the school and the family. He will replicate his success in Hawaii. Please attached his resume.

2. [A description of the academic team's clear ties to and/or knowledge of the community in the geographic area where the facility is or will be and/or areas where the anticipated student population will come from.](#)

Our current board members are mostly from University of Hawaii, serving as our guides. We will recruit future board members from the communities we will serve. In developing our curriculum and delivery methods in fine detail, we will meet with teachers, parents and students in the communities that we will serve, and shape our curriculum and our intervention techniques that we will use in detail based on their feedback as described above.

Kūlia Academy idea was born as an expression of the concerns of highly respected and widely engaged community members of the proposed target population. Each of the board members who undertook this mission brought years of experience and knowledge of working solutions to the needs of the community in the area of education.

To ensure involvement of all our stakeholders in design process going forward, we will implement the following one year before school opening:

- We will form a Parent Club
- Parents will have a representative on the school board, and
- Once the school is up and running, we will have a School Site Council (SSC), which will make recommendations to the board. In addition to staff members, SSC will have 3 parents, 2 students and 1 community member.

3. A description that identifies any organizations, agencies, or consultants that are essential partners to the successful planning and establishing of the proposed school and/or implementation of the Academic Plan; explains the current and planned roles of such essential partners and any resources they have contributed or plan to contribute to the proposed school's development; and includes evidence of support, provided as **Attachment U (no page limit)** (such as letters of intent or commitment, memoranda of understanding, and/or contracts), from such essential partners demonstrating these partners are committed to an ongoing role with the proposed school, if applicable.

While Kūlia Academy currently doesn't have any contracts with such consultants, we will contract with partners, consultants and vendors as needed.

4. School Director.

Submit a position description for the school director. The applicant is required to provide the position description as **Attachment W (no page limit)**. The position description will include:

- a. The job description, responsibilities, characteristics, and qualifications for the school director. The position description will include rigorous criteria that is designed to recruit a school director with the experience and ability to design, launch, and lead a *high-quality Kūlia Academy* that will effectively serve the anticipated student population and implement the Academic Plan; and
- b. A timeline that aligns with the proposed school's start-up plan and a comprehensive plan for a thorough recruiting and selection process where candidates will be screened using rigorous criteria.

Submit **Attachment V** to indicate that the school director is known or unknown at the time of the application.

- c. If known, identify the school director, and provide as **Attachment V (no page limit)** the school director's resume including their academic and organizational leadership record.

5. Management Team.

Submit position descriptions for a business manager and registrar (or positions that will carry out the duties of a business manager and registrar). These positions will make up the proposed school's leadership or management team beyond the school director.

The applicant is required to provide the position descriptions as **Attachment Y (no page limit)**. The description must include:

- a. The job description, responsibilities, characteristics, and qualifications for the business manager and registrar. The position description will include rigorous criteria that is designed to recruit individuals for these positions that have the experience and ability to perform the duties of each position.
- b. A timeline that aligns with the proposed school's start-up plan and a comprehensive plan for a thorough recruiting and selection process where candidates will be screened using rigorous criteria.

Submit **Attachment X (no page limit)** to indicate that the business manager and registrar is known or unknown at the time of the application.

- c. If known, identify the individuals who will fill these positions and provide, as **Attachment X (no page limit)**, the resumes for these individuals as evidence that the individuals demonstrate the qualifications, capacities, and commitment to carry out their designated roles to ensure the success of the proposed school.

Please see above section A.1.b for key managers of the school.

B. Organizational Plan Capacity

1. Evidence that the key members of the proposed school's organization team have the collective qualifications and capacity (which may include, but is not limited to, documented and relevant credentials and experience reflected in the resumes of all members and an understanding, as demonstrated by the application responses, of challenges, issues, and requirements associated with running a *high-quality Kūlia Academy*) to implement the school's Organizational Plan successfully. The evidence must include a description that:
 - a. Clearly identifies the key members of the applicant's organization team that will play a substantial role in the successful implementation of the Organizational Plan, including current or proposed governing board members, school leadership or management, and any essential partners who will play an important ongoing role in the Organizational Plan; and
 - b. Describes the organization team's individual and collective qualifications for implementing the proposed school's Organizational Plan successfully, including sufficient capacity in areas such as staffing, professional development, performance management, general operations, facilities acquisition, development (such as build-out or renovations), and management.

Andy Gokce has extensive experience operating successful Charter schools. His prior experience includes supervising all branches of a CMO serving 10 schools: Academics, Fiscal Management, Operations, PR, HR and IT. He was the key person to develop policies and procedures, annual budgets, annual audits, responses to authorizer requests and fiscal monitoring alongside the Chief Financial Officer at Magnolia Public Schools in Los Angeles.

Karen Awana, in addition being a former Hawaii legislator, worked at various positions and departments at Kamehameha Schools, the largest independent school chain on the islands.

2. A description that identifies any organizations, agencies, or consultants that are essential partners in planning, establishing, or implementing the proposed school's Organizational Plan; explains the current and planned roles of such partners and any resources they have contributed or plan to contribute to the proposed school's development of its Organizational Plan; and includes evidence of support, included in **Attachment U** (as referenced in Criterion V.A.3), from such essential partners demonstrating these partners are committed to planning, establishing, and/or implementing the Organizational Plan.

While Kūlia Academy currently doesn't have any contracts with such consultants, we will contract with consultants and vendors as needed.

C. Financial Management Capacity

1. Evidence that the key members of the proposed school's financial team have the collective qualifications and capacity (which may include, but is not limited to, documented and relevant credentials and experience reflected in the resumes of all members and an understanding, as demonstrated by the application responses, of challenges, issues, and requirements associated with running a *high-quality Kūlia Academy*) to implement the school's Financial Plan successfully. The evidence must include a description that:
 - a. Clearly identifies the key members of the applicant's financial team that will play a substantial role in the successful implementation of the Financial Plan, including current or proposed governing board members, school leadership or management, and any essential partners who will play an important ongoing role in the proposed school's Financial Plan; and
 - b. Describes the financial team's individual and collective qualifications for implementing the proposed school's Financial Plan successfully, including sufficient capacity in areas such as financial management, fundraising and development, accounting, and internal controls.

We have 3 key members in our team to ensure a healthy and successful development and implementation of our financial plan:

Andy Gokce has extensive experience operating successful charter schools. His prior experience includes supervising all branches of a CMO serving 10 schools: Academics, Fiscal Management, Operations, PR, HR and IT. He was the key person to develop policies and procedures, annual budgets, annual audits, responses to authorizer requests and fiscal monitoring alongside the Chief Financial Officer at Magnolia Public Schools in Los Angeles.

Dr. Qianqiu Liu is the head of the PhD Program at the Department of Economics at University of Hawaii - Manoa. He is an expert in Finance.

Dr. Robert Littman, in addition to being a scholar at UH-Manoa, is a very successful businessman with extensive experience in corporate finance.

2. A description that identifies any organizations, agencies, or consultants that are essential partners in planning, establishing, or implementing the proposed school's Financial Plan; explains the current and planned roles of such partners and any resources they have contributed or plan to contribute to the proposed school's development of its Financial Plan; and includes evidence of support, included in

Attachment U (as referenced in [Criterion V.A.3](#)), from such essential partners demonstrating these partners are committed to planning, establishing, and/or implementing the Financial Plan.

While Kūlia Academy currently doesn't have any contracts with any such consultants, we will contract with consultants and vendors as needed such as for our annual financial audits.