



STATE PUBLIC CHARTER SCHOOL COMMISSION 2026-2027 CHARTER SCHOOL APPLICATION

REVISED: Summer 2026; Applied: SY 26-27

Orientation for Prospective Applicants: August 31, 2026, 1:00 PM HST

Intent to Apply Due: September 15, 2026, 3:00 PM HST

Application Due: November 13, 2026, 3:00 PM HST

Please direct questions to: Applications@spcsc.hawaii.gov

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Josh Green, M.D.
GOVERNOR



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Message to prospective applicants from the State Public Charter School Commission

Mahalo for considering an application to open and operate a public charter school within Hawai‘i's public education system.

The Hawai‘i State Public Charter School Commission exists to authorize strong public charter schools across the islands by soliciting, reviewing, and approving applications from qualified new schools. As set out in Hawai‘i Revised Statutes (HRS) 302D-5, our role as authorizer is threefold: to solicit and evaluate charter applications, to approve those that address genuine community needs and expand the range of educational options available to families, and to decline applications that fall short of the rigor our students deserve.

The Commission has built an application process grounded in national best practices, combining written submissions with in-person review. This process exists for one reason: to identify and authorize high quality public charter schools capable of serving students well from day one.

As part of the application, your governing board will need to demonstrate readiness across three areas — governance and operations, fiscal management, and academic design — each held to the statutory standards required of every Hawai‘i charter school. Just as importantly, your application should make a clear case for why your proposed school is distinctive: what it offers that doesn't already exist, and why that matters for Hawai‘i's students and families.

Before you begin, we strongly encourage you to review the following:

- HRS Chapter 302D
- Board of Education Policy E-700
- The Commission's website, including our Strategic Plan
- The current performance contract (contract 4.1)
- Our published guidance on the Characteristics of High-Quality Public Charter Schools
- Our resources on Diverse Education Options
- Our guidance on Characteristics of Innovation in Public Charter Schools

Taken together, these materials will give you a realistic sense of what it takes to plan, launch, and sustain a successful charter school here in Hawai'i.

If you have questions at any point in the process, please reach out to us at Applications@spcsc.hawaii.gov.

With Aloha,
Alex Harris
Chairperson, Hawai'i State Public Charter School Commission

I. Overview

The State Public Charter School Commission (“Commission”) was created in 2012 through Act 130, Session Laws of Hawai‘i (“SLH”) 2012. The Commission holds chartering jurisdiction and authority throughout the State of Hawai‘i and maintains a contractual relationship (“Charter Contract”) with all public charter schools approved in the state of Hawai‘i.

[Hawai‘i Revised Statutes \(“HRS”\) Chapter 302D](#) governs the establishment and operation of public charter schools as well as outlining the statutory responsibility of the authorizer. Pursuant to HRS Chapter 302D, three types of public charter schools may be established:

- I. Start-up Charter School means a new charter school established under [HRS §302D-13](#) that is not a Conversion Charter School.
- II. Conversion Charter School means
 - Any existing school operated by the Department of Education (DOE) that converts to a charter school in accordance with [HRS §302D-13](#); or
 - Any existing DOE school that converts to a charter school and is managed and operated by a nonprofit organization in accordance with [HRS §302D-13](#).

In Hawai‘i, every public charter school authorized by the State Public Charter School Commission becomes a state agency when it opens its doors. Currently, there are 40 public charter schools authorized statewide across the islands of Hawai‘i, Kaua‘i, Maui, Moloka‘i, and O‘ahu.

For more information on the existing charter school portfolio see the [Diverse Educational Opportunities](#) document on the Commission website.

A. What to expect

The next few sections provide an overview of what applicants can expect leading up to, during and, if approved, after the application process. To best prepare for completing and submitting your Application, the Commission strongly encourages you to familiarize yourself with the following:

- [HRS 302D](#)
- [Board of Education policy E700](#)
- Commission website – specifically the [Strategic Plan](#), the contents of the current version of the performance contract, [Characteristics of High-quality Public Charter Schools](#), [Diverse Educational Options](#), and [Characteristics of Innovation Practices in Public Charter Schools](#).

These resources will help applicants understand the depth and complexity of planning, opening and successfully operating a public charter school in the state of Hawai‘i.

B. Autonomy and Accountability

Operating a charter school is sometimes referred to as “the Charter Bargain” In exchange for relatively more rigorous accountability, a public charter school is granted relatively greater freedom and flexibility to innovate in its academic program as compared to traditional public schools. As an agency of the State of Hawai‘i, charter schools are accountable to the public interest and as such, have required statutes they must adhere to.

The governing board of an authorized charter school has operational autonomy over specific areas that include governance, design and delivery of its academic plan, school management and operations, finances, and, if applicable, Charter Management Organization (“CMO”), Educational Management Organization (“EMO”), or Education Service Provider (“ESP”) agreements. All charter schools in Hawai‘i receive their funding through a specific formulaic per-pupil allocation. Charter schools are the only state agencies whose funding **is not restricted in its use**. All other state agencies are restricted in the spending of the funds allocated to them by line item (i.e. personnel, equipment, travel, etc.).

Although charter schools are autonomous in nature, **they are nevertheless state agencies that shall comply with applicable federal, state, and county laws, ordinances, codes, rules, and regulations**. For example, charter schools are subject to collective bargaining agreements between the State and the Hawai‘i State Teachers Association (“HSTA”), the Hawai‘i Government Employees Association (“HGEA”), and the United Public Workers (“UPW”) union. As a result, the employees and teachers of a charter school are unionized state employees and shall belong to the same collective bargaining units as DOE employees in similar positions. Like all state employees, charter school employees and teachers have access to health and retirement benefits provided by the Hawai‘i Employer Union Health Benefits Trust Fund (“EUTF”) and the Employees Retirement System of the State of Hawai‘i (“ERS”). Supplemental agreements may be entered into by charter school governing boards and their respective bargaining unit members.

With the autonomy that charter schools are given, comes strong accountability. The governing board of every charter school and its employees must comply with [HRS Chapter 84, the State Ethics Code](#). In addition, charter schools are accountable for meeting performance standards as described in [HRS Chapter 302D](#) and the Performance Framework of the [Charter Contract](#)¹. The Performance Framework is a unified framework that guides the Commission’s evaluation of the governance, operational management, fiscal management, and academic performance of each school. The Performance Framework is composed of the following sections:

Academic Performance Framework: With increased school autonomy as a bedrock of charter school authorization, comes the expectation of high academic standards, achievement and mission accomplishment. This section outlines the measure by which a charter school’s academic performance

¹ Link to the Charter Contract 4.1 template: <https://www.chartercommission.hawaii.gov/images/resources/draft-contract-4.0-and-framework/contract-4.1/charter-contract-4.1-final-template.pdf>

will be evaluated for purposes of annual monitoring, potential interventions, plans for improvement, and renewal and revocation decisions.

Organizational Performance Framework: The Organizational Performance Framework serves as the means by which the Commission addresses one of an authorizer’s core responsibilities: protecting the public interest. The Framework requires the School to meet all applicable federal, state, and local laws and regulations as well as contractual requirements.

Financial Performance Framework: The Financial Performance Framework serves as a tool for the Commission to assess the financial health and viability of charter schools in its portfolio. The Framework intends to provide a financial frame of reference based on current and past financial performance of charter schools. The indicators used in the framework are based on industry standard financial measures (e.g. ratios, variances) designed to be viewed in the aggregate with other complementary and supplementary information (e.g. timely and accurate financial and reporting practices, management practices). No single indicator or point in time data point gives a full picture of the financial situation of a school. Taken together, however, the indicators provide both a quantitative and qualitative assessment of the school’s near-term financial health, mid-term capacity, and long-term financial sustainability.

The Performance Frameworks are part of the [Charter Contract](#), which every successful applicant will execute with the Commission. All charter schools, including newly opened charter schools, are evaluated annually under the Performance Frameworks. Charter schools that are unable to meet performance standards in accordance with the Performance Framework or are unable to comply with legal, contractual, or financial requirements may face nonrenewal or revocation of their Charter Contract.

II. Expectations and Requirements of Authorized Public Charter Schools

If the proposed charter school is approved, the Applicant Governing Board agrees to comply with all of the following provisions, specifically, if approved the governing board and school will:

- operate in compliance with all applicable state and federal laws, including, but not limited to, HRS Chapter 302D;
- operate as a public, non-sectarian, non-religious public school with control of instruction vested in the governing board of the school under the general supervision of the Commission and in compliance with the Charter Contract and HRS Chapter 302D;
- operate in accordance with and comply with all of the requirements of Master Collective Bargaining Agreements, pursuant to HRS Chapter 89, and negotiate any supplemental agreements necessary;
- for the life of the Charter Contract, participate in all data reporting and evaluation activities as requested by the U.S. Department of Education and the Hawai'i Department of Education, including participation in any federal or state funded charter school evaluations or studies, final grant report documentation, and financial statements;
- provide special education services for students as provided in Title 49, Chapter 10, and Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, and Part B of the Individuals with Disabilities Education Act;
- ensure that a student's records and, if applicable, a student's individualized education program, as defined in Section 602(11) of the Individuals with Disabilities Act, will follow the student, in accordance with applicable law (P.L. 107-110, section 5208);
- comply with all provisions of Every Student Succeeds Act, including, but not limited to, provisions on school prayer, the Boy Scouts of America Equal Access Act, the Armed Forces Recruiter Access to Students and Student Recruiting Information, the Unsafe School Choice Option, the Family Educational Rights and Privacy Act, and assessments [P.L. 107-110];
- follow all federal and state laws and constitutional provisions prohibiting discrimination on the basis of disability, race, creed, color, national origin, religion, ancestry, or need for special education services, including, but not limited to, the Age Discrimination Act of 1975, Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and Part B of the Individuals with Disabilities Education Act;
- adhere to all provisions of federal law relating to students who are limited English proficient, including Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act of 1974, that are applicable to it;
- ensure equitable program participation, as required under Section 427 of the General Education Provision Act;
- follow any federal and state court orders in place in the local school district;
- comply with federal and state applicable health and safety standards;

- allow for the Commission to audit, review, and inspect the operator’s activities, books, documents, papers, and other records;
- comply with all federal and state audit requirements and ensure that arrangements have been made to finance those mandatory audits;
- employ individuals to teach who hold a current, valid license to teach in a public school in Hawai’i and/or meet the minimum requirements for licensure as defined by Hawai’i teachers standards board;
- operate on a July 1 to June 30 fiscal year and will adopt and operate under an annual budget for such fiscal year;
- maintain its accounts and records in accordance with generally accepted accounting principles;
- prepare and publish an annual financial report that encompasses all funds and includes the audited financial statements of the charter school; and
- read, understand, and agree to comply with all parts of the [Charter Contract](#), including, but not limited to, the performance standards and requirements established by the Charter Contract and attached performance framework.

Authorized public charter schools are also subject to applicable Hawai’i Department of Education policies, process, procedures and guidance that are required in their role as the State Education Agency and Local Education Agency in federally funded educational programs, as well as for state-wide public K-12 education accountability.²

² **[§302D-23] Minimum educational data reporting standards.** The board shall establish educational reporting standards that shall include minimum standards for reporting fiscal, personnel, and student data, by means of electronic transfer of data files from charter schools to the department. The minimum standards established by the board shall include but not be limited to data required for the department, as the state education agency, to meet all applicable federal reporting requirements. [L 2012, c 130, pt of §2]

III. Modification of the Application

Following the due date of the application, a change to any part of the application is NOT allowed and will not be considered. Applicants that would like to present changes to the application after the due date of the application will be required to re-submit the application for evaluation in another application cycle.

The Commission will disregard any new information that was not available to the Evaluation Team before the issuance of the Recommendation Report. “New information” means any information that differs from what is provided in the Applicant Information Sheet (Intent to Apply), application responses, and Attachments. Removal or addition of elements of curriculum that change the academic plan, submittal of a revised policy, or changing the geographic location or grades served are all examples of new information that the Commission will not consider in making its decision.

Pursuant to national standards for charter school authorizers, the purpose of a rigorous application process is to “[grant] charters only to applicants that have demonstrated competence and capacity to succeed in **all aspects of the school**, consistent with the stated approval criteria.”

IV. Pre-Contracting Period and Pre-Opening Charter Schools

Applicants that receive approval of their submitted application will enter into a pre-contracting period with the Commission. Pre-contracting is a time period leading up to the opening of the charter school that includes a list of required assurances the applicant governing board must complete within the pre-contracting period in order to receive an initial contract. During this period of time, the school is identified as a pre-opening charter school.

The pre-opening charter school will work with Commission staff throughout this process and provide regular updates to Commissioners regarding their progress. The pre-opening charter school will also have access to a state appointed deputy attorney general to assist them in the development and execution of their bylaws and policies.

Should the applicant not satisfactorily meet the pre-opening assurances as identified in the pre-contracting period due to extenuating circumstances, the applicant may work with the Commission to either seek a one-year extension or re-enter the next application cycle.

For more information, please reference [HRS §302D-14.5](#)

No pre-opening charter school may begin operations before obtaining Commission approval. Approval consists of an applicant submitting a charter application, Commission approval of its application, fulfillment of any pre-opening requirements that may be imposed by the Commission, the Commission offering a contract to the applicant, and execution of a Charter Contract.

During the pre-contracting period, any proposed changes to an application must receive Commission approval. The Commission reserves the right to reject the application and revoke the applicant's conditional approval. If the Commission does not approve the changes requested, the applicant will be required to submit the application for evaluation in another application cycle.

V. Contract Period

Once a pre-opening charter school successfully completes the pre-opening assurances, the Commission will offer an initial charter contract to the governing board of no more than five years, per [HRS §302D-14.5](#). Prior to the end of the initial contract term, the Commission will review the charter school's performance data as it relates to the academic, financial and organizational performance frameworks within the charter contract. Commissioners, upon review of the data collected and submitted, will then make a decision to either renew, renew with conditions or non-renew the charter contract for a subsequent term on the basis of the charter school's performance.

