State Public Charter School Commission 2020 Application Requirements

Start-Up Charter Schools Narrative Proposal Template

Kūlia Academy

These Application Requirements are adapted from the [National Association of Charter School Authorizers' Model Charter School Application](#)."

APPLICATION REQUIREMENTS

SCHOOL OVERVIEW

The School Overview should provide a concise summary of the following:
- The proposed plan for the school;
- The anticipated student population, educational needs, and expected academic and non-academic challenges of serving the proposed community;
- The applicant team's capacity to successfully open and operate a high-quality school that achieves its mission, in light of the specific circumstances and foreseeable challenges described.

Please see below.

1. Mission Statement (*limit 100 words*). State the school's mission, or fundamental purpose. The mission statement should succinctly do the following:
A. Identify the students and community to be served;
B. Describe the school's fundamental purpose or reason for existence;
C. Present a clear, focused, compelling mission that will guide the school's operation and is attainable and measurable or readily demonstrable; and
D. Be memorable and easily communicated and expressed by all members of the school community including teachers, parents, and students.

The mission of Kūlia Academy is to prepare a diverse student population to strive and thrive in college and beyond.

Through a comprehensive learning experience designed to serve the unique needs of our students and through effective site-based instruction, rich hands-on learning, and foundational skills presented in ways that are relevant and inspiring for our students, our graduates will be effective contributors to our community and beyond.

2. Vision (*limit 200 words*). Together with the mission statement, the vision should concisely do the following:
   - Describe what the school will accomplish in concrete terms, and illustrate what success will look like; and
   - Provide the entire school community as well as external stakeholders a clear, memorable understanding of what the school intends to achieve.

Graduates of Kūlia Academy will be socially responsible, scientific thinkers who significantly contribute to our community and society.

Scientific thinking is *knowledge-seeking* through asking questions, testing hypotheses, making observations, testing ideas, documenting data and communicating thoughts.[iii] Research and life experience indicates that children engage in the information-seeking process very early on through questioning behaviors and exploration. Children are naturally curious about the world around them, and we seek to nurture this natural curiosity and innate ability to raise the next generation of graduates, scientists, and STEM professionals.

3. Community to Be Served: Anticipated Student Population and Educational Needs. Describe the community to be served, including the geographic location, anticipated student population, and students' anticipated educational needs. Describe the rationale for selecting the proposed location, community, and student body. Explain any enrollment priorities on which the program

is based, consistent with federal and state law and any applicable Commission policies or guidelines.

Kūlia will serve Kalihi.

The community to be served is Kalihi and surrounding neighborhoods; this primarily falls within the Farrington Complex. From our work within schools, churches, and this community, we understand there to be a high density of families coming from socioeconomically disadvantaged backgrounds, among other challenges that are inherent with poverty; the Linapuni Street Census Tract, in particular, shows some of the highest concentrations of poverty within the State (appx. 69%). Residents in this area experience higher unemployment, higher usage of welfare and food stamp assistance, and lower levels of home ownership than the state as a whole. More than half of the adolescents from this area who responded to a statewide survey reported community disorganization (such as graffiti and fighting) among other concerning indicators; The percentage of adolescents reporting unsafe neighborhoods is 64.3% and 26.9% of the families receive food stamps in the Farrington area.[iii]

Among the census tracts with the highest percentages of residents who spoke a language other than English in the state: Linapuni Street, Umi Street, Chinatown and Palama, all of which are either in our target area or in close proximity.[iv] While the percentage of adults with a high school diploma or higher is 68.7% in Kalihi, the percentage of adults with bachelor's degree or higher is only 12.3%. The percentage of foreign-born residents in Hawaii is 18.4%, but it is 46.8% in the Kalihi-Palama area.[v]

Reasons for Selecting Our Target Area:

1. **Close the Achievement Gap in Public Education**

    Based on the 2019 Strive HI master data file, our target area has some of the lowest performing schools in the state.

    - Kalihi Elementary School was the 3rd lowest performing elementary school in the state with a 19% proficiency rate in Math (23% reading);
    - Fern Elementary School was the 5th lowest performing elementary school in the state with a 21% proficiency rate in Math (24% reading);
    - Dole Middle School in our target area was the 2nd lowest performing middle school in the state with a 14% proficiency rate in Math (26% reading);
    - While Farrington High School had a 49% proficiency rate in Reading, only 21% of its students were proficient in Math in 2019.[vi]

    We aim to help close the achievement gap in our target area through our instructional model and through using a robust response to intervention program, as detailed in Section I. In addition, Kūlia Academy will make its educational program and resources available to other public and charter schools, as well as invite teachers and administrators to join us for professional development and learning.

2. **Serve an Underserved Community with a STEM School**

    After the big crush on Hawaiʻi's tourism industry due the COVID-19 pandemic, on January 25, 2020, Governor Ige called for Hawaiʻi 2.0, a shift to digital economy. A digital economy will allow island workers to compete globally while earning higher wages and enjoying a higher quality of life, Ige said. Mastering technology and coding skills will be crucial to secure these technology jobs.

    Kūlia Academy aims to be a critical part in this vision for Hawaiʻi 2.0 - a digital economy - while ensuring that one of the most economically disadvantaged communities in our islands does not

get left behind. We will provide high quality STEM and technology-based education to Kalihi, which currently does not exist on a school-wide level.

Community members have expressed to us their frustration with existing public options and the lack of STEM Education, technology education, data science, artificial intelligence, hands-on science and college prep programs, and more; these themes have emerged from surveys and conversations within the community.

3. **Help Address Low College Enrollment Rate**
The 2020 target for the college-going rate for the entire state was 62%. The statewide college enrollment rate was 55% in 2019. [vii] As reported by P-20 Hawaii Data Exchange Partnership, Farrington's college-going rate has been declining at a steady rate from 51% in 2014 to 48% in 2015, 47% in 2016, 46% in 2017, and to 45% in 2019.[viii] [ix] Our hope is to increase college-going rates through Kūlia's scientific thinking method of education, focus on the Hawaiʻi 2.0 economy and our Modified Saturated Counseling Model.

4. **Add Public School Seats Where It's Needed**
On February 21, 2017, the former Hawaiʻi Superintendent presented a Call for Action to the Board of Education's Finance and Infrastructure Committee, which reported significant population increase in our target area and the need for additional public school seats: *"Growth in urban Honolulu is expected in the areas closest to the nine train stations which start at Middle Street in Kalihi and terminate at Kona Street at the Ala Moana Shopping Center."* [x] The Hawaiʻi Public Housing Authority ("HPHA") also announced plans to redevelop four housing projects in the future rail corridor with an estimated 4,000 new units, increasing the number of families and future students needing local, public schools considerably. The number of additional DOE students generated by the full build out of 39,000 multi-family units would be approximately 10,000.

If the Board of Education ("BOE") guidelines for school size prevail, **the need will translate into up to six new elementary schools**, one and a half middle schools, and one and a half high schools.[xi]

Kūlia Academy, if approved, will provide additional public school capacity with a unique, new, innovative approach to teaching and learning.

The only enrollment priority will be for the children of staff and the board members, which is allowed by Hawaiʻi State Law.

4. <u>Anticipated Challenges and Solutions</u>. Identify significant academic and non-academic challenges the school may expect to encounter. Briefly describe how the school would address those challenges, and explain the applicant team's capacity to execute these strategies and solutions.

Academic Challenges and Solutions
While our future children will join us with main assets and gifts, state-level data shows us that our future students will also come to Kūlia grade levels behind their peers from across the state. We plan to use this data, as well as MAP testing at the beginning of each year, student records from previous schools, and one-on-one meetings with parents to best understand our students academically at the beginning of their journey with us. The school will address and strategize for our incoming students through our biweekly faculty meetings during which grade level teams come together for joint planning.

Impacts from Poverty
In many of our childrens' homes, our future families are struggling to make ends meet and amidst working multiple jobs and looking at their families, it is hard to prioritize the education of each and every child, including the communication (in multiple languages) to the local school. Our team will

establish and rely on our student-parent-teacher triads to work closely with our parents and children to best open lines of communication and support.

New School Culture & Strategies

New school and classroom procedures and reinforcements that will come along with establishing Kūlia will require adjustments as well. For example, while some students enjoy being praised for a job well done, some students prefer that it not be done in front of others due to shame, humility, or other cultural factors; we will cover these topics in our professional development program and plan our schoolwide procedures with the participation of our entire teaching staff before school starts. Our education model is based on recommendations to best help our student population. Some (specifically Micronesian, Samoan) students come alive in group work; they are competitive for the group rather than as individuals.[xii][xiii] Please see our education program for inquiry-based education and differentiation with groups.

Kinesthetic learning has also been recommended for our student population.[xiv] As it can be seen in our education program, kinesthetic, hands-on learning is central in our programs, especially in science through FAST (to be explained further in academic plan).

Based on the demographics of our service area as detailed above, our prospective students will not only need and benefit from rigorous academics but also targeted guidance and support in order to achieve. Kūlia will provide these through in-school and after-school support mechanisms (please see our academic program below).

Unique Challenges & Opportunities

Various gender expectations among our families will come into context as well, as our school is focused on technology, STEM, coding, A.I., and other fields traditionally dominated by men. For example, some of our experience and research describes how Filipino families are set in motion after Filipino American students graduate high school and embark on the journey to higher education. Filipino American women are often and historically expected to work in the medical field as nurses and medical doctors so they can one day care for their relatives while men are able to work in a more physical environment. [xv]

We will address these and similar issues with our college counseling programs and parent workshops to share the various pathways our school can lead to for all children.

5. <u>Academic Plan/School Design</u>. Provide an overview of the education program of the proposed school, including major instructional methods and assessment strategies and non-negotiables of the school model. Cite evidence that demonstrates the school model will be successful in improving academic achievement and life opportunities for the targeted student population. Summarize what the proposed school would do more effectively than the schools that are now serving the targeted population and how the school would achieve its goals.

The Kūlia academic program will provide learning that is relevant and inspiring, ensuring a meaningful environment for scientific thinking and the developmental space for a positive STEM social identity. The Kūlia curriculum is academically rigorous with a focus on inquiry and project-based, hands-on learning. All students will have access to technology-rich computer science coursework including allowing them to assume the role of researcher, investigator, designers, and producers. Kūlia aims to ensure all students achieve and are prepared for college, career, and life.

This will be achieved through three instructional commitments:

1) Technology-rich computer science coursework with an emphasis on Data Science and Artificial Intelligence;
2) Academically rigorous project and inquiry-based, hands-on learning; and
3) A proactive college planning and tracking program.

These three commitments serve as the foundation for the framework of our instructional design. They reflect the desires and needs expressed by the community voices that have informed our model, while also creating space for the innovations described throughout our application.

The foundation of our school aligns to the needs of right now, and also the future, as equity and innovation are squarely aligned to the promises of our Board of Education and partners at the Department of Education, College and Career Pathways as laid out by Hawai'i P-20, HRS 302D-40, as well as state leadership's focus on "Hawai'i 2.0" and a digital economy. We align to these major, broad focal points through our inquiry-based education, coding and technology integration, and college-bound orientation.
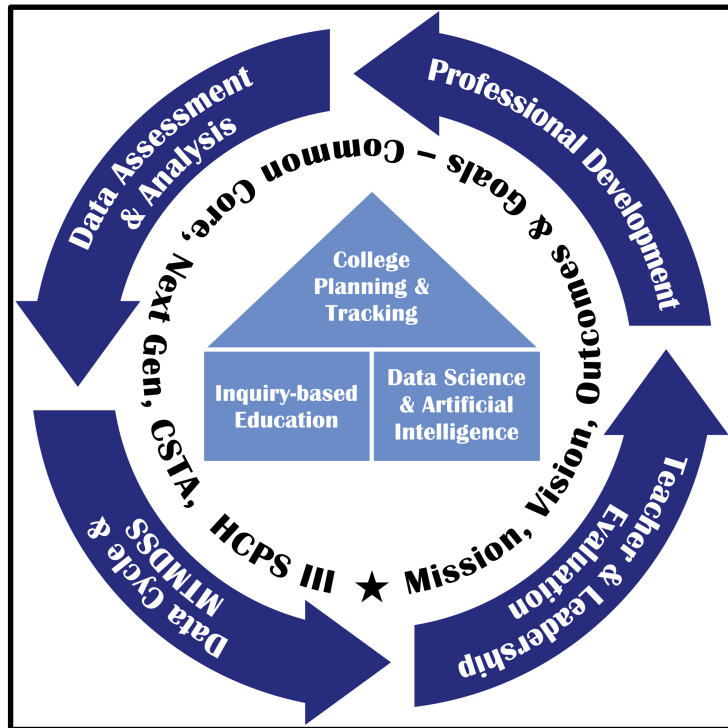
To the left, our educational model is depicted as a continuous cycle of learning and improvement through data and practice.

INQUIRY-BASED EDUCATION | Kūlia Academy will engage its students with an inquiry- and project-based educational program which is recommended for its target student population as detailed in Section 1 below. A 2020 study found that students who studied a topic and then generated their own questions scored an average of 14 percentage points higher on a test than students who used passive strategies like studying their notes and rereading classroom material. Creating questions, the researchers found, not only encouraged students to think more deeply about the topic but also strengthened their ability to remember what they were studying.[xvi] We plan to employ *guided participation*, and *participatory appropriation* as described by Patricia Rogoff. These concepts share the notion that teaching and learning do not ensue in a teacher-centered or a learner-centered process, but rather in a context of sociocultural activities. The sociocultural approach of Rogoff may be perceived as a conceptual lens for observing development on three planes, namely *community, interpersonal,* and *personal* processes.[xvii] As mentioned above, building a STEM social identity is key to raising successful STEM professionals, which cannot be achieved without community involvement and a sociocultural context. Rogoff uses the term "participatory appropriation" to refer to a process by which individuals "transform their understanding of and responsibility for activities through their own participation" (p. 150) in an activity. In other words, through participation, individuals may develop a greater understanding of an activity and consequently become equipped to handle similar or interrelated activities.

DATA SCIENCE & ARTIFICIAL INTELLIGENCE | Kūlia will provide coding, data science, and artificial intelligence education to its students, which are core elements of career paths in Hawai'i (and beyond) that will become more prevalent in the future. Coding has been shown to motivate students, especially students from socioeconomically disadvantaged backgrounds, towards success in other classes as well.

Research (Assem et al., 2020; Duncan, 2010; Duncan, 2013; Duncan and Owen, 2000)[xviii] has shown that executive processes – such as attention, working memory, and cognitive control – recruit a set of bilateral frontal and parietal brain regions collectively known as the Multiple Demand (MD) system. A recent study provides evidence that *code comprehension* is a cognitive skill that recruits the MD system – which subserves cognitive processing across multiple cognitive domains – including general executive functions, math, logic, and language. In particular, code comprehension elicits bilateral responses within the MD system, in contrast to math and logic tasks that tend to elicit left-lateralized responses within the MD system, and in contrast to language tasks that elicit responses in the spatially and functionally distinct language system.[xix]

As an application of participatory appropriation in coding, one approach that will be used is **collaborative coding**, which is an educational technique whereby a group of students engages with one another to achieve shared goals in coding tasks. Beck and Chizhik (2013) have examined the differences between a collaborative learning approach and a traditional lecture-based approach when teaching coding in a computer science course. Their results indicate that a collaborative learning approach (1) significantly improves students' outcomes (e.g., answering multiple-choice questions, reading code examples and suggesting output, writing short programs) and (2) positively influences students' confidence in their problem-solving abilities.

As the report "Catching Up to Move Forward: A Computer Science Education Landscape Report of Hawaiʻi Public Schools, 2017–2020" by Curriculum Research & Development Group at University of Hawaiʻi at Mānoa indicates:

> Students who have a strong foundation in STEM and computer science are essential to Hawaiʻi's future economic stability. Computing occupations were projected to be 76% of newly created STEM jobs between 2014–2024 according to the U.S. Bureau of Labor Statistics (BLS). Following national trends, Hawaiʻi has steadily recognized the importance of the tech sector to its economy as computing jobs have risen to be the number one source of all new wages in the U.S.; computing jobs are projected to be 58% of all new jobs in STEM by 2024. To keep up with the demand of the industry's growth, the tech industry will require a sizable number of well-trained Hawaiʻi residents who are equipped for the computing jobs of tomorrow. Act 51 went into effect on July 1, 2018, and it pushed the conversation about CS education to the forefront with a unified message that computer science education is a "matter of statewide concern." In its official legislative report, the state recognized that "computer science has the potential to drive job growth and innovation throughout the economy."[xx]

Before taking Data Science and Artificial Intelligence courses in high school, our students will need to develop a strong background in mathematics, especially in Statistics and Algebra and probability, learn Python and R programming, hone their intellectual curiosity, develop communication skills, and be active, ethical, and team-oriented members of our school community. In addition to *ensuring a meaningful environment for scientific thinking and the developmental space for a positive STEM social identity*, we believe that social emotional learning programs must be a key part of our character education. There is an intersection between data science and ethics that drives the development of the Kūlia model and our focus on well-rounded, scientific thinkers who are committed to achieving ethical outcomes for all.

Comparably, some of the local schools, such as Farrington High School, offer two technology academies. The Farrington Engineering Academy's main focus is computerized design, construction and problem solving. Per Farrington's course catalog and the descriptions of the academies, it offers courses such as AutoCAD, Digital Media, Computerized Drafting, Construction, etc. These these are highly specialized courses in computerized design, etc. in a specialized part of computer science of a

computer science education, but we believe there is room to grow and go deeper; for example, Kūlia will provide courses in Python, Data Science, and Artificial Intelligence, among other developmental programs designed to build scientific thinking. While local schools are beginning to add light programming in computer and data science, this will be the center of the Kūlia model. A few other examples from our local area schools:

- Kalakaua Middle School, which offers a Robotics & VexBots Club, as well as a Science Club as an after-school activity;
- The Innovation Learning Center at Dole Middle School can be utilized by students and teachers to enhance learning outside of the regular classroom space;
- Kalihi Elementary School offers an after-school robotics club;
- Students at Kapalama Elementary go to the computer lab once a week for curriculum-integrated lessons. They also have online access to code.org, IXL, KidBiz3000, typing.com and Reading Wonders.
- At Kalihi Waena Elementary, "a GATE program helps students excel in technology, fine arts and physical education".
- Fern Elementary uses TRUF to assist education.

What we mean to communicate is that while there are some programs and clubs, there is not a school model or entire educational program grounded in the scientific thinking, computer-based, coding and development mindset through which our program is designed.

The school will achieve its goals by (1) implementing our curriculum as aligned to our academic plan and educational program, (2) evaluating and developing our teachers and leaders, and (3) by diligently measuring student progress through formative and summative assessments frequently within courses, our schoolwide norm-based benchmark tests (MAP Testing) that will be administered 3 times a year measuring individual, cohort and cumulative assessments towards our targets.

COLLEGE PLANNING & TRACKING | As discussed in the School Overview- Section 3 above, the target area high school students lag behind in college enrollment rates. We aim to have at least 70% of our students to continue their education at a postsecondary educational institution after high school graduation. We plan to employ a counselor for every 100 high school students.

We will draw from best practices nationwide. We are planning to possibly be the first school to implement the Saturated Counseling Model in Hawaii with necessary modifications to best meet the needs of our students and community. All students will be tracked through high school until its completion and matriculation to college. College advisors will track scholarship eligibility, scholarship applications, HI DOE and University of Hawaii requirements, personal statements, and programs that develop student career interest and provide credential and certifications in those fields as current high school students.

Students will be assigned to the best matched counselor to ensure culturally responsive practices to the extent possible (for example, a student whose parents speak Chuukese will be assigned to a counselor who speaks Chuukese if available). The assigned counselor will follow the assigned student in 8th grade or starting upon entry in higher grades, over the next four years of high school and into their first year of college to the extent possible.

Research supports low student-to counselor ratios in small, more intimate school settings to best support college readiness and access outcomes for students from underserved communities. A 100:1 student- counselor ratio is recommended that could adequately provide college counseling for all students. A research study highlights the success of a charter school with this model in an underserved community. [xxi] [xxii]

6. <u>Community Engagement</u>. Describe the relationships or community partnerships you have established to engage the community and build support for the proposed school, and how you have assessed the demand and solicited support for the school within the targeted community. Briefly describe these activities and summarize their results.

Over the span of the last 3 years, we have had more than a dozen gatherings and open houses with local community members. Below you can find a partial list of our meetings, but there have been many unofficial engagements with community leaders, members, and future families as well via in-person and digital (due to COVID) communications.

Pastor Arnel Soriano of St Anthony Parish – Kalihi: We had 6 meetings with Pastor Arnel Soriano and Father Arlan of St Anthony Parish – Kalihi to build relationships and earn their support and recommendations to better serve the local community in Kalihi and plan activities for his community. St Anthony Parish – Kalihi predominantly serves Filipino and Samoan families within the communities. We have been working with St. Anthony's Parish for the last two years, have spoken with parents and children at eight Sunday Masses and have held four open houses. We are planning to coordinate our future open houses and meetings with the Parish's administrators in our pre-opening phase.

Community Members: We met with various community members and solicited feedback. Many have expressed their support and interest in STEM and computational skills-focused education. As a result of these meetings, we decided to add Ilocano as a world language option as it was an emerging theme coming out of our meetings with parents and community members.

We also conducted surveys and received 220 responses from community members.

Donnie Juan – Executive Director at Filipino Community Center (FilCom): FilCom is the major community center serving the Filipino community, including many families from Kalihi. Mr. Juan expressed his support and introduced us to FilCom's board members. FilCom will include us in future events at FilCom such as the Filipino Fiesta (May) and Pasko sa FilCom (December). FilCom will be an venue for our future events and open houses as well to connect with families. Mr. Juan also informed us on best ways to reach out to the Filipino community including through two community newspapers. We will be working with Mr. Juan reaching out to the Filipino Community and getting the word out for the new school in their area.

Dr. Clement Bautista, Board of Directors of Filipino Community Center, former Director of the Office of Multicultural Student Services at University of Hawaii at Manoa: We met with Prof. Clement Bautista and discussed his vision for a school culture that promotes multicultural respect and tolerance, and how the "Filipino community fits and integrates into the cultural mosaic of Hawaii." Dr. Bautista and Filipino Community Center (FILCOM) will be an avenue for us to reach the wider audience. FILCOM, the biggest Filipino Community Center outside of the Philippines, aims to provide social, economic and education services and to promote and perpetuate Filipino culture and customs in the State of Hawai'i. This is aligned with our vision.

Additionally, we are in communication with and building partnerships with:
- Honolulu Community Action Program (HCAP)'s Hā Initiative which provides free afterschool programs that include LEGO Robotics, FIRST and Junior FIRST LEGO League Robotics Competition, Digital story-telling, Science Experiments, Creating original music using Garage Band, and Field Trips. We are working with program coordinator Juliana Lehman on developing a partnership.
- Susannah Wesley Community Center which provides Home-Based Parenting & Family Counseling Program, Truancy Prevention Program, and Youth Development & Life Skills Activities.

We look forward to updating the Commission on progress throughout this application process.

Please find below some of our partnerships that will help us collaboratively serve the community:

Program Name	Organization	Purpose - Function	Contact Name
After School Program	YMCA	Will provide After School Programs at our school site	Reynold Fernandez
Substance Abuse Treatment Counseling Program	YMCA	Will provide counseling and 12-week programs for students with drug problems at our school site	Reynold Fernandez
Ready to Learn℠	Helping Hands Hawaii	Provides backpacks and school supplies to the students in need free of charge	Susan Furuta Jessica Daniels
Bilingual Access Line℠	Helping Hands Hawaii	Will provide interpretation services in 12 languages either at our school site or remotely. Kūlia might be included in their grant through our affiliated non-profit, Kūlia Academy Foundation. Otherwise, it's low cost.	Susan Furuta Jessica Daniels
Adopt A Family℠	Helping Hands Hawaii	will provide supplies and items to the families in need. Kūlia will help contact the families.	Susan Furuta Jessica Daniels
Emergency Assistance Program	Helping Hands Hawaii	will provide emergency financial assistance to the families who are homeless or at-risk of being homeless. Kūlia will help contact the families.	Susan Furuta Jessica Daniels
Enroll Students	Filipino Catholic Club	will help, spread the word, encourage families to enroll their children in Kūlia.	Ben Cabreros
Enroll Students	St. Anthony's Parish	will help, spread the word, encourage