VI. Glossary of Terms

The following words and terms are used in the Application as defined below:

Term	Definition
Applicant Governing Board	The founding board of a proposed charter school is the entity that submits an application and, if approved, has authority to execute the initial Charter Contract, thereby becoming the governing board of the charter school.
Blended Learning	A combination of online educational materials and opportunities for interaction online and in-person on-site instruction, requiring the use of a school facility or authorized location. A Blended Learning Program shall adhere to the Commission's Online Virtual and Blended Learning Guidelines , as amended and can be found on the Commission's official website.
Board of Education (BOE)	The Hawai'i Board of Education (BOE) which has the authority to promulgate rules for educational policy.
Characteristics of Innovative Practices	The Commission's document, Characteristics of Innovative Practices can be found on the Charter Commission website
Characteristics of High-Quality Charter School	The Commission's document, Characteristics of High-Quality public charter school can be found on the Charter Commission website
Charter Contract	In addition to the definition set forth in HRS §302D-1, the Terms and Conditions of the Charter Contract including Exhibits.
CIPA	Children's Internet Protection Act
Charter Management Organization (CMO)	A nonprofit organization that manages and operates a charter school or multiple charter schools by providing administrative, operational, and/or instructional services.
COPPA	Children's Online Privacy Protection Act
Commission	The State Public Charter School Commission established pursuant to HRS §302D-3 as a statewide authorizer. The term Commission includes the Commission members, Commission's staff, or other designee.
Community Group	Any community, department school, school community council, group of teachers and administrators or non-profit organization as defined by HRS §302D-13.
Completed Application	An application that has been submitted electronically on or before the 3:00 PM, Hawai'i Standard Time, November 13, 2026 deadline through the Commission's ShareFile Account OR mailed hard copy via U.S. Mail and received in office on or before the 3:00 PM, Hawai'i Standard Time, November 13, 2026 deadline, that includes all required Attachments, signature or signatures; and formatted as required in Section X.C. Specifications

Term	Definition
Conversion Charter School	A Conversion Charter School is any existing department school that converts to a charter school as defined by HRS §302D-13.
DES	District Educational Specialist
DOE or Department	The Hawai'i Department of Education (HIDOE). The HIDOE serves as both the State Educational Agency (SEA) and the Local Educational Agency (LEA) for the entire state of Hawai'i.
Educationally Disadvantaged Students	Economically disadvantaged students, students with disabilities, migrant students, English language learners, neglected or delinquent students, or homeless students.
EL	English Learners
Educational Management Organization (EMO)	A for-profit entity that manages and operates a charter school or multiple charter schools by providing administrative, operational, and/or instructional services.
ESSA	The federal Every Student Succeeds Act
Evaluation Team	The Commission will assemble an Evaluation Teams that includes Commission staff and external evaluators.
FERPA	Family Educational Rights and Privacy Act
FAPE	Free and Appropriate Public Education
Hawaii DOE Subject Standards	The unified set of state academic standards defining the knowledge and skills students need to succeed in college and careers when they graduate. For Hawaiian Immersion Schools, the Kaiapuni Student Outcomes (Nā Ana A'o Kaiapuni) are considered a part of the unified set of state standards encompassed by the Hawai'i DOE Subject Standards.
Hawai'i Revised Statues (HRS)	The current effective laws of Hawai'i.
IEP	Individualized Education Program is a plan or program developed to ensure that a child or student with an identified disability, according to the Individuals with Disabilities Education Act, who is attending an elementary or secondary school receives specialized instruction and related services.
Incomplete Application	An application that is submitted electronically through the Commission's ShareFile Account OR mailed hard-copy via U.S. Mail postmarked on or before the approved deadline that is missing a response and/or attachment(s) for a required question; missing a signature or signatures; or not formatted as required in <u>Section X.E</u>

Term	Definition
Late Application	An application that is submitted electronically through the Commission's ShareFile Account OR mailed hard-copy via U.S. Mail postmarked AFTER the Commission approved deadline. Note: Late applications will not be accepted and will not be evaluated. Late applicants will be notified that their application was late and was deemed not submitted and will not be considered. No exceptions will be made.
Master Collective Bargaining Agreements	The master agreement between the Hawai'i State Teachers Association and BOE, and any agreements between the DOE or BOE and United Public Workers and Hawai'i Government Employees Association and any other unions.
Mission Statement	A statement of the school or other organization's purpose. A Mission Statement generally describes what the School or organization does to realize its purpose and whom the School or organization serves.
Mission Aligned Initiative (MAI)	The mission-focused educational goal(s) measured through documentation and a written narrative as part of the Academic Performance Framework in the charter contract (Charter Contract Section 6.9 and Exhibit A Academic Performance Framework)
MOU/MOA	Memorandum of Understanding/Memorandum of Agreement
MTSS	Multi-tiered systems of support
NACSA	National Association of Charter School Authorizers
Online Virtual and Blended Learning Guidelines	Document approved by Commissioners. See Commission website.
Performance Framework	The assessment tool that sets forth the performance indicators, measures, and metrics used by the Commission to guide its evaluation of the School's academic, organizational, and financial performance under the Charter Contract.
Pre-Contracting	Time period between Commission approval of the applicant's application and the Commission offering an initial charter contract
Pre-Opening Assurances	The criteria a Pre-Opening Charter School must fulfill before its Charter Contract is effectuated, thereby establishing it as a charter school.
Pre-Opening Charter School	A charter school that has restricted rights and obligations, such as not being allowed to hire employees or eligible to receive state funding, until it satisfactorily fulfills its Pre-Opening Assurances.
Recommendation Report	A report recommending approval or denial of the application, which is generated by the Evaluation Team. The report evaluates the Application, public hearing, DOE comments, and interview against the published evaluation criteria.

Term	Definition
School Community Council	A School Community Council (SCC) is the governance mechanism of Department schools composed of the principal, teachers, non-certificated staff, students, parents and community members.
School Vision	A statement portraying an organization in its ideal form, illustrating an organization at its best and the greater good it serves.
Service Provider	The term used to collectively refer to Charter Management Organizations (CMOs) and Educational Management Organizations (EMOs),
ShareFile	The system that applicants must use to submit the application and other components of the application (Applicant Information Sheet and all Attachments).
Staffing Plan Template	The form attached as <u>Exhibit 6: Budget & Staffing Plan Template</u> .
Start-up Charter School	A new school established under HRS §302D-13 that is not a Conversion Charter School.
Strive HI	Hawai'i's Strive HI Performance System for school accountability and improvement system.
UIPA	Uniform Information Practices Act, HRS Chapter 92F .
Virtual Learning Program	Instruction that takes place in an online environment. A Virtual Learning Program shall adhere to the Commission's Online Virtual and Blended Learning Guidelines , as amended, and can be found on the Commission's official website.

VII. Resources Links

The following links offer resources for applicants. Please note that this list is not exhaustive and may not cover all the materials needed to start a new charter school. Applicants are expected to conduct additional research to ensure they have all the necessary information.

- State and Federal Laws
 - [Hawai'i Revised Statutes](#)
 - [Chapter 84. Code of Conduct](#)
 - [Chapter 89. Collective Bargaining](#)
 - [Chapter 302D. Public Charter Schools](#)
 - [Chapter 92F Uniform Information Practices Act \(MODIFIED\)](#)
 - [U.S. Department of Education Laws and Guidance \(ESEA, Civil Rights, FERPA, IDEA, and more\)](#)
 - [Every Student Succeeds Act \(ESSA\)](#)
- [Hawai'i Department of Education:](#)
 - [Hawaii DOE Subject Standards](#)
 - [Hawaii's Strive HI Performance System](#)
- [Hawai'i Board of Education](#)
 - [Hawaii Board of Education Policies](#)
 - [Board Policy E-700 \(Charter schools\)](#)
 - [Board Policy E-102-15 \(Graduation\):](#)
 - other BOE policies applicable to charter schools (as of 12/2023): [102-3](#), [102-6](#), [102-15](#), [105-7](#), [105-8](#), [105-12](#), [201-1](#), [201-3](#), [400-2](#), [E-900](#),
 - Resource: [2024 Report to Legislature \(see Exhibit B\)](#)
- [State Public Charter School Commission](#)
 - [Charter Contract 4.1 template](#)
 - [Online and Blended Learning Guidelines](#)
 - [Strategic Plan](#)
 - [Characteristics of High-quality charter schools:](#)
 - [Characteristics of Innovative Practices in Public Charter Schools](#)
 - [Diverse Educational Opportunities](#)
 - [Past application cycles](#)
 - [Resources](#)
 - [References](#)
 - [Reports](#)
- Other Agencies
 - [Hawai'i State Teachers Association](#)
 - [Salary Schedules](#)
 - [Hawai'i Teachers Standards Board](#)
 - [United Public Workers](#)
 - [Salary Schedules](#)

- [Hawai'i Government Employees Association](#)
 - [Salary Schedules](#)
- [Hawai'i Employees Retirement System](#)
- [Hawai'i Employer-Union Health Benefits Trust Fund](#)
- [Office of Information Practices](#)
 - [Uniform Information Practices Act \(modified\)](#)
- Other:
 - [National Association of Charter School Authorizers](#)
 - [NACSA - New School Application](#)
 - [National Alliance for Public Charter Schools](#)
 - [National Charter School Institute](#)
 - [National Charter School Resource Center](#)
 - [Identifying Indicators of Distress in Charter Schools](#)

VIII. Charter Applications Archive

Applicants are encouraged to review past charter application cycles for examples.

Charter Application Cycles Archive: <https://www.chartercommission.hawaii.gov/starting-a-charter-school-in-hawaii>

IX. Governing Board Eligibility and Legal Requirements

1. Applicant Governing Boards shall use [HRS §302D-12](#) as a guide for identifying its members. An Applicant Governing Board should consider members that possess expertise in the following, but not necessarily limited to:
 - a. Academics and educational background
 - b. Financial management and oversight
 - c. Nonprofit governance
 - d. Human resources
 - e. Contract and real estate law
 - f. Community relations
 - g. Facilities development
 - h. Fundraising
2. Applicant Governing Board membership should provide a diversity of perspectives and a level of objectivity that accurately represents the interests of the anticipated students and demonstrate an understanding of best practices of nonprofit governance.
3. Non-Profit organizations that establish an Applicant Governing Board and are affiliated with an applicant to become a public charter school must be registered with the State of Hawai'i Department of Commerce and Consumer Affairs and in good standing and recognized as a tax-exempt entity under the Internal Revenue Code.
4. Applicant Governing Boards proposing a Conversion Charter School must submit all documentation required by [HRS §302D-12](#). (See Application Questions: Conversion Charter Schools.)

X. Application Process Overview

The next few pages contain important details. Applicants need to be familiar with this content.

A. Timeline: Phase 1: Application and Phase 2: Pre-Contracting

The new charter school application process is conducted in two phases. **Phase I: Application** commences with the release of the Application and will end with either the approval or denial of submitted applications.

Commission staff will provide an orientation for prospective applicants and interested parties. See the table below for details.

Technical Assistance will be offered to applicants by Commission staff, in accordance with HRS §302D-5(g). This will consist of one (1) thirty-minute session with staff for clarifying questions. The purpose of the session is to provide clarity for potential applicants. Technical support provided shall not “directly and substantially impact any authorizer decision related to the approval or denial of the charter application.” All questions and answers will be posted on the website for public access.

Phase I: Application	
August 13, 2026	Commissioners, at their General Business meeting in August, begin the new application cycle by approving the 2026-2027 application and schedule
Following the approval (above)	The Commission approved 2026-2027 application form is posted on the Commission’s website.
August 31, 2026	The 2026-2027 Application Orientation will be conducted by Commission Staff for all interested applicants. The Orientation will be provided In-Person or Zoom. A recording of the orientation will be made available, however it is recommended that prospective applicants attend the live orientation.
September 15, 2026	Deadline for applicants to submit an Intent to Apply by completing the Applicant Information Sheet. The Applicant Information Sheet must be submitted via email to applications@spcsc.hawaii.gov no later than 3:00 p.m. Hawai’i Standard Time. Applications from applicants who did not submit an Applicant Information Sheet by the deadline will not be considered in the evaluation process.
November 13, 2026	Deadline for Applicants to submit their complete Application. Applicants may submit their application via the ShareFile application provided by Commission staff OR by mailing one hard copy of their Application to the Commission via U.S. Mail, postmarked by the deadline. No walk-in applications will be accepted. Applicants must have a postal receipt showing mailing by 3:00 PM, Hawai’i Standard Time on the day of the deadline in case the application is lost. Late applications will not be accepted, and will not be evaluated.

Phase I: Application	
	Late applicants will be notified that their application was late and was deemed <u>not submitted</u> and will not be considered. No exceptions will be made.
November 16, 2026	Applicants receive email notification of a complete or incomplete Application by 3:00 PM Hawai'i Standard Time (See section E. Specifications for details.)
November 17, 2026	Deadline for Applicants notified of an incomplete Application to submit missing documents to complete their application. Only documents deemed incomplete or missing will be allowed for re-submission. No other documents will be accepted. Missing documentation to be submitted via email to applications@spcsc.hawaii.gov by 3:00 PM, Hawai'i Standard Time. Documents sent via email after 9:00 AM, Hawai'i Standard Time will not be considered and the application will be denied with no further review or evaluation. The Applicant will be issued a letter with a stated reason for denial.
November 2026 - March 2027	Application evaluation window - Commission evaluation team and external evaluation team review submitted applications
December 18, 2026	Evaluators provide applicants with initial clarifying questions and request for information which will be considered in the development of the recommendation report.
December 28, 2026	Applicant provides written response to evaluators clarifying questions and additional supporting documents requested. Information provided that is not specifically asked in evaluator request will not be considered as part of the application.
Between January 19, 2027 – January 29, 2027	Interview with Evaluation Team As required by HRS §302D-13(c)(5)(A), the evaluation team will conduct an in-person interview with representatives from the applicant governing board.
February 11, 2027 and February 22-26, 2027	Commission Public Hearing HRS §302D-13(c)(5)(B), requires the opportunity in a public forum for the public to provide input on each charter application. <i>These dates are contingent upon quorum and number of applicants.</i>
March 24, 2027	Applicants receive Recommendation Reports
April 1, 2027	Applicants may submit a written dispute by April 1, 2027 3:00 PM Hawai'i Standard Time , identifying information contained in the application record that was overlooked or inaccurately represented in the Recommendation Report. The dispute must identify the specific statement, finding, or conclusion being disputed and cite the location of the information within the application, attachment, clarifying question responses, capacity interview materials, or other documents that were submitted and available to the Evaluation Team prior to the issuance the

Phase I: Application	
	Recommendation Report. Disputes must be limited to information previously submitted and reviewed during the evaluation process and may not include new information, additional evidence, or revisions to the application.
April 8, 2027 and April 22, 2027*	Applications Committee Meeting on application decisions The Applications Committee will deliberate and make recommendations to the Commission on the approval or denial of charter applications. HRS §302D-13(c)(6) requires the approval or denial of a charter application to be made in a meeting open to the public. <i>*Dates are contingent upon quorum. The Applications Committee may also meet on April 22, 2027 depending on the number of applicants.</i>
May 13, 2027	Commission General Business Meeting on final application decisions The Commission makes its final decision on the conditional approval or denial of charter applications. HRS §302D-13(c)(7) requires the authorizer to set a final date to approve or deny a charter application. HRS §302D-13(c)(6) requires the approval or denial of a charter application to be made in a meeting open to the public.
May 21, 2027	Applicants are notified of the Commission's decision Applications that are approved by the Commission will receive conditional approval and will move on to Phase II where the satisfactory completion of pre-opening assurances will be required. Applications that are not approved in Phase I must reapply with a new application in another application cycle.

Applicants successful in **Phase I: Application** will then move to **Phase II: Pre-contracting**. The approved applicant will be referred to as a **pre-opening charter school** and receive pre-opening assurances during the pre-contracting period. The successful completion of pre-opening assurances will then lead up to the opening of a new **charter school**.

Phase II: Pre-contracting	
July 2027 - June 2028 or July 2028 -June 2029	Pre-contracting for conditionally approved applications Pre-contracting typically encompasses an up to two-year period between when an application is approved and the new charter school opening its doors. However, given the right conditions, it can be approved in one year. During the pre-contracting period, the pre-opening charter school is responsible for completing pre-opening assurance tasks identified to ensure the school meets all statutory and contractual requirements.

Phase II: Pre-contracting	
	Opening Year Option 1: one-year pre-contracting period Year 0: July 1, 2027 - June 30, 2028 Year 1: July 1, 2028 – June 30, 2029 School opens July/August 2029* <i>*Pre-opening assurances must be completed by June 2028 and notification to State agencies must be submitted by August 2027.</i> Opening Year Option 2: two-year pre-contracting period Year 0: July 1, 2028 - June 30, 2029 Year 1: July 1, 2029 – June 30, 2030 School opens July/August 2030** <i>**Pre-opening assurances must be completed by June 2029 and notification to State agencies must be submitted by August 2028.</i>
No later than May 2027 or 2028	Completion of all Pre-Opening Assurance Tasks • Pre-opening charter schools that satisfactorily complete the pre-opening assurances by the stated deadline will be offered a charter contract to open the new charter school. • Pre-opening charter schools that are unable to satisfactorily complete the pre-opening assurances by the stated deadline will not be offered a charter contract but will have the opportunity to reapply in a subsequent Applications Cycle as a new applicant.
July/August 2029 or 2030	Opening of new charter school

B. Application Evaluation Process

The Commission will assemble an evaluation team that includes Commission staff and external evaluators. The Evaluation Team are tasked with assessing each submitted application against the stated evaluation criteria and providing a report to Commissioners indicating their recommendation to approve or deny each application. In formulating the recommendation to approve or deny an application, the Evaluation Team will assess the following against the published evaluation criteria:

- responses to the **application questions** and submitted attachments provided by the applicant,
- responses to written **clarifying questions**, and
- the **interview** conducted by the Evaluation Team.

The Evaluation Team will then issue a Recommendation Report to Commissioners detailing their rationale for recommending to approve or deny each application.

The information provided during the **public hearing, testimony, and DOE comments** will be available for Commissioners to use in their decision-making process.

Application Questions

The Application Questions provide an opportunity for a comprehensive description of the proposed school's academic, governance, organizational, and financial plans.

Clarifying Questions

The process allowing applicants to respond in writing to clarifying questions from evaluators after the initial application review and prior to the capacity interview.

Interview

As required by HRS §302D-13(4), the review and evaluation of the charter application will include an in-person interview. The Evaluation Team will facilitate an interview that incorporates a performance task with representatives from the applicant governing board, the proposed school director (if identified), and other key individuals involved in the application. The interview process provides the applicant and Evaluation Team the opportunity to clarify submitted responses to the Application Questions as well as ask follow up questions to assist in determining the applicant's capacity to successfully execute and implement their proposed charter school as outlined in the submitted application. The interview will be recorded and available for Commissioner review. Interviews will be conducted in person, unless circumstances dictate otherwise and a virtual interview is agreed upon. All applicants will be given an interview lasting up to 2.5 hours.

Public Hearing

As required by HRS §302D-13(4), the review and evaluation of the charter application will include an opportunity in a public forum for the public to provide input. Applicants will have an opportunity to present an overview of their application and vision to Commissioners. This will be a presentation, not an interview and the public will have an opportunity to provide input regarding the applicant.

Department of Education (DOE) Comments

DOE will have an opportunity to provide comments on any submitted applications.

Dispute

A formal process for applicants to identify factual inaccuracies or information contained in the application record that may have been overlooked during the evaluation process.

Commission Decision

Per HRS §302D-5(2) and (3), the Commission as the state authorizer, is responsible for "approving quality charter applications that meet identified educational needs and promote a diversity of educational choices" and "declining to approve weak or inadequate charter applications."

In addition to receiving a written recommendation report from the Evaluation Teams, Commissioners will have access to all application materials submitted and will conduct their own review of the contents of each application. After considering the recommendations made by the Evaluation Teams, comments submitted by the DOE, public hearing testimony, and recording of the interview, and if received, applicant dispute, the Commissioners will vote to approve or deny each application.

The Commission's Application Committee will make a recommendation to the full Commission regarding approval or denial of each application at its next regularly scheduled General Business Meeting. The Commission will make a final determination to approve or deny each application.

C. Application Submission Requirements

Applicants must submit an Intent to Apply by completing the Applicant Information Sheet and submitting it to applications@spcsc.hawaii.gov by **September 15, 2026 3:00 PM HST**. Submission of an Intent to Apply is a prerequisite for participation in the application cycle. Applications submitted by entities that did not submit a timely Intent to Apply will not be accepted for review.

Every question has specific criteria that should be addressed by the applicant. Evaluation team will examine Applicant responses for reference to those specific criteria in order to recommend approval of an application. Applicants should personalize their responses in order to showcase the quality of their application.

D. Submission Instructions

1. The applicant must ensure all required fields in Applicant Information Sheet is completed and submitted to applications@spcsc.hawaii.gov by **September 15, 2026 3:00PM HST** as confirmation of intent to apply.
2. Applicants must ensure all required fields within the **responses to the Application Questions**, and required **Attachments** are uploaded in the specified file format
3. Applications must be received by **3:00 PM, Hawai'i Standard Time, on November 13, 2026** via ShareFile or U.S. Mail to 1164 Bishop Street, Suite 1100, Honolulu, HI 96813 received in office by the deadline. **No walk-in applications will be accepted.** Applications mailed need to be received in office by **November 13, 2026, 3:00 PM, Hawai'i Standard Time** deadline. **Once the application is submitted, no changes may be made to the application.**
4. Applications with no associated intent to apply or late applications through ShareFile or via U.S. Mail submissions after the approved deadline of November 13, 2026, 3:00 PM Hawai'i Standard Time, **will not be accepted.** Late applicants will be notified that their application was late and was deemed not submitted and will not be considered. No exceptions will be made.

5. The Commission staff will review each Applicant's submission for completeness. A complete application is one in which all narrative questions have a response and all applicant-referenced attachments are included. This review does not assess the quality of responses, only whether a response is provided for each required item. All Applicants that submitted a timely Application will be notified of the receipt of their completed Application. Any Applicant whose application is found to be incomplete will be notified via email on November 16, 2026 3:00 PM Hawai'i Standard Time and will have until 3:00 PM, Hawai'i Standard Time on November 17, 2026 to submit the **missing Attachments. Attachments sent via email after 3:00 PM, Hawai'i Standard Time November 17, 2026 will not be considered timely and the application will be deemed incomplete and the application denied with no further review or evaluation will be made. The Applicant will be issued a denial letter with the stated reason of an incomplete Application.**

E. Specifications

Applicants shall submit all required material through ShareFile or via U.S. Mail. Please keep in mind that your application is a professional submission. The quality of your submission should reflect the quality of the school that you propose to open. Grammar, spelling, and formatting all make an impression on evaluators. Applications that are not clear and concise or are not easily discernible risk denial.

Application Information Sheet (Intent to Apply)

1. The Applicant Information Sheet must be submitted in PDF format or hard-copy using the applicable template (Exhibit 1). Applicants submitted by entities that did not submit a timely Intent to Apply will not be accepted for review.

Application Questions

1. Applicants will submit a response to each application question using the Application Questions Template (Exhibit 2). Applicants may provide additional supporting material; however, all attachments must be clearly referenced within the narrative response and accompanied by an explanation of how the information supports, justifies, or provides evidence for the applicant's response. Attachments are intended to supplement, not replace the narrative response. The Commission is not required to infer conclusions or make connections on behalf of the applicant. Additional attachments must follow the formatting requirements as described below 5.a. and in Figure 1.
2. The application questions and attachments must be submitted in PDF format or hard-copy unless otherwise specified. An Application that contains any handwritten parts other than signatures will be deemed incomplete. Any required question that is missing a response or attachment, will be deemed incomplete.
3. For Applicants that are proposing to use an Educational Management Organization (EMO) that will provide substantive components of the school's academic or instructional program, the Applicant must also submit responses using the EMO application questions template (Exhibit 3).

4. For Applicants that are proposing a Conversion Charter School, the Applicant must also submit responses using the Conversion Charter School application questions template (Exhibit 4).
5. Formatting Requirements:
 - a. The Application Questions (this applies to the Virtual/Blended Learning, Educational Management Organization, and Conversion Charter School questions) will be provided as a word template. **See below for Figure 1 as an example.**
 - i. Applicants will add their proposed school name to the header for **each** question.
 - ii. Each question will be listed at the top of the page along with the evaluation criteria.
 - iii. Applicants will provide their response within the 'Narrative Section'.
 - iv. If an Applicant is submitting an attachment or attachments to support the response, the file(s) must be submitted as a PDF and follow the naming convention: Question # - Attachment #.
 1. Example 1: An applicant submits two attachments for the **Application Questions** question 1 and one attachment for question 2, and an attachment for the virtual/blended learning program Application Questions question 1. The PDF files would be named as follows:
 - a. Question 1 - Attachment 1
 - b. Question 1 - Attachment 2
 2. Example 2: An applicant submits 1 attachment for the, **Educational Management Organization or Conversion Charter School**. The PDF file would be named as follows:
 - a. EMO Question 1 - Attachment 1
 - b. CCS Question 1 - Attachment 1
 - v. Narrative section:
 1. Acceptable font size: 11 point or 12 point
 2. Acceptable font colors: black (or blue for hyperlinks)
 3. Acceptable font types: Calibri, Times New Roman, or Arial
 - b. Applicants are encouraged to be clear, concise, and judicious in responding to each Application Question.

Figure 1 Application Question Template

Replace with proposed school name for each Question Header

→

[School Name]
 SECTION: PURPOSE
 QUESTION 2

QUESTION 2 State the proposed school's mission and vision.	
EVALUATION CRITERIA: <i>Responses will be evaluated on how effectively the proposed school demonstrates:</i> - a clear statement of mission and vision; - a mission and vision focused on learning based on student needs; and - a mission and vision that is relevant to the community the applicant proposes to serve - Evidence that key elements of the school's academic model or innovative practices are embedded within or aligned to the mission and vision	
NARRATIVE SECTION:	Commission staff will deem this incomplete if there is NO response provided. Any text will be considered complete
SUBMITTING ATTACHMENTS? ☐ NO. There is no attachment submitted for this question. ☐ YES. There are attachment(s) submitted for this question. Select # of Attachments number of attachments submitted. Notes: - Attachments must be clearly referenced within the narrative response and accompanied by an explanation. - Naming convention: If you are submitting an attachment or attachments, please name the file(s) as follows: Question 2 – Attachment 1, Question 2 – Attachment 2, etc. - Attachments must be uploaded to the ShareFile folder provided to the Applicant team point of contact.	

Select yes or no if an attachment(s) will be uploaded for this question.

Use the drop down to select the # of attachments that will be uploaded to the question and follow the naming convention

All files should be saved as a PDF and submitted through ShareFile.

If the boxes are left unchecked, the Commission will deem this as incomplete or if the # of attachment(s) designated do not match the number uploaded in the ShareFile or submitted.

6. Review your application for completeness using the final review checklist (be sure to initial each box) before submitting. Once your Application is received and identified as complete, Applicants will not be permitted to submit new information unless otherwise requested by the evaluation team through the evaluation process.
7. It is the responsibility of the Applicant to ensure all of the required Attachments are submitted.

F. Public Documents Notification

All information submitted to the Commission is a public record subject to HRS §92F, also known as the Uniform Information Practices Act (“UIPA”). Information that is submitted to the Commission may be redacted from a public record in accordance with exemptions provided under UIPA, provided that the applicant specifically identifies the information it believes should be redacted and provides an explanation justifying each redaction.

The Applicant Information Sheet, along with the completed application, will be posted to the Commission’s website for public review.

G. Applicant Code of Conduct

Commissioners and the Evaluation Team are obligated to make decisions and recommendations in the best interests of the students and the public, free from personal or political influences. Similarly, applicants have the responsibility of respecting and upholding the integrity of the charter school application process. **Specifically, applicants SHALL:**

1. Direct all communication to the applications email (applications@spcsc.hawaii.gov).
2. Refrain from communicating with any Commissioner or Evaluation Team member, or Commission staff that is not the Applications coordinator.
 - a. Communicating includes: email, documents, text messages, in person
3. Abide by HRS §84, Standards of Conduct and refrain from initiating, or attempting to initiate, any activity with any Commissioner or member of the Evaluation Team that may be prohibited by HRS §84, Standards of Conduct.

If the Commission determines that an applicant has violated any of these requirements, the applicant’s application will be deemed ineligible for further consideration, and the application will be disqualified or rejected.

If the Commission determines that any individual associated with any applicant has violated any of these requirements, including operating through EMO with the intent of circumventing these requirements, the associated applicant’s application will be deemed ineligible for further consideration, and the application will be disqualified or rejected.

H. Academic Integrity of the Application

The Commission defines plagiarism as copying words, concepts, or ideas from any source and submitting the material as one's own without acknowledging the source by the use of footnotes, quotation marks, and/or parenthetical references.³ Individuals and groups seeking the responsibility to educate public school children with public funds should be accountable to the highest standards of academic integrity. The Commission will reject applications that have been plagiarized, including the copying of language from any other charter application without proper attribution and citation.

The Commission is cognizant that in order to implement an existing curriculum, instructional framework, or educational model (*e.g.*, Montessori, project-based learning, blended learning) with fidelity, key concepts must be discussed. However, a high-quality applicant with the capacity to operate a high-quality school should be able to explain thoughtfully in their own words how they intend to educate children. The Commission also understands that CMOs and EMOs, may use their own intellectual property, which is appropriate and acceptable.⁴

³ Definition adapted from the University of Southern Mississippi's Academic Integrity Policy and quoted in the Mississippi Charter School Authorizer Board's ("MCSAB") Fall 2014 Request for Proposals.

⁴ Adapted from MCSAB's Fall 2014 Request for Proposals (page 10).

Exhibit 1: Application Information Sheet Template (Intent to Apply)



STATE PUBLIC CHARTER SCHOOL COMMISSION 2026-27 APPLICANT INFORMATION SHEET

Application Information Sheet:
Intent to Apply

Intent to apply Due: September 15, 2026, 3:00 PM, Hawai'i Standard Time

Please direct questions to: Applications@spcsc.hawaii.gov

Application Information Sheet Intent to Apply

PRIMARY CONTACT INFORMATION
Name:
Current Employer & Position/Title:
Expected Role with the Applicant School:
Mailing Address:
Phone:
Email:

APPLICANT SCHOOL INFORMATION																					
Applicant School Name:																					
Mission and Vision:																					
Review the Commission's Diverse Educational Options and identify the proposed school's model: Include a description of and rationale for any specific philosophical, instructional, curricular, or other approaches the school intends to implement, including the school's key design.																					
Select type of school: ☐ Brick and Mortar ☐ Virtual / Blended Learning ☐ Educational Management Organization ☐ Conversion Charter Schools																					
Proposed Grades and Enrollment: <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center; padding: 5px;">Year</th> <th style="text-align: center; padding: 5px;">Grade Level(s)</th> <th style="text-align: center; padding: 5px;">Enrollment</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">Year 1</td> <td style="padding: 5px;"></td> <td style="padding: 5px;"></td> </tr> <tr> <td style="padding: 5px;">Year 2</td> <td style="padding: 5px;"></td> <td style="padding: 5px;"></td> </tr> <tr> <td style="padding: 5px;">Year 3</td> <td style="padding: 5px;"></td> <td style="padding: 5px;"></td> </tr> <tr> <td style="padding: 5px;">Year 4</td> <td style="padding: 5px;"></td> <td style="padding: 5px;"></td> </tr> <tr> <td style="padding: 5px;">Year 5</td> <td style="padding: 5px;"></td> <td style="padding: 5px;"></td> </tr> <tr> <td style="padding: 5px;">At Capacity</td> <td style="padding: 5px;"></td> <td style="padding: 5px;"></td> </tr> </tbody> </table>	Year	Grade Level(s)	Enrollment	Year 1			Year 2			Year 3			Year 4			Year 5			At Capacity		
Year	Grade Level(s)	Enrollment																			
Year 1																					
Year 2																					
Year 3																					
Year 4																					
Year 5																					
At Capacity																					

APPLICANT SCHOOL INFORMATION**Type of applicant governing board:**

- ☐ Community Group ☐ Department School ☐ School Community Council
- ☐ Group of Teachers and Administrators ☐ Nonprofit Organization in accordance with HRS

Founding Team Including Board Members and Proposed School Leader(s)

Full Name	Current Role and Organization	Role with Proposed School

Geographic Location of your Facility:**Which complex areas do you anticipate attracting students from:**

☐ Statewide	☐ Castle-Kahuku
☐ Farrington-Kaiser-Kalani	☐ Kailua-Kalaheo
☐ Kaimuki-McKinley-Roosevelt	☐ Hilo-Waiakea
☐ Aiea-Moanalua-Radford	☐ Kau-Keaau-Pahoa
☐ Leilehua-Mililani-Waialua	☐ Honokaa-Kealakehe-Kohala-Konawaena
☐ Campbell-Kapolei	☐ Baldwin-Kekaulike-Kulanihakoi-Maui
☐ Pearl City-Waipahu	☐ Hana-Lahainaluna-Lanai-Molokai
☐ Nanakuli-Waianae	☐ Kapaa-Kauai-Waimea

Proposed School Year opening: select one

- ☐ School Year: 2028-2029
- ☐ School Year: 2029-2030

State whether you have hired or contracted a consultant or a company/ies to assist you in the development and/or writing of your charter application.

- Yes
- No

If yes, please identify the name(s) of the consultant/company(ies):

Educational Management Organization (EMO) being used for:

- ☐ Finance/Organization - Administrative Back Office
- ☐ Academic - Substantive components of the school's academic or instructional program

If EMO is utilized, applicant must complete additional EMO questions

Exhibit 2: Application Questions Template



STATE PUBLIC CHARTER SCHOOL COMMISSION 2026-27 APPLICATION QUESTIONS

Application Questions

Application Due: November 13, 2026, 3:00 PM, Hawai'i Standard Time

Please direct questions to: Applications@spcsc.Hawaii.gov

PURPOSE OVERVIEW: The following questions seek to discover the why behind the proposed new charter school.

QUESTION 1

[BOE Policy E-700](#) requires charter schools to serve a distinct purpose in advancing public education in Hawai'i. How will the proposed charter school be innovative, unique, and important to the public education landscape in Hawai'i?

EVALUATION CRITERIA:

Response will be evaluated on how effectively the proposed school demonstrates:

- **Addressing the Needs of Public Education:** Identifies and addresses unmet or underserved needs within Hawai'i's public education system, supported by data from surrounding schools and complexes. Explains the educational philosophy that justifies the school's approach and how it supports the chosen instructional model (brick-and-mortar, virtual, or blended) based on the identified community (example: targeted population, or geographic area).
- **Expanding Public School Options:** Provides more diverse and accessible public school options for students and families, reflecting demand and the unique needs of the identified community.
- **Implementing Innovative Educational Practices:** Introduces evidence-based, innovative educational models or practices that distinguish the proposed school from existing options. Includes research supporting the school's concept as innovative.
- **Reflective Hawai'i's Diverse Cultures, Places, and Values:** Embeds Hawai'i's cultural heritage, local values, and diverse community identities into the school's design, curriculum, and operations.
- **Providing a Community-Based School Model:** Demonstrates a focus on local control, engagement, and decision-making through meaningful community outreach and participation in planning. Shows evidence of support from local stakeholders and community organizations.
- **Delivering High-Quality Public Education:** Outlines a clear plan to provide high-quality education tailored to the students and communities served, aligned with the Commission's Strategic Plan:
 - [Characteristics of High-Quality Charter Schools](#)
 - [Characteristics of Innovative Practices in Public Charter Schools](#)
 - [Diverse Educational Opportunities in Hawai'i.](#)

NARRATIVE SECTION:

Click or tap here to enter text.

SUBMITTING ATTACHMENTS?

- ☐ NO. There is no attachment submitted for this question.
- ☐ YES. There are attachment(s) submitted for this question.
Select # of attachments number of attachments submitted.

Notes:

- *Attachments must be clearly referenced within the narrative response and accompanied by an explanation.*
- *Naming convention: If you are submitting an attachment or attachments, please name the file(s) as follows: Question 1 – Attachment 1, Question 1 – Attachment 2, etc.*

- *Attachments must be uploaded to the ShareFile folder provided to the Applicant team point of contact.*

QUESTION 2

State the proposed school's mission and vision.

EVALUATION CRITERIA:

Responses will be evaluated on how effectively the proposed school demonstrates:

- *a clear statement of mission and vision;*
- *a mission and vision focused on learning based on student needs; and*
- *a mission and vision that is relevant to the community the applicant proposes to serve*
- *Evidence that key elements of the school's academic model or innovative practices are embedded within or aligned to the mission and vision*

NARRATIVE SECTION:

Click or tap here to enter text.

SUBMITTING ATTACHMENTS?

- ☐ NO. There is no attachment submitted for this question.
- ☐ YES. There are attachment(s) submitted for this question.
- Select # of attachments** number of attachments submitted.

Notes:

- *Attachments must be clearly referenced within the narrative response and accompanied by an explanation.*
- *Naming convention: If you are submitting an attachment or attachments, please name the file(s) as follows: Question 2 – Attachment 1, Question 2 – Attachment 2, etc.*
- *Attachments must be uploaded to the ShareFile folder provided to the Applicant team point of contact.*

QUESTION 3

Describe the process, specify the people involved, and rationale that helped in the development of the mission, vision, and school design.

In your response, explain:

- How data and community input informed the development of the school model
- What specific student, family, community, or public education needs were identified
- How those identified needs influenced the school's mission, vision, and educational model and priorities
- How stakeholder feedback resulted in refinements or changes to the proposed school design
- Why the proposed school model is the most appropriate response to the identified needs.

EVALUATION CRITERIA:

Responses will be evaluated on how effectively the proposed school demonstrates:

- *a description of the process the board took to develop their mission and vision and school design. (Examples may include other schools or programs that have been researched or visited and what was learned from them that influenced this mission, vision and school design.)*
- *Explanation of the foundational values that led to the creation of the mission and vision and how the mission and vision align to the educational needs of the students that the school seeks to serve.*
- *evidence of community engagement of the steps to develop their school design and how the community's input and feedback informed or changed the school concept over time.*
- *evidence of research conducted supporting the need for this charter school in this community (examples may include academic performance reports from local schools, surveys, community forums, interviews from the community the schools proposes to serve).*
- *Analysis of community, student, and educational needs using relevant data sources*
 - *Grades & Division served*
 - *Geographic area to be served*
 - *Free/reduced lunch percentage*
 - *IDEA504*
 - *EL*
- *Clear connection between identified needs and the proposed school model.*

NARRATIVE SECTION:

Click or tap here to enter text.

SUBMITTING ATTACHMENTS?

- ☐ NO. There is no attachment submitted for this question.
- ☐ YES. There are attachment(s) submitted for this question.
- Select # of attachments** number of attachments submitted.

Notes:

- *Attachments must be clearly referenced within the narrative response and accompanied by an explanation.*
- *Naming convention: If you are submitting an attachment or attachments, please name the file(s) as follows: Question 3 – Attachment 1, Question 3 – Attachment 2, etc.*

- *Attachments must be uploaded to the ShareFile folder provided to the Applicant team point of contact.*

ACADEMIC OVERVIEW: The following questions seek to understand the instructional intention and assessment practices of the proposed new charter school. This section gets to the delivery of instruction and the monitoring of student performance both at an operational and governance level.

QUESTION 4

Using the Commission's Mission-Aligned Initiative (MAI) Guidelines, identify at least one MAI that reflects a core aspect of the proposed school's mission and vision. Refer to Exhibit 7. Your response must include:

- a proposed MAI goal statement
- a rationale explaining how the MAI aligns with the mission, vision, and educational model, and identified community need.
- Evidence that the proposed goal is: Specific and standards-based, measurable, ambitious and attainable, reflective of the school's mission, and time specific
- The data sources, assessments, and evidence that will be used to measure success
- A proposed scoring rubric that defines performance levels for exceeding, meeting, approaching, and falls below
- An explanation of how MAI will be visible throughout the school, including curriculum, instruction, assessment, student supports, professional development, governance oversight, and community engagement.

EVALUATION CRITERIA:

Response will be evaluated on how effectively the proposed school demonstrates:

- *A clear understanding of the purpose and intent of a Mission-Aligned Initiative*
- *Strong alignment between the proposed MAI and the school's mission, vision, and educational model*
- *A goal that is specific and standards-based, measurable through valid and reliable data sources, ambitious yet attainable, clearly reflecting of the mission and time specific with defined performance targets*
- *Evidence that proposed measures are rigorous, credible, and capable of demonstrating progress*
- *A scoring rubric with clearly defined performance levels and measurable indicators*
- *A coherent plan demonstrating how the MAI will be implemented and monitored throughout the school*
- *Evidence that the MAI will inform decision-making, instructional practices, professional development, and governing board oversight*

NARRATIVE SECTION:

Click or tap here to enter text.

SUBMITTING ATTACHMENTS?

- ☐ NO. There is no attachment submitted for this question.
- ☐ YES. There are attachment(s) submitted for this question.

Select # of attachments number of attachments submitted.

Notes:

- *Attachments must be clearly referenced within the narrative response and accompanied by an explanation.*
- *Naming convention: If you are submitting an attachment or attachments, please name the file(s) as follows: Question 4 – Attachment 1, Question 4 – Attachment 2, etc.*
- *Attachments must be uploaded to the ShareFile folder provided to the Applicant team point of contact.*

QUESTION 5

Using the Commission's School Specific Measure (SSM) Guidelines, identify at least one School-Specific Measure that reflects a key student outcome aligned to the school's mission and vision. Your response must include:

- a proposed SSM goal statement
- a rationale explaining why this measure is important to the school's mission, students, and community
- Evidence that the proposed goal is: Specific and standards-based, measurable, ambitious and attainable, reflective of the school's mission, and time specific
- The data sources, assessments, and evidence that will be used to measure success
- A proposed scoring rubric that defines performance levels for exceeding, meeting, approaching, and falls below
- An explanation of how the school will collect, analyze, and use data to monitor progress toward the SSM and make continuous improvements.

EVALUATION CRITERIA:

Response will be evaluated on how effectively the proposed school demonstrates:

- *A clear understanding of the purpose and intent of a School-Specific Measure*
- *Strong alignment between the proposed SSM and the school's mission, vision, and educational model*
- *A goal that is specific and standards-based, measurable through valid and reliable data sources, ambitious yet attainable, clearly reflecting of the mission and time specific with defined performance targets*
- *Evidence that proposed measures are rigorous, credible, and capable of demonstrating progress*
- *A scoring rubric with clearly defined performance levels and measurable indicators*
- *A clear process for collecting, monitoring, analyzing and reporting data*
- *Evidence that the SSM will be used to inform continuous improvement and evaluate the effectiveness of the school's educational model.*

NARRATIVE SECTION:

Click or tap here to enter text.

SUBMITTING ATTACHMENTS?

- ☐ NO. There is no attachment submitted for this question.
- ☐ YES. There are attachment(s) submitted for this question.
- Select # of attachments** number of attachments submitted.

Notes:

- *Attachments must be clearly referenced within the narrative response and accompanied by an explanation.*
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QUESTION 6

Describe the proposed Curriculum and how it will be delivered. What process was used to select or develop the curriculum and determine the instructional model?

EVALUATION CRITERIA:

Response will be evaluated on how effectively the proposed school demonstrates:

- *Examples of a well-articulated curriculum with benchmarks*
- *Scope and sequence for each grade level*
- *Details on how synchronous and asynchronous instruction will look like*
- *Alignment with Hawaii state standards*
- *Weekly instructional schedule for each grade band (i.e. elementary, middle, high)*

NARRATIVE SECTION:

Click or tap here to enter text.

SUBMITTING ATTACHMENTS?

☐ NO. There is no attachment submitted for this question.

☐ YES. There are attachment(s) submitted for this question.

Select # of attachments number of attachments submitted.

Notes:

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QUESTION 7

Describe how your proposed school will assess student academic performance and use assessment data to drive instructional practices and meet school-wide academic goals. In your response, explain:

- how the school will collect and analyze formative and summative assessments (beyond required state standardized tests),
- how data will inform instruction and interventions, and how the system of assessment supports all students, including English Learners, students with disabilities, at-risk students, and the targeted population.
- How the school will respond when student groups or subgroups are not meeting expected outcomes

If applicable, how will support be delivered remotely and how will student engagement be monitored?

EVALUATION CRITERIA:

Response will be evaluated on how effectively the proposed school demonstrates:

- *Examples of formative and summative assessments used to measure student progress (e.g., site-specific diagnostics);*
- *A clear description of the curriculum with benchmarks aligned to school goals;*
- *Use of assessment data to inform instructional planning and improve student outcomes;*
- *Vertical and horizontal grade-level meetings and embedded teacher planning time;*
- *Evidence of a continuous improvement culture, including:*
 - *Data-informed decision making and instructional adjustments;*
 - *School-wide goals and performance indicators measured using inquiry processes;*
 - *Regularly scheduled data discussions among staff and governing board;*
 - *MTSS strategies and interventions;*
 - *Professional development aligned with the school's mission and vision;*
 - *Communication with families about student progress.*
- *Detailed plan on how supports will be implemented in meeting the requirements for the following*
 - *Individuals with Disabilities Education Act (IDEA)*
 - *Section 504 of Rehabilitation Act of 1973 (504)*
 - *English Learners*
 - *At-risk students*
- *Examples demonstrating how leadership would respond to identified performance challenges*
- *Plan for how assessments both state and site-specific will be implemented*

NARRATIVE SECTION:

Click or tap here to enter text.

SUBMITTING ATTACHMENTS?

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Select # of attachments number of attachments submitted.

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QUESTION 8

Describe the professional development plan for teachers and administrators focused on instructional strategies, data analysis, & continuous improvement.

If applicable, professional development plan for online instruction, and technology integration

EVALUATION CRITERIA:

Response will be evaluated on how effectively the proposed school demonstrates:

- *A comprehensive scope that addresses both academic and operational priorities*
- *Demonstrates a plan for evaluating effectiveness and building internal capacity over time*
- *Include specialized training programs with evidence supporting MAI, Curriculum, tech, virtual blended learning, etc.*
- *Include training schedule that includes union requirements and school initiative*

NARRATIVE SECTION:

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QUESTION 9

Describe the system of accountability that will be developed and implemented for:

- Governing Board oversight of the School Leader
- School Leader accountability
- School administrators
- Teachers and Staff

In your response explain how performance expectations will be established, monitored, and addressed when expectations are not met.

EVALUATION CRITERIA:

Response will be evaluated on how effectively the proposed school demonstrates:

- *A clear comprehensive description of the accountability systems at each level of the organization*
- *The governing Board's process for evaluating the School Leader*
- *Specific methods by which school leaders and administrators will hold teachers accountable for student success and alignment with the academic program*
- *A plan for implementing internal accountability systems to monitor academic performance and ensure alignment with performance expectations*
- *Demonstration of understanding and adherence to all applicable bargaining unit requirements related to accountability and evaluations*
- *A detailed explanation of how leadership will prioritize school improvement set both short- and long-term goals and monitor progress toward those goals*
- *A system for providing differentiated, targeted support based on individual needs, with frequent data analysis to inform interventions and drive improvement.*

NARRATIVE SECTION:

Click or tap here to enter text.

SUBMITTING ATTACHMENTS?

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QUESTION 10

Describe the school's policies and criteria for grade-level promotion and student advancement. How will the school determine whether students are prepared to move to the next grade? Include how academic, social-emotional, and developmental readiness will be assessed.

If the proposed school includes a high school, answer the following questions:

- Describe how the proposed academic program will meet and/or exceed the BOE's graduation requirements.
- Describe how promotion standards, retention decisions, graduation requirements, and student progress will be communicated to students and families.
- *If the applicant school intends to deviate from the Board of Education's graduation requirements, please describe the proposed deviation and the rationale behind the requested changes.*

Note: High schools will be expected to meet the BOE's graduation requirements in accordance with [BOE Policy 102-15](#). High schools may be able to deviate from such graduation requirements if a waiver is obtained from BOE. Any deviation from BOE Policy 102-15 requires a waiver from BOE, and Commission approval of an application does not constitute approval of any deviation from BOE's graduation requirements. If the application is approved, it will be incumbent on the proposed school either to: (1) obtain a waiver; or (2) if it cannot obtain a waiver, adjust its graduation requirements to meet BOE Policy 102-15.

EVALUATION CRITERIA:

Response will be evaluated on how effectively the proposed school demonstrates:

- *Clear, developmentally appropriate criteria for promotion across grade levels (not limited to academic metrics).*
- *Includes multiple measures of student progress (e.g., assessments, teacher input, student portfolios).*
- *Addresses supports/interventions for students at risk of retention.*
- *Promotes equity by considering diverse learner needs (e.g., English learners, students with IEPs, trauma-affected students).*
- *Transparent communication plan with families about promotion standards and decisions.*

For high school, Evidence must also include, but is not limited to:

- *examples demonstrating an understanding the BOE graduation requirements and how credits are assigned and monitored;*
- *examples of a credit based instruction system; and*
- *If the proposed school intends to utilize competency-based education, performance-based assessments, or another alternative pathway, describe how student achievement will be documented and translated to meet BOE graduation requirements.*

NARRATIVE SECTION:

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FACILITIES and FINANCIALS OVERVIEW: The following questions seek to clarify the proposed school's governing board's understanding and knowledge of required financial practices that are involved in running a financially viable and sustainable charter school in the state of Hawai'i.

QUESTION 11

Have facilities been identified and/or secured? If so, provide a description of the facility and the rationale behind the selection of the facility. If applicable, add the specific location of the secured facility.

If a facility has not been secured, what research and steps have been taken to secure a facility within the community that the school intends to serve? Provide a timeline with specific outcomes and dates for securing the facility.

EVALUATION CRITERIA:

Response will be evaluated on how effectively the proposed school demonstrates:

If you have secured a facility:

- *evidence that the facility supports the implementation of the proposed academic program (location, building type, etc.); and*
- *description of the impact on the school's budget.*

OR

If you have not secured a facility:

- *examples of the efforts you have made in identifying a facility within the community you plan to serve; and*
- *description of the possible impact on the school's budget.*

NARRATIVE SECTION:

Click or tap here to enter text.

SUBMITTING ATTACHMENTS?

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QUESTION 12

Provide a budget and staffing plan (see Exhibit 6) for years 0-5. In addition, describe the school's strategy for recruiting, hiring, onboarding, developing, and retaining qualified staff necessary to implement the proposed academic program and school design.

EVALUATION CRITERIA:

Response will be evaluated on how effectively the proposed school demonstrates:

- *Budget must be provided on template shown in Exhibit 6.*
- *A clear and coherent overall narrative that explains how the budget supports the implementation of the academic and operational plans*
- *A staffing plan aligned with the proposed academic program, enrollment projections, and budget*
- *Specific strategies for recruiting hard-to-fill, specialized, or mission-critical positions*
- *Staff retention strategies designed to build organizational stability and capacity over time*
- *Provide Organizational Chart*

If applicable, provide budget amounts and justification if using ESP. If an ESP that provides substantive components of the school's academic or instructional program is used, applicant must complete ESP questions (Exhibit 4)

If you are providing a slow growth model, the proposed budget must be reflective of that model.

NARRATIVE SECTION:

Click or tap here to enter text.

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QUESTION 13

If the proposed school is approved, state funding will **not** be provided for the pre-opening/pre-contracting period. Explain how the funds needed during the pre-opening/pre-contracting period will be provided. Include and describe:

- The amount of funding the proposed school requires during the pre-opening period;
- What these funds will be spent on; and
- Plans for fundraising and what potential sources of funding will be sought.

EVALUATION CRITERIA:

Response will be evaluated on how effectively the proposed school demonstrates:

- *A detailed budget or spreadsheet outlining expected pre-opening costs, categorized by expense type, along with the projected timeline for expenditure.*
- *A clear and realistic fundraising plan, including:*
 - *Targeted funding amounts.*
 - *Identified funding sources (e.g., grants, donations, sponsorships).*
 - *Status of funds already secured (e.g., pledges, grants, donations).*
 - *Supporting documentation, such as Copies of fundraising requests (e.g., grant applications, sponsorship letters).*
 - *Commitment letters or confirmations of pledged funds, specifying amounts.*

NARRATIVE SECTION:

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QUESTION 14

Describe what the budgetary priorities are and how it supports the school's mission and vision for Years 0 through the first five years of operation. Highlight and explain any changes in priority from year to year. Describe how the governing board and school leadership would prioritize expenditures if enrollment, fundraising, or revenues are lower than projected.

EVALUATION CRITERIA:

The answer must connect to and build off of Question 11 above. Response must outline the connection of the per pupil amount and expenses as they relate to school operations (mission, vision)

Evidence must include, but not necessarily solely consist of:

- *Examples would include the clear development of a financially sustainable charter school - governance monitoring, seeking financial support, planning purchases, etc.*
- *Evidence of contingency planning and decision-making processes used when financial assumptions are not met*
- *Demonstrate balancing mission fidelity, student needs, staffing needs, and financial sustainability.*
- *Contingency plans if budgeted staffing positions remain vacant or hiring timelines are delayed*

Review HRS 302D-28 to better understand charter school funding.

NARRATIVE SECTION:

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QUESTION 15

Describe the internal fiscal management oversight systems that will be developed and implemented to ensure the financial health, sustainability, and accountability of the proposed charter school.

In your response, include:

- Policies, procedures, internal controls, and checks and balances that will be established to ensure sound fiscal management
- The roles and responsibilities of the Governing Board, school leadership, and other individuals
- The financial reports, key performance indicators, and data that will be regularly reviewed to monitor financial health and sustainability
- The process the Governing Board will use to identify, assess, and respond to financial risk or concerns

EVALUATION CRITERIA:

Response will be evaluated on how effectively the proposed school demonstrates:

- *processes and practices that will ensure and monitor fiscal solvency and employ checks and balances;*
- *description of the specific members and the process used by the applicant governing board to develop and implement the fiscal oversight system; and*
- *identify specific people/positions and explain their oversight duties and responsibilities.*
- *Identification of financial reports, metrics, and key performance indicators that will be regularly reviewed, including how they will be used to inform decision-making*
- *A process for identifying financial risks, analyzing potential impacts, and implementing corrective actions when necessary*

Evidence could include, but not necessarily solely consist of:

- *reference to Characteristics of High Quality of Charter Schools;*
- *examples citing the process of monitoring financial risk; and*
- *evidence of governing board experience in setting up sound financial systems including processes, policies and checks and balances.*

NARRATIVE SECTION:

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GOVERNANCE OVERVIEW: The following questions seek to understand the genesis of the proposed school's governing board, their processes and skill sets that have brought them together with a goal of establishing a high quality charter school in the state of Hawai'i.

QUESTION 16

Pending approval, describe the process that the applicant governing board will take to transition from a planning governing board to an operational governing board that ensures the school meets the approved mission and vision.

Describe how the Governing Board would respond if key milestones in the transition process are delayed or if planned resources are unavailable.

EVALUATION CRITERIA:

Response will be evaluated on how effectively the proposed school demonstrates:

- *reference to characteristics of high quality charter schools document; and*
- *reference HRS 302D-12 for suggested governing board make up.*
- *Include timeline, milestones, and responsible parties*
- *Strategies involving key stakeholders such as parents, community members, and staff transition process to foster transparency and inclusivity*
- *Include plans to open meeting requirements including timely posting of notices, agendas, and minutes.*
- *Demonstrates adaptability when implementation challenges occur*
- *Evidence of contingency planning and risk management*

NARRATIVE SECTION:

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QUESTION 17

Identify the systems the Governing Board will use to monitor and evaluate performance under the Academic Performance Framework (APF), Financial Performance Framework (FPF), and the Organizational Performance Framework (OPF), including the proposed Mission-Aligned Initiative (MAI) and School-Specific Measure (SSM)

EVALUATION CRITERIA:

Response will be evaluated on how effectively the proposed school demonstrates:

- *A clear understanding of the Governing Board's role in monitoring school performance and ensuring accountability to the charter contract 4.1*
- *A comprehensive process for monitoring the Academic Performance Framework (APF), Financial Performance Framework (FPF), and Organizational Performance Framework (OPF)*
- *Identification of the specific data, reports, dashboards, and performance indicators the board will regularly review*
- *A defined process and schedule for reviewing school performance data and progress toward established goals*
- *A process for monitoring and evaluating the proposed Mission-Aligned Initiative (MAI) and School-Specific Measure (SSM), including how progress will be measured and reported*
- *Process outlining that performance information will be regularly communicated to stakeholders and incorporated in continuous improvement efforts.*

NARRATIVE SECTION:

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QUESTION 18

Describe how the Governing Board will use performance information to make decisions, establish priorities, address challenges, and ensure continuous improvement.

Include examples of how the Governing Board would respond if:

- Student performance falls below expectations
- Enrollment is significantly below projections
- Financial indicators suggest increased risk
- The school is not meeting its Mission-Aligned Initiative (MAI) or School-Specific Measure (SSM) goals
- Stakeholder concerns indicate that aspects of the school's mission or program are not being implemented as intended.

EVALUATION CRITERIA:

Response will be evaluated on how effectively the proposed school demonstrates:

- *A clear understanding of the Governing Board's strategic role in decision-making and school improvement*
- *The ability to analyze multiple sources of information to identify challenges, opportunities, and areas requiring intervention*
- *A process for identifying root causes before implementing solutions or corrective actions*
- *Evidence that decisions will be guided by the school's mission, vision, and strategic priorities*
- *A process for balancing competing priorities, limited resources, stakeholder interests, and contractual obligations when making decisions*
- *Demonstrated ability to make informed decisions when presented with incomplete information, conflicting perspectives, or changing circumstances.*

NARRATIVE SECTION:

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Exhibit 3: Educational Management Organization Application Questions Template

SECTION: EDUCATIONAL MANAGEMENT ORGANIZATION

QUESTION 1

If your proposal includes an educational service provider that will provide substantive components of the school's academic or instructional program you must complete this section.

QUESTION 1

Explain the applicant governing board's reasoning behind pursuing an educational service provider or charter management organization rather than operate the proposed school directly.

EVALUATION CRITERIA:

The Evaluation Team will be evaluating these responses to determine the applicant's rationale for selecting a third party provider to operate the school; the applicant's due diligence and thoughtfulness in selecting a third party provider that meets the mission and vision.

NARRATIVE SECTION:

Click or tap here to enter text.

SUBMITTING ATTACHMENTS?

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QUESTION 2

Explain the process the applicant governing board 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;
- The selection process used to select the chosen service provider over other service providers; and
- What due diligence was conducted, including a summary of the findings of the reference checks (or other similar processes) conducted by the applicant, on the chosen service provider.

EVALUATION CRITERIA:

The Evaluation Team will be evaluating these responses to determine the applicant's rationale for selecting a third party provider to operate the school; the applicant's due diligence and thoughtfulness in selecting a third party provider that meets the mission and vision.

NARRATIVE SECTION:

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QUESTION 3

How does this educational service provider or charter management organization align with the proposed school's mission and vision?

EVALUATION CRITERIA:

The Evaluation Team will be evaluating these responses to determine the applicant's rationale for selecting a third party provider to operate the school; the applicant's due diligence and thoughtfulness in selecting a third party provider that meets the mission and vision.

NARRATIVE SECTION:

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SUBMITTING ATTACHMENTS?

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QUESTION 4

Submit all DCCA and other applicable state agency filings including: Certificate of Vendor Compliance, Hawaii Tax ID Number, any Business Registration Information including the Certificate of Good Standing for the educational service provider.

EVALUATION CRITERIA:

The Evaluation Team will be evaluating these responses to determine the applicant's rationale for selecting a third party provider to operate the school; the applicant's due diligence and thoughtfulness in selecting a third party provider that meets the mission and vision.

NARRATIVE SECTION:

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QUESTION 5

Provide the following:

1. The complete contract/service agreement that would be executed should the proposed charter school be approved;
2. Service provider's record of achievement, which should include the following:
 - a. Provide a list of all charter schools operated or managed by the service provider, including a list of all accredited charter schools and name of the accrediting organization for each accredited school and a current accreditation report from one of those schools. If however, the Service Provider does not operate or manage any accredited charter schools then state "NO ACCREDITED CHARTER SCHOOLS".
 - b. If the Service Provider is providing academic services, provide academic performance data for at least ten (10) charter schools operated by the service provider for the past five years (or over the life of the charter school, if the school has been open for fewer than five years). The academic performance data should include at least three of the service provider's highest performing schools and at least three of the service provider's lowest performing schools. If the service provider operates less than ten charter schools, provide the academic data for all schools
 - c. 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 ten years. The explanation must reference the other jurisdictions where the Service Provider operates or services other charter schools and provide, as 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.
 - d. 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.
 - e. If the proposed school governing board intends to enter into any type of lease or any other facility financing relationship with the service provider, provide a complete copy of the proposed lease or facility financing agreement that would be executed if the applicant were approved as a charter school.
 - f. A description of any loans, grants, or investments made between the service provider and 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's associated nonprofit, as applicable;
 - g. 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;
 - h. 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.
 - i. 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.

j. 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 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.

EVALUATION CRITERIA:

The Evaluation Team will be evaluating these responses to determine the applicant's rationale for selecting a third party provider to operate the school; the applicant's due diligence and thoughtfulness in selecting a third party provider that meets the mission and vision.

NARRATIVE SECTION:

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Select # of attachments number of attachments submitted.

Notes:

- *Naming convention: If you are submitting an attachment or attachments, please name the file(s) as follows: TPP Question 5 – Attachment 1, TPP Question 5 – Attachment 2, etc.*
- *Attachments must be uploaded to the ShareFile folder provided to the Applicant team point of contact.*

Exhibit 4: Conversion Charter Schools Application Questions Template

If you are applying to convert an existing Hawaii Department of Education School to a charter school, you must complete this section.

QUESTION 1

Describe the following elements as it relates to your mission and vision:

- a. School community
- b. Staff Plans and Evaluation
- c. Facilities

EVALUATION CRITERIA:

The Evaluation Team will be evaluating the responses pursuant to HRS 302-13(2) provided that a charter application for a conversion charter school shall include certification and documentation that the charter application was approved by a majority of the votes cast by existing administrative, support, and teacher personnel, and parents of students at the existing department school; provided that:

- a. This vote shall be considered by the authorizer to be the primary indication of the existing administrative, support, and teaching personnel, and parents' approval to convert to a charter school;
- b. The balance of stakeholders represented in the vote and the extent of support received in support of the conversion shall be key factors, along with the applicant's proposed plans, to be considered by the authorizer when deciding whether to award a charter; and
- c. A breakdown of the number of administrative, support, and teaching personnel, and parents of students who constitute the existing department school and the number who actually participated in the vote shall be provided to the authorizer.

NARRATIVE SECTION:

SUBMITTING ATTACHMENTS?

- ☐ NO. There is no attachment submitted for this question.
- ☐ YES. There are attachment(s) submitted for this question.
Select # of attachments number of attachments submitted.

Notes:

- *Naming convention: If you are submitting an attachment or attachments, please name the file(s) as follows: CCS Question 1 – Attachment 1, CCS Question 1 – Attachment 2, etc.*
- *Attachments must be uploaded to the ShareFile folder provided to the Applicant team point of contact.*

QUESTION 2

An application for a conversion charter school **must meet** the requirements of Section 302D-13, Hawaii Revised Statutes:

1. School Community
 - a. A certification and supporting documentation as verifiable evidence that this application was approved by a majority of the votes cast by existing administrative, support, and teaching personnel and parents or guardians of students at the existing DOE school. The documentation must include a breakdown of the number of administrative, support, and teaching personnel and parents or guardians of students who constitute the existing DOE school and the number of each of the aforementioned groups who actually participated in the vote.
 - b. A clear explanation of the process used to engage various stakeholder groups and collect evidence of support that demonstrates that there was reasonable effort to encourage engagement from all stakeholders, especially faculty and families, in discussing and deciding to apply for a Conversion Charter School.
 - c. A clear description and explanation of the degree of opposition to the conversion, the reasons for opposition, and any other community stakeholders that support conversion, including, any additional evidence of community support for the conversion and opposition to the conversion. The description must adequately explain how the proposed school and governing board will address any opposition to ensure there are no negative impacts to student learning and the operations of the school.
2. Staff Plans and Evaluation
 - a. A clear description of the process that will be implemented to transition employees from the existing DOE school to your proposed conversion school and a detailed framework that addresses any issues and protects the rights of such employees.
3. Facilities
 - a. A description of the process that will be implemented to secure the use of the existing DOE school facilities that is aligned with the proposed budget, including a reasonable timeline for negotiating a lease or memorandum of agreement with the DOE, a plan for ongoing upkeep and maintenance, and any plans for renovation.
4. Nonprofit Organization as Applicant. ***Note: Only applicants proposing a Conversion Charter School where a nonprofit organization will operate and manage the proposed school and the nonprofit organization's board of directors will serve as the Conversion Charter School's governing board need to complete this section.***
 - a. A clear description of the organizational structure of the nonprofit organization and reasonable and legally sound plans for how it will also serve as the governing board of the Conversion Charter School and how governing board members will be selected. If the nonprofit organization is going to appoint advisory groups of community representatives for each school managed by the nonprofit organization, the description must include the organizational structure and scope of jurisdiction for each advisory group.
 - b. The nonprofit organization's bylaws or policies that are legally sound and describe the manner in which business is conducted and policies that relate to the management of potential conflict of interest situations.
 - c. A clear description that demonstrates that the nonprofit organization possesses sufficient experience in the management and operation of public or private schools or plans to enter into an agreement to obtain services from another entity or entities possessing such experience.

- d. A reasonable explanation of how the nonprofit organization will execute and implement its start-up plan without interfering in the operations of the existing DOE school until authorized to do so by the Commission.
- e. A description of any licensure or accreditation requirements, such as registration with the Department of Commerce and Consumer Affairs, the nonprofit organization must comply with and the status of any such licenses or accreditations that demonstrates the nonprofit is in good standing with all such requirements.

EVALUATION CRITERIA:

The Evaluation Team will be evaluating the responses pursuant to HRS 302-13(2) provided that a charter application for a conversion charter school shall include certification and documentation that the charter application was approved by a majority of the votes cast by existing administrative, support, and teacher personnel, and parents of students at the existing department school; provided that:

- a. This vote shall be considered by the authorizer to be the primary indication of the existing administrative, support, and teaching personnel, and parents' approval to convert to a charter school;
- b. The balance of stakeholders represented in the vote and the extent of support received in support of the conversion shall be key factors, along with the applicant's proposed plans, to be considered by the authorizer when deciding whether to award a charter; and
- c. A breakdown of the number of administrative, support, and teaching personnel, and parents of students who constitute the existing department school and the number who actually participated in the vote shall be provided to the authorizer.

NARRATIVE SECTION:

SUBMITTING ATTACHMENTS?

- ☐ NO. There is no attachment submitted for this question.
- ☐ YES. There are attachment(s) submitted for this question.
- Select # of attachments number of attachments submitted.

Notes:

- *Naming convention: If you are submitting an attachment or attachments, please name the file(s) as follows: CCS Question 2 – Attachment 1, CCS Question 2 – Attachment 2, etc.*
- *Attachments must be uploaded to the ShareFile folder provided to the Applicant team point of contact.*

Exhibit 5: Board Member Information Form

Board Member Information

To be completed individually by each Applicant Governing Board member. All forms must be signed by hand.

Serving on a public charter school governing board is a position of public trust and fiduciary responsibility. As a governing board member of a public school, you are responsible for ensuring the quality of the school's plans, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its Charter Contract.

As part of the application for a new charter school, the Commission requires that each prospective governing board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the team behind each school proposal in advance of the applicant interview; and 2) to encourage governing board members to reflect individually, as well as collectively, on their common mission, purposes, and obligations at the earliest stage of school development. Please add the full name of your school to the footer of this document so that it appears on all pages.

Background: Your Role and Experience

1. Name of charter school on whose governing board you intend to serve:
2. Contact information:
Name:
Phone:
E-mail:
3. Describe your role and position on the applicant governing board.
4. Attach your resume and professional biography.
☐ Resume and professional bio are attached to this form.
5. Check all that apply. Indicate whether you currently or have previously served on a board:
 - a. of a school district,
 - b. another charter school,
 - c. a non-public school, or
 - d. any nonprofit organization.If you checked any of the boxes above, please identify the names of the boards you have served, or are serving on.
6. How, and by whom, were you recruited to serve on the governing board of the proposed charter school?
7. What is your understanding of the appropriate role of a public charter school governing board member?

8. Describe any previous experience relevant to serving on the charter school's governing board (e.g., other board service). If you have not had previous experience of this nature, explain how your presence on the applicant governing board enhances their capacity of opening and running a public charter school.

School Mission and Plan

9. How does the school's mission and vision align to your personal or professional beliefs/goals?
10. Describe your understanding of the school's proposed academic plan?
11. As a governing board member, how will you ensure that the school is succeeding or is not succeeding in achieving its mission?

Governance

12. Describe the role that the governing board will play in the school's operation.
13. How will you monitor if the school is on target to successfully meet its operational goals for year 1?
14. Describe the governing Board oversight that needs to take place over the duration of the initial contract to ensure the applicant school is making positive progress to achieving its mission and vision.
15. How would you handle a situation in which you believe one or more members of the governing board were acting unethically or not in the best interests of the school?

Disclosures

16. Indicate whether you or your spouse knows the other prospective governing board members for the proposed school. If so, please indicate the precise nature of your relationship.
☐ I/we do not know these individuals ☐ Yes
17. Indicate whether you or your spouse knows any person who will be a school employee. If so, indicate the precise nature of your relationship.
☐ I/we do not know any such employees ☐ Yes
18. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee, or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.
☐ I/we do not know any such employees ☐ Yes
19. Indicate if you, your spouse, or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.
☐ I/we do not anticipate conducting any such business ☐ Yes

20. Indicate if you, your spouse, or other immediate family members have a financial interest in the school or a financial interest with a vendor or education service provider to the school. If so, indicate the precise nature of the financial interest that you have.

☐ I/we do not have a financial interest ☐ Yes

21. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors, or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

☐ Not applicable because the school does not intend to contact with an education service provider or school management organization.

☐ I/we do not know any such persons ☐ Yes

22. If the school contracts with an education service provider, please indicate whether you, your spouse, or other immediate family members have a direct or indirect ownership, employment, contractual, or management interest in the provider. For any interest indicated, provide a detailed description.

☐ N/A. ☐ I/we have no such interest ☐ Yes

23. If the school plans to contract with an education service provider, indicate if you, your spouse, or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.

☐ N/A ☐ I/we or my family do not anticipate conducting any such business ☐ Yes

24. Indicate whether you, your spouse, or other immediate family members are a director, officer, employee, partner, or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

☐ Does not apply to me, my spouse or family ☐ Yes

25. Indicate any potential ethical or legal conflicts of interests that would or are likely to exist should you serve on the school's governing board.

☐ None ☐ Yes

Certification

I, _____, certify to the best of my knowledge and ability that the information I am providing to the State Public Charter School Commission as a prospective governing board member is true and correct in every respect. I agree to notify the Commission if there are any changes to the above disclosures.

Signature

Date

Exhibit 6: Budget and Staffing Plan Template

INSTRUCTIONS: Complete the table by entering your projected student enrollment for each grade level across each school year listed. Be sure to include all grades your school plans to serve in the specified years.

ENROLLMENT PROJECTION					
Grade	Year 1	Year 2	Year 3	Year 4	Year 5
K					
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
Total	0	0	0	0	0

INSTRUCTIONS: complete the staffing plan by listing all anticipated positions to be hired for each year from Year 0 (Pre-Opening) through Year 5. For each position, include the full-time equivalency (FTE), total annual salary, and a justification of the role, explaining how the position supports school operations and student outcomes. Be sure to include both instructional and non-instructional roles, as applicable.

Staffing Pre-Opening

Staff supporting the pre-opening period are not considered school employees, and no funding will be provided during this time. However, it is essential that applicants plan accordingly for staffing and related expenses during the pre-opening phase to ensure a successful launch of the school and the timely execution of the charter contract.

Position Title	FTE to PCS	Total Salary Budgeted	Justification/Comments
Total	0	0	

[illegible]

Applicant must also include budget priority.

NOTE: Per-pupil revenue is locked at \$0, as pre-opening charter schools **do not** receive state funding during the pre-opening phase. While no state funding is provided, it is essential that applicants thoughtfully plan for all staffing and related expenses during this time to ensure a successful school launch and timely execution of the charter contract.

PRE-OPENING BUDGET		
	Pre-Opening	Justification/Comments
Revenue		
State Per Pupil (\$0)	0	Pre-opening charters do no receive state funding during pre-opening phase
other		
other		
other		
Total Revenue	0	
Expenses		
Salaries	0	
Total Expenses	0	
Spccific Virtual/ Blended Expenses		
Total Virtual Blended Expenses	0	Pre-Opening Priority
Overall Total Expenses	0	
Net Contribution	0	

Applicant must also include budget priority.

YEAR 1 BUDGET		
	Year 1	Justification/Comments
Revenue		
State Per Pupil (\$11,788)	0	
other		
other		
other		
Total Revenue	0	
Expenses		
Salaries	0	
Contracted Services		
Total Expenses	0	
Spcific Virtual/ Blended Expenses		
Total Virtual Blended Expenses	0	YEAR 1 PRIORITY
Overall Total Expenses	0	
Net Contribution	0	

Applicant must also include budget priority.

YEAR 2 BUDGET		
	Year 2	Justification/Comments
Revenue		
State Per Pupil (\$11,788)	0	
other		
other		
other		
Total Revenue	0	
Expenses		
Salaries	0	
Total Expenses	0	
Specific Virtual/ Blended Expenses		
Total Virtual Blended Expenses	0	YEAR 2 PRIORITY
Overall Total Expenses	0	
Net Contribution	0	

INSTRUCTIONS: Complete the budget by including all anticipated expenses and identifying all revenue sources. In addition to completing the budget table, applicants must provide a short justification for each line item in the designated column. This justification should briefly explain the purpose of the expense, how the cost was determined.

Applicant must also include budget priority.

[illegible]

Applicant must also include budget priority.

	Year 4	Justification/Comments
Revenue		
State Per Pupil (\$11,788)	0	
other		
other		
other		
Total Revenue	0	
Expenses		
Salaries	0	
Total Expenses	0	
Specific Virtual/ Blended Expenses		
Total Virtual Blended Expenses	0	YEAR 4 PRIORITY
Overall Total Expenses	0	
Net Contribution	0	

Applicant must also include budget priority.

YEAR 5 BUDGET		
	Year 5	Justification/Comments
Revenue		
State Per Pupil (\$11,788)	0	
other		
other		
other		
Total Revenue	0	
Expenses		
Salaries	0	
Total Expenses	0	
Specific Virtual/ Blended Expenses		
Total Virtual Blended Expenses	0	YEAR 5 PRIORITY
Overall Total Expenses	0	
Net Contribution	0	

Exhibit 7: MAI & SSM Guidelines & Template



Academic Performance Framework Guidelines

Contract 4.1 2026

Indicator 1:

Mission-Aligned Initiative

Indicator 2:

School-Specific Measure

Vision:

To empower our communities to create public schools of excellence.

Mission:

To authorize, assess, and acclaim a portfolio of high-quality public charter schools that offers diversity, innovation, and excellence for students and families throughout Hawai'i.

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Overview of Academic Performance Framework: Indicators 1 and 2

Mission-Aligned Initiative (MAI) and School-Specific Measure (SSM)

It is clear that Hawai'i public charter schools, from its inception, were to be mission and vision driven with school-based innovative practices. The Board of Education created [Policy E-700](#) which states:

Charter schools fulfill a distinct purpose in public education in Hawai'i. Charter schools shall:

- 1. Address the needs of public education;*
- 2. Provide more public school options for students and families;*
- 3. Implement innovative educational practices;*
- 4. Reflect Hawai'i's diverse cultures, places, and values;*
- 5. Provide community-based school models and local control over education; and*
- 6. Provide high-quality public education for the students and communities they serve.*

Rationale: *The Board believes that charter schools are valuable components of and contributors to public education in Hawai'i, and charter schools must fulfill all the roles outlined in this policy. [Approved: 05/16/2019]*

The Indicators for Contract 4.1 build on the success of Contract 4.0 and the Mission-Aligned Initiatives (MAI) that charter schools displayed. On average, Cohort 1 schools over the four years of the contract performance period, scored 25.9 points out of 30 points possible. The MAI was clearly “ingrained” into practice and evident throughout the school community.

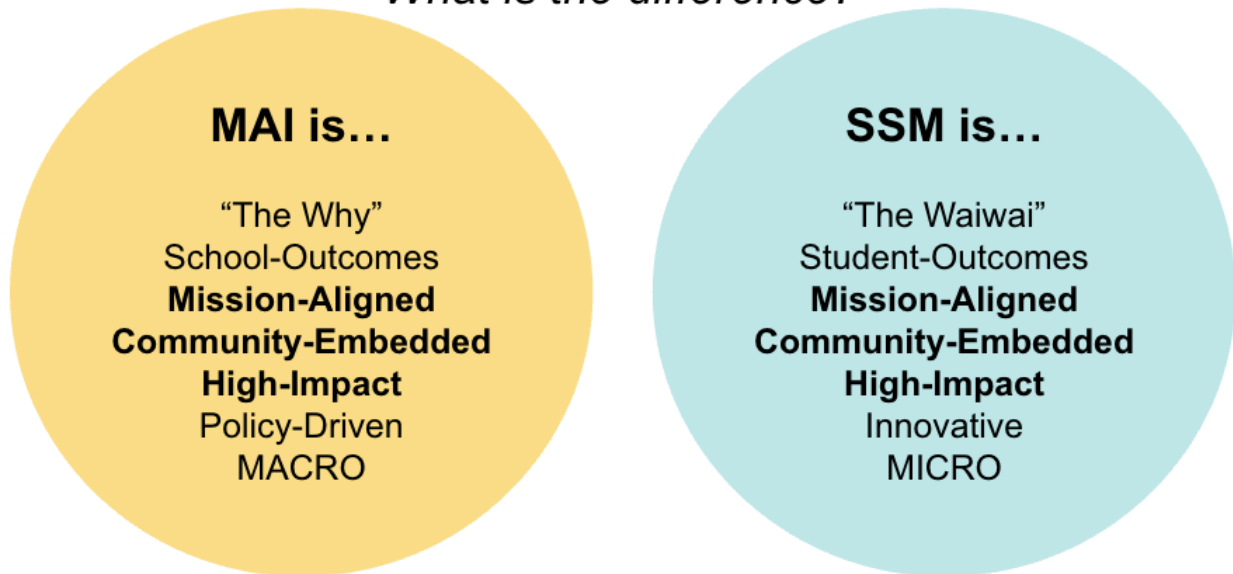
Including a School-Specific Measure (SSM) provides more opportunities for schools to exercise multiple measures of success and highlight and leverage innovative practices described in BOE Policy E-700. NACSA's [Guide to Performance Frameworks](#) affirms this shift and supports multiple measures to evaluate charter school success.

When it comes to measuring and demonstrating success, many charter schools do not– and should not– want to be judged by their state assessments alone. State tests are designed to focus on a limited set of core academic skills and content, and they may not reveal how well– or poorly– a school is achieving other aspects of its mission that are highly valued by stakeholders and were part of why the school was chartered in the first place. In these cases, how can schools develop clear measures and methods of assessment that can stand up to external scrutiny and merit credence in formal judgements of their success? In other words, how can charter schools make their mission matter (Lin, 2009, p. 9)?

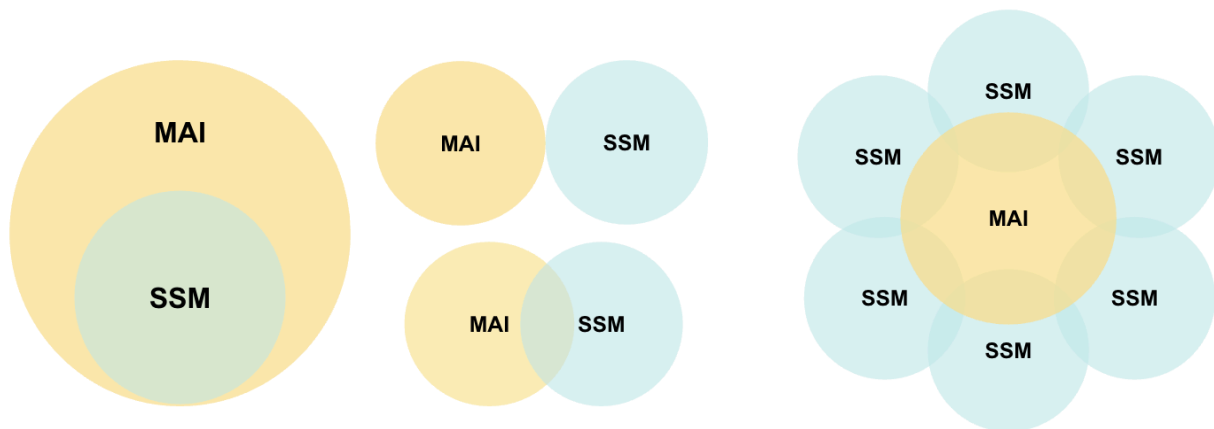
Mission is critically important to all charter schools and helps set the story arc of why and how they were founded. A strong mission is sustained by bringing it to the forefront of how a school is measured and how it leads. Below is a graphic that defines how the MAI and SSM are both the same, but also very different, and unique to each charter school.

Academic Performance Framework Indicators 1 & 2

What is the difference?



The MAI and SSM are designed to be both separate and also the same because while they are both mission-aligned, community-embedded with high impacts, they also attempt to capture different data points to help schools tell their story. In reality, schools have more than one SSM centered around their mission. Contract 4.1 is asking schools to **choose one** of those many measures to help elevate a best-practice that can be measured and monitored.



Consider the graphics above and the many ways that the MAI and SSM interact and intersect with one another. In what ways are they each distinct and different, but also directly drawn to the mission? Imagine the high-impact a strongly established MAI will have with innovative SSM that will "make the mission matter"!

Indicator 1: Mission-Aligned Initiative (MAI)

MAI acts as “The Why” behind the school. It is a signature element to the uniqueness of charter schools in Hawai‘i. The marked difference in the revised APF is a quantifiable goal that will provide a metric to the well-established MAI process in Contract 4.0. On average, schools scored 25.9 out of 30 possible points, placing a majority of schools in the “ingrained” rating, which means there is a clear articulation and alignment of curriculum, instruction, and assessment that target an aspect of the school mission/vision. It also shows that there is evidence that the educational program is aligned and the decision-making and priority setting, as well as student learning and progress are also all mission-centered.

MAI 2.0

Contract 4.1 builds on the success of the MAI in Contract 4.0, increasing more school choice and voice within the charter contract. It also adds a key component to the indicator by inviting schools to propose MAI goals and criteria to evaluate the impact and outcomes of the proposal. In addition, a revised mission-aligned initiative will also monitor how the mission is being implemented and evident throughout the school community.

Indicator 1 has three parts for a total of 25% of the APF¹:

- 1A. MAI Goal Proposal (10%)
- 1B. MAI Goal Outcome (10%)
- 1C. MAI Implementation (5%)

1a. MAI Goal Proposal (10%)

1. A mission-aligned goal, providing rationale using the following SMART² descriptors in Form A (See Appendix):
 - a. **S**pecific & **S**tandards-Based
 - b. **M**easurable
 - c. **A**mbitious & Attainable
 - d. **R**eflective of Mission
 - e. **T**ime Specific with **T**arget Date
2. Data sources and evidence that are rigorous, valid, reliable, and credible, pursuant to HRS §302D-16(c). Refer to “Definition of Terms” for more guidance.

¹ Indicator 1 total percentage, 25%, is based on Option 3 and will be modified upon Commission approval.

² Lin, Margaret (2009). Making the mission matter: Charting a map to school mission success. The Center for Charter Schools, Central Michigan University.

Indicator 1a: MAI Goal Criteria and Scoring Rubric

4 Exceeding	3 Meeting	2 Approaching	1 Falls Below
The MAI is: • Highly specific in scope and serves as a model for standards-based methodology • Measurable outcomes provide deep insights, seamless alignment between goals and assessment • Very ambitious, pushing boundaries while maintaining a well-articulated plan for success • Directly reflects and embodies the school's mission • Includes comprehensive long-term milestones beyond the time specific targets	The MAI is: • Specific in scope and aligns to standards-based methodology • Measurable with clear distinction and alignment between the goal, metrics, and assessment • Ambitious and challenging yet realistically achievable • Reflective and aligned to the mission statement of the school • Time specific targets are clearly articulated	The MAI is: • Lacking some specific details and inconsistent alignment to standards-based methodology • Measures do not fully align between the goal, metrics, and assessment • Goals are modest, lacking an ambitious challenge • Loosely related to the mission and the initiative is not immediately clear • Includes a general schedule, but lacks time specific details	The MAI is: • Specific details are not evident, nor standards-based • Lacks measurable metrics and goals and assessments are disconnected • Lacks ambition (too easy) or is completely unattainable • No clear connection and does not reflect the school's mission • No time specific details or target dates are provided

1B: MAI Goal Outcome (10%)

Once the goal is approved by the Commission Staff, the school will develop a rubric to support the goal statement in Form B (See Appendix). When developing the rating rubric, consider if it is rigorous, valid, and reliable using the SMART framework.

1C. MAI Implementation (5%)

The final part of Indicator 1 is the implementation of the MAI. Evidence will include, but not limited to: site visit observations, desk reviews, school-related materials (flyers, newsletters, website, social media), governing board agendas and minutes. The following rubric will be used to determine the final score.

Indicator 1c: MAI Implementation Criteria and Scoring Rubric

4 Exceeding	3 Meeting	2 Approaching	1 Falls Below
The MAI is: • Integrated throughout all programmatic elements of the school community; • Clearly articulated in curriculum, instruction, and assessment, MTSS, including before and after school activities; • Visible and audible in the actions of adults and students on campus and school community; and • Evident in all governing board meeting agendas and parent and school community events.	The MAI is: • Integrated throughout all programmatic elements of the school; • Clearly articulated in curriculum, instruction, and assessment; including multi-tiered systems of supports (MTSS); • Visible and audible in the actions of adults and students on campus; and • Evident in all governing board meeting agendas.	The MAI is: • Integrated into most programmatic elements of the school; • Generally articulated in curriculum, instruction, and assessment; • Observed consistently in the actions of adults and students on campus; and • Evident in the majority of governing board meeting agendas.	The MAI is: • Present in some programmatic elements of the school, but not consistently; • Vaguely or inconsistently referenced in curriculum, instruction, or assessment; • Occasionally visible or audible in the actions of adults and students, but not as a norm; and • Occasionally mentioned in governing board meeting agendas.

Summary of Weight Distribution for Indicator 1 (MAI) - Total 25%

Indicators	Weight/ Score	4 Exceeding	3 Meeting	2 Approaching	1 Falls Below
Indicator 1A: MAI Goal	10%	.40	.30	.20	.10
Indicator 1B: MAI Outcome	10%	.40	.30	.20	.10
Indicator 1C: MAI Implementation	5%	.20	.15	.10	.05
TOTAL	25%	1.0	.75	.50	.25

The maximum score that a school can receive for Indicator 1 is 1.0, given it receives a “4” and is also exceeding for each sub-indicator (1A, 1B, and 1C). The minimum score is .25 and other scores will range based on the individual performance on each sub-indicator. See sample scoring on p. 10.

Indicator 2: School-Specific Measure (SSM)

As the MAI is “The Why” of the school, the SSM can be thought of as “The [Waiwai](#),” referring to the Hawaiian word for “assets, valuables, value, worth, wealth, and importance,” to name a few. The SSM is another value-add component that invites school choice and voice, allowing schools to elevate innovation and demonstrate how a best-practice is data-driven.

The SSM is proposed by the school and can represent an array of initiatives that the school wants to highlight. For example, schools could consider using their Learner-Centered Collaborative Scorecard, WASC-related goals, and self-created student-focused initiatives. [NACSA](#) also provides many examples for schools to consider, including but not limited to post-secondary education.

For Indicator 2A, the School will propose:

1. A mission-aligned goal, providing rationale using the following SMART³ descriptors in SSM Form C (See Appendix):
 - a. **S**pecific & **S**tandards-Based
 - b. **M**easurable
 - c. **A**mbitious & Attainable
 - d. **R**eflective of Mission
 - e. **T**ime Specific with **T**arget Date
2. The SMART framework, criteria, and rubric utilized for the SSM is identical to the MAI. The Commission’s intent is to create consistency through clarity as both indicators are intricately tied to the school’s mission and vision.
3. Data sources and evidence that are rigorous, valid, reliable, and credible, pursuant to HRS §302D-16(c). Refer to “Definition of Terms” for more guidance.

³ Lin, Margaret (2009). Making the mission matter: Charting a map to school mission success. The Center for Charter Schools, Central Michigan University.

Indicator 2A: SSM Goal Criteria and Scoring Rubric

4 Exceeding	3 Meeting	2 Approaching	1 Falls Below
The SSM is: • Highly specific in scope and serves as a model for standards-based methodology • Measurable outcomes provide deep insights, seamless alignment between goals and assessment • Very ambitious, pushing boundaries while maintaining a well-articulated plan for success • Directly reflects and embodies the school's mission • Includes comprehensive long-term milestones beyond the time specific targets	The SSM is: • Specific in scope and aligns to standards-based methodology • Measurable with clear distinction and alignment between the goal, metrics, and assessment • Ambitious and challenging yet realistically achievable • Reflective and aligned to the mission statement of the school • Time specific targets are clearly articulated	The SSM is: • Lacking some specific details and inconsistent alignment to standards-based methodology • Measures do not fully align between the goal, metrics, and assessment • Goals are modest, lacking an ambitious challenge • Loosely related to the mission and the initiative is not immediately clear • Includes a general schedule, but lacks time specific details	The SSM is: • Specific details are not evident, nor standards-based • Lacks measurable metrics and goals and assessments are disconnected • Lacks ambition (too easy) or is completely unattainable • No clear connection and does not reflect the school's mission • No time specific details or target dates are provided

Summary of Weight Distribution for Indicator 2 (SSM) - Total 20%

Indicators	Weight/ Score	4 Exceeding	3 Meeting	2 Approaching	1 Falls Below
Indicator 2A: SSM Goal	10%	.40	.30	.20	.10
Indicator 2B: SSM Outcome	10%	.40	.30	.20	.10
TOTAL	20%	.80	.60	.40	.20

The maximum score that a school can get for Indicator 2 is .80, given it receives a "4" and is also exceeding for each sub-indicator (2A and 2B). The minimum score is .20 and similar to Indicator 1 (MAI), the scores will range based on the individual performance on each sub-indicator. See sample scoring on p. 10.

Scoring Sample of Indicators 1 and 2

Indicator 1: MAI Example

Indicators	Weight/ Score	4 Exceeding	3 Meeting	2 Approaching	1 Falls Below
Indicator 1A: MAI Goal	10%	.40			
Indicator 1B: MAI Outcome	10%			.20	
Indicator 1C: MAI Implementation	5%		.15		
TOTAL	25%	0.75			

Scoring Indicator 1: A school is “exceeding” the MAI Goal ($4 \times .10 = .40$), “approaching” the annual MAI Outcome ($2 \times .10 = .20$), and is “meeting” the MAI Implementation ($3 \times .05 = .15$).

Total Score

Indicator 1	0.75	$(.40 + .20 + .15)$
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Indicator 2: SSM Example

Indicators	Weight/ Score	4 Exceeding	3 Meeting	2 Approaching	1 Falls Below
Indicator 2a: SSM Goal	10%		.30		
Indicator 2b: SSM Outcome	10%	.40			
TOTAL	20%	0.70			

Scoring Indicator 2: A school is “meeting” their SSM Goal ($3 \times .10 = .30$) and is “exceeding” their SSM Outcome ($4 \times .10 = .40$).

Total Score

Indicator 2	0.70	$(.30 + .40)$
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Overview of the MAI and SSM Process

How the MAI and SSM are proposed, negotiated, and approved

MAI and SSM are a part of the APF which is used to evaluate the academic performance of schools annually. As they are part of the school's contract, all proposals must be approved by the school's Governing Board and the Commission Staff (Frameworks Team).

Approval Process

The MAI and SSM proposals will be submitted to the Commission Staff (Frameworks Team) using the provided forms (date to be determined) for review. Commission Staff will schedule meetings as needed to clarify the proposals and, if necessary, to engage in negotiation with the schools to reach an agreed-upon proposal that fulfills the SMART criteria for a MAI or SSM. The proposals will then be reviewed and approved by Commission Staff.

Annual Monitoring

Commission staff (Frameworks team) will evaluate Indicators 1 and 2 Goals and Outcomes and Indicator 1C Implementation annually based on the approved criteria and scoring rubric submitted by the school. Monitoring will be through annual school site visits, desk reviews and may include other sources of data.

Timeline: Cohort 1 Schools (Contract Beginning on July 1, 2026)

Apr. 2026	Cohort 1 schools will receive the Commission-approved MAI and SSM Proposal Guide
Apr. - Aug. 31, 2026	Cohort 1 schools will work with staff during scheduled Spring Site Visits and tentative PD workshop (provided by the Commission)
Aug. 31, 2026	MAI and SSM Finalized by this date

Note: A timeline will be developed and provided for future charter school cohorts.

Developing MAI and SSM Proposals

All MAI and SSM proposals must be SMART. The Commission will be using the following resource as the mentor text to help guide and frame this work:

Lin, Margaret (2009). *Making the Mission Matter: A Guidebook for Developing Rigorous Educational Goals and Measures*. The Center for Charter Schools: Central Michigan University.

S

Specific and Standards-Based: A well defined goal must be specific, clearly and concisely stated, and easily understood. Goals should be tied to learning standards that specify **what students should know and be able to do**, for each subject or content area, and for each grade, age, or other grouping level.

M

Measurable: A goal should be tied to measurable results to be achieved, demonstrated by externally credible data. Measurement then clearly answers the questions: “Did we achieve the goal or not? If we didn’t fully achieve it, how much progress did we make?”

A

Ambitious and Attainable: A goal should be challenging yet attainable and realistic. Educational goals should be based on well-informed understanding of your students’ **baseline achievement levels** and your school’s capacities.

R

Reflective of Your Mission: A goal should be a natural outgrowth of your school mission, reflecting the school’s values and aspirations.

T

Time-Specific with Target Date: A well-conceived goal should specify a time frame or target date for achievement. It is useful for schools to set both short-term (annual) and long-term (3-5 year) targets for accomplishing goals, with an eye toward amassing evidence of success that will be needed for charter renewal.

Credible Data Sources

Schools should identify a school-specific measure that is in line with HRS §302D-16(c): “The performance framework shall allow the inclusion of additional **rigorous, valid, and reliable** indicators proposed by a public charter school to augment external evaluations of its performance; provided that the authorizer approves the quality and rigor of such school-proposed indicators, and the indicators are consistent with... the charter contract.”

Schools can submit internal and external data as part of the MAI and SSM proposal. To determine if data is rigorous, valid, reliable, and credible, refer to **Definition of Terms** and be prepared to justify the proposed data with the Commission.

Internally-Developed Measures

If a school is proposing internally-developed measures, the school must provide information about “why” and “how” the measurement tool is selected. The Commission recognizes and honors that schools have many assessments beyond standardized testing. For more resources about internally-developed measures, go to the “Reference” section of this document.

External Measures

If a measure is developed by an entity other than that of the school, it is generally considered an external measure. External third-party created measures may help a school define and refine appropriate measures to achieve the stated MAI and SSM goals.

For both internal and external measures, schools must follow the SMART protocol, and provide information about the following supporting elements when proposing internal or external measures:

- The school must be able to describe how the data is captured and how it relates back to the proposed measure.
- The proposed measure must utilize metrics that are clearly stated with an articulated evaluation process. In other words, how will the school determine what the students know and are able to do?

Definition of Terms

Below is a list of terms that help define the meaning, understanding, and application of the term and its intended usage as a guide for Indicator 1 (MAI) and Indicator 2 (SSM). A majority of the definitions are directly from *Making the Mission Matter* (Lin, 2009).

Term	Definition
Calibration	The practice of educators coming together to align their understanding of what proficiency looks like and how it is assessed, reported, and communicated. It's the process of moving beyond individual interpretations of standards or rubrics towards a shared, collective picture of learning. The Learner-Centered Collaborative
Credible	A credible educational assessment is defined by its ability to produce trustworthy, accurate, and consistent data. Voyager Sopris Learning
Goal	A clear, measurable statement of what the school will accomplish with its students within a certain timeframe.
Measurable	A metric that can monitor progress at a given point in development toward an ultimate goal.
Measure	A general instrument or means to assess performance toward a goal. Measures require the application of specific metrics or calculation methods.
Metric	Specifies a quantification, calculation method, or formula for a given measure, defining progress toward or attainment of a goal. • Example: The percentage of students who have attended the school for at least three years who achieve a 3, 4, or 5 on the Advanced Placement History Exam.
Qualitative Data	It is descriptive and expressed in terms of words rather than numbers.
Quantitative Data	Information which can be counted or measured and given a numerical value.
Reliable	A reliable measure is one that provides consistent results when taken repeatedly by the student(s) at a given point in his/her development.
Rigor	Rigor typically refers to the challenge level that requires meaningful learning involving critical thinking, problem-solving, and complex skills, rather than just increasing workload or difficulty. Edutopia
Standard	A clear, measurable statement of what students will be expected to know (a content standard) or be able to do (a performance standard) at a given point in their development, usually each year and at graduation.

Term	Definition
Target	A specific, quantifiable objective that sets expectations or defines what will constitute success on a particular measure with a certain period of time. • Example: At least 90% of students who have attended the school for at least three years will achieve a 3, 4, or 5 on the Advanced Placement History Exam.
Valid	A valid measure is one that accurately assesses the knowledge or skill it is intended to assess. • Example: An Advanced Placement History Exam is a valid measure for students to demonstrate broad knowledge of history.
Validity	The extent to which a tool measures what you want it to measure. • Consider: Does a 50-question survey on parent engagement measure how engaged parents are or does it measure whether parents are willing to complete a 50-question survey?

Appendix

Indicator 1A: MAI Goal Statement (Form A)

School Mission	<i>Pre-populated School Mission</i>
Goal Statement <i>Specific and Standards-Based, Measurable, Ambitious and Attainable, Reflective of Mission, and Timely</i>	
Provide your rationale for your SMART goal that demonstrates why it is a rigorous, valid, and reliable Mission-Aligned Initiative. Summarize each response in 3 - 5 sentences.	
Specific and Standards-Based	
Measurable	
Ambitious and Attainable	
Reflective of Mission	
Time-Specific with Target Date	
Data Sources <i>Evidence that the goal is rigorous, valid, and reliable</i>	

Indicator/Rating	4 Exceeding	3 Meeting	2 Approaching	1 Falls Below
1A. MAI Goal (10%)				

Indicator 1B: MAI Rubric (Form B)

School Mission	<i>Pre-populated School Mission</i>
Goal Statement <i>Specific and Standards-Based, Measurable, Ambitious and Attainable, Reflective of Mission, and Timely</i>	
4 Exceeding	
3 Meeting	
2 Approaching	
1 Falls Below	
Notes	

Indicator/Rating	4 Exceeding	3 Meeting	2 Approaching	1 Falls Below
1A. MAI Goal Outcome (10%)				

Indicator 2A: SSM Goal Statement (Form C)

School Mission	<i>Pre-populated School Mission</i>
Goal Statement <i>Specific and Standards-Based, Measurable, Ambitious and Attainable, Reflective of Mission, and Timely</i>	
Provide your rationale for your SMART goal that demonstrates why it is a rigorous, valid, and reliable School-Specific Measure. Summarize each response in 3 - 5 sentences.	
Specific and Standards-Based	
Measurable	
Ambitious and Attainable	
Reflective of Mission	
Time-Specific with Target Date	
Data Sources <i>Evidence that the goal is rigorous, valid, and reliable</i>	

Indicator/Rating	4 Exceeding	3 Meeting	2 Approaching	1 Falls Below
2A. SSM Goal (10%)				

Indicator 2B: SSM Rubric (Form D)

School Mission	<i>Pre-populated School Mission</i>
Goal Statement <i>Specific and Standards-Based, Measurable, Ambitious and Attainable, Reflective of Mission, and Timely</i>	
4 Exceeding	
3 Meeting	
2 Approaching	
1 Falls Below	
Notes	

Indicator/Rating	4 Exceeding	3 Meeting	2 Approaching	1 Falls Below
2B. SSM Outcome (10%)				

References

Lin, M. (2009). *Making the Mission Matter: Charting a Map to School Mission Success*. The Center for Charter Schools, Central Michigan University.

NACSA (2023, March 16). *Guide to Performance Frameworks*. National Association of Charter School Authorizers.

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Doerr, J. (2018). *Measure What Matters: How Google, Bono, and the Gates Foundation Rock the World with OKRs*. Portfolio/Penguin: New York.

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<https://www.nextgenlearning.org/articles/moolelo-building-a-culturally-responsive-framework-for-assessment>



State Public Charter School Commission Charter Contract 4.1

Academic Performance Framework (APF) Templates & Rubrics

The Academic Performance Framework (“APF”) measures a charter school’s academic performance for purposes of annual monitoring, potential interventions and plans for improvement, and renewal and revocation decisions.

The APF is comprised of three (3) required performance indicators which will equal 100% of the APF as follows:

- (a) **Indicator 1 - Mission-Aligned Initiative (“MAI”) - 25%**
 - 1. Indicator 1a – MAI Goal (10%)
 - 2. Indicator 1b – MAI Outcome (10%)
 - 3. Indicator 1c – MAI Implementation (5%)
- (b) **Indicator 2: School-Specific Measure (“SSM”) - 20%**
 - 1. Indicator 2a – SSM Goal (10%)
 - 2. Indicator 2b – SSM Outcome (10%)
- (c) **Indicator 3: Academic Proficiency (“AP”) - 55%**
 - a. Academic Proficiency (All Students) (10%)
 - b. Academic Growth (All Students) (20%)
 - c. Academic Gap (High Needs v Non-High Needs) (10%)
 - d. Attendance (2.5%)
 - e. School Climate (2.5%)
 - f. Post-Secondary Readiness
 - f.1. 3rd Grade Reading (10%)
 - f.2. 8th Grade Reading (10%)
 - f.3. 9th Grade On-Time Promotion (5%)
 - f.4. Graduation Rate (2.5%)
 - f.5. Select one: **For High Schools Only** (2.5%)
 - Matriculation Rate
 - Application Rate
 - College Credits (EC or Dual)
 - Career Ready (Workforce/Military)

A school will meet the APF if it receives a total weighted score of 2.85 or higher. For Charter review and renewal, the School must earn no less than a cumulative average score of 2.85 to “meet” the APF during the first four years of the Charter Contract.

Exceeding	Meeting	Approaching	Falls Below
3.85 and higher	3.84 - 2.85	2.84 - 1.85	1.84 and lower

Indicator 1A: MAI Goal Statement

Approved on [date]

Indicator 1A: MAI Goal Statement

School Name	Select School Name
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School Mission	[Approved School Mission]
Goal Statement <i>Specific and Standards-Based, Measurable, Ambitious and Attainable, Reflective of Mission, and Timely</i>	
Provide your rationale for your SMART goal that demonstrates why it is a rigorous, valid, and reliable Mission-Aligned Initiative. Summarize each response in 3 - 5 sentences.	
Specific and Standards-Based	
Measurable	
Ambitious and Attainable	
Reflective of Mission	
Time-Specific with Target Date	
Data Sources <i>Evidence that the goal is rigorous, valid, and reliable</i>	

Indicator 1A: MAI Goal Statement

Approved on [date]

For Commission office use only

Indicator/Rating	4: Exceeding	3: Meeting	2: Approaching	1: Falls Below
1A. MAI Goal (10%)				

Commission Notes:

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Indicator 1A: MAI Goal Criteria and Scoring Rubric

Indicator 1A: MAI Goal Criteria and Scoring Rubric

4: Exceeding	3: Meeting	2: Approaching	1: Falls Below
The MAI is: · Highly specific in scope and serves as a model for standards-based methodology · Measurable outcomes provide deep insights, seamless alignment between goals and assessment · Very ambitious, pushing boundaries while maintaining a well-articulated plan for success · Directly reflects and embodies the school's mission · Includes comprehensive long-term milestones beyond the time specific targets	The MAI is: · Specific in scope and aligns to standards-based methodology · Measurable with clear distinction and alignment between the goal, metrics, and assessment · Ambitious and challenging yet realistically achievable · Reflective and aligned to the mission statement of the school · Time specific targets are clearly articulated	The MAI is: · Lacking some specific details and inconsistent alignment to standards-based methodology · Measures do not fully align between the goal, metrics, and assessment · Goals are modest, lacking an ambitious challenge · Loosely related to the mission and the initiative is not immediately clear · Includes a general schedule, but lacks time specific details	The MAI is: · Specific details are not evident, nor standards-based · Lacks measurable metrics and goals and assessments are disconnected · Lacks ambition (too easy) or is completely unattainable · No clear connection and does not reflect the school's mission · No time specific details or target dates are provided



State Public Charter School Commission Charter Contract 4.1

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 - 1. Indicator 1a – MAI Goal (10%)
 - 2. Indicator 1b – MAI Outcome (10%)
 - 3. Indicator 1c – MAI Implementation (5%)
- (b) **Indicator 2: School-Specific Measure ("SSM") - 20%**
 - 1. Indicator 2a – SSM Goal (10%)
 - 2. Indicator 2b – SSM Outcome (10%)
- (c) **Indicator 3: Academic Proficiency ("AP") - 55%**
 - a. Academic Proficiency (All Students) (10%)
 - b. Academic Growth (All Students) (20%)
 - c. Academic Gap (High Needs v Non-High Needs) (10%)
 - d. Attendance (2.5%)
 - e. School Climate (2.5%)
 - f. Post-Secondary Readiness
 - f.1. 3rd Grade Reading (10%)
 - f.2. 8th Grade Reading (10%)
 - f.3. 9th Grade On-Time Promotion (5%)
 - f.4. Graduation Rate (2.5%)
 - f.5. Select one: **For High Schools Only** (2.5%)
 - Matriculation Rate
 - Application Rate
 - College Credits (EC or Dual)
 - Career Ready (Workforce/Military)

A school will meet the APF if it receives a total weighted score of 2.85 or higher. For Charter review and renewal, the School must earn no less than a cumulative average score of 2.85 to "meet" the APF during the first four years of the Charter Contract.

Exceeding	Meeting	Approaching	Falls Below
3.85 and higher	3.84 - 2.85	2.84 - 1.85	1.84 and lower

Indicator 1B: MAI Outcome

Scored on [date]

Indicator 1B: MAI Goal Scoring Rubric

School Name	Select School Name
School Mission	[Approved School Mission]
Goal Statement <i>Specific and Standards-Based, Measurable, Ambitious and Attainable, Reflective of Mission, and Timely</i>	
4 Exceeding	
3 Meeting	
2 Approaching	
1 Falls Below	
Notes	



State Public Charter School Commission Charter Contract 4.1

Academic Performance Framework (APF) Templates & Rubrics

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- (a) **Indicator 1 - Mission-Aligned Initiative ("MAI") - 25%**
 - 1. Indicator 1a – MAI Goal (10%)
 - 2. Indicator 1b – MAI Outcome (10%)
 - 3. Indicator 1c – MAI Implementation (5%)
- (b) **Indicator 2: School-Specific Measure ("SSM") - 20%**
 - 1. Indicator 2a – SSM Goal (10%)
 - 2. Indicator 2b – SSM Outcome (10%)
- (c) **Indicator 3: Academic Proficiency ("AP") - 55%**
 - a. Academic Proficiency (All Students) (10%)
 - b. Academic Growth (All Students) (20%)
 - c. Academic Gap (High Needs v Non-High Needs) (10%)
 - d. Attendance (2.5%)
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Exceeding	Meeting	Approaching	Falls Below
3.85 and higher	3.84 - 2.85	2.84 - 1.85	1.84 and lower

Indicator 2A: SSM Goal

Approved on [date]

Indicator 2A: SSM Goal Statement

School Name	Select School Name
School Mission	[Approved School Mission]
SSM Goal Statement <i>Specific and Standards-Based, Measurable, Ambitious and Attainable, Reflective of Mission, and Timely</i>	
Provide your rationale for your SMART goal that demonstrates why it is a rigorous, valid, and reliable School-Specific Measure. Summarize each response in 3 - 5 sentences.	
Specific and Standards-Based	
Measurable	
Ambitious and Attainable	
Reflective of Mission	
Time-Specific with Target Date	
Data Sources <i>Evidence that the goal is rigorous, valid, and reliable</i>	

Indicator 2A: SSM Goal

Approved on [date]

For Commission office use only

Indicator/Rating	4: Exceeding	3: Meeting	2: Approaching	1: Falls Below
2A. SSM GOAL (10%)				

Indicator 2A: SSM Goal Criteria and Scoring Rubric

4: Exceeding	3: Meeting	2: Approaching	1: Falls Below
The SSM is: · Highly specific in scope and serves as a model for standards-based methodology · Measurable outcomes provide deep insights, seamless alignment between goals and assessment · Very ambitious, pushing boundaries while maintaining a well-articulated plan for success · Directly reflects and embodies the school's mission · Includes comprehensive long-term milestones beyond the time specific targets	The SSM is: · Specific in scope and aligns to standards-based methodology · Measurable with clear distinction and alignment between the goal, metrics, and assessment · Ambitious and challenging yet realistically achievable · Reflective and aligned to the mission statement of the school · Time specific targets are clearly articulated	The SSM is: · Lacking some specific details and inconsistent alignment to standards-based methodology · Measures do not fully align between the goal, metrics, and assessment · Goals are modest, lacking an ambitious challenge · Loosely related to the mission and the initiative is not immediately clear · Includes a general schedule, but lacks time specific details	The SSM is: · Specific details are not evident, nor standards-based · Lacks measurable metrics and goals and assessments are disconnected · Lacks ambition (too easy) or is completely unattainable · No clear connection and does not reflect the school's mission · No time specific details or target dates are provided



State Public Charter School Commission Charter Contract 4.1

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The Academic Performance Framework ("APF") measures a charter school's academic performance for purposes of annual monitoring, potential interventions and plans for improvement, and renewal and revocation decisions.

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- (a) **Indicator 1 - Mission-Aligned Initiative ("MAI") - 25%**
 - 1. Indicator 1a – MAI Goal (10%)
 - 2. Indicator 1b – MAI Outcome (10%)
 - 3. Indicator 1c – MAI Implementation (5%)
- (b) **Indicator 2: School-Specific Measure ("SSM") - 20%**
 - 1. Indicator 2a – SSM Goal (10%)
 - 2. Indicator 2b – SSM Outcome (10%)
- (c) **Indicator 3: Academic Proficiency ("AP") - 55%**
 - a. Academic Proficiency (All Students) (10%)
 - b. Academic Growth (All Students) (20%)
 - c. Academic Gap (High Needs v Non-High Needs) (10%)
 - d. Attendance (2.5%)
 - e. School Climate (2.5%)
 - f. Post-Secondary Readiness
 - f.1. 3rd Grade Reading (10%)
 - f.2. 8th Grade Reading (10%)
 - f.3. 9th Grade On-Time Promotion (5%)
 - f.4. Graduation Rate (2.5%)
 - f.5. Select one: **For High Schools Only** (2.5%)
 - Matriculation Rate
 - Application Rate
 - College Credits (EC or Dual)
 - Career Ready (Workforce/Military)

A school will meet the APF if it receives a total weighted score of 2.85 or higher. For Charter review and renewal, the School must earn no less than a cumulative average score of 2.85 to "meet" the APF during the first four years of the Charter Contract.

Exceeding	Meeting	Approaching	Falls Below
3.85 and higher	3.84 - 2.85	2.84 - 1.85	1.84 and lower

Indicator 2B: SSM Outcome

Approved on [date]

Indicator 2B: SSM Rubric

School Name	Select School Name
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School Mission	[Approved School Mission]
SSM Goal Statement <i>Specific and Standards-Based, Measurable, Ambitious and Attainable, Reflective of Mission, and Timely</i>	
4 Exceeding	
3 Meeting	
2 Approaching	
1 Falls Below	
Notes	

Exhibit 8: Final Review Checklist

Final Review Checklist

Initial each item to indicate that it has been completed.

- The following has been uploaded to ShareFile or mailed via U.S. Mail to 1164 Bishop Street, Suite 1100, Honolulu, HI 96816:
 - ☐ Exhibit 1: Application Information Sheet (Intent to apply) Submitted Sept 15, 2026
 - ☐ Exhibit 2: Application Questions
 - ☐ Exhibit 3: Educational Management Organization Application Questions (if applicable)
 - ☐ Exhibit 4: Conversion Charter Schools Application Questions (if applicable)
 - ☐ Exhibit 5: Governing Board Member forms & Resumes for each member
 - ☐ Exhibit 6: Budget & Staffing Plan
 - ☐ Exhibit 7: MAI/SSM Template
 - ☐ Exhibit 8: Final Review Checklist
 - ☐ Attachments (if applicable)
 - ☐ Governing Board Meeting Minutes, agendas, attendance that establishes an applicant governing board
 - ☐ Flyers of community meetings
 - ☐ Letters of support, petitions, or signatures
 - ☐ Nonprofit Organization: Business Records 501(c) 3
 - ☐ IRS Tax Id Information
 - ☐ Certificate of good Standing
 - ☐ Annual Filings for most recent 5 years
 - ☐ Articles of incorporation
 - ☐ Department of Commerce and Consumer Affairs Filings (if applicable)
- The submitted material follows the formatting requirements.
- Application does not contain handwritten parts (other than signatures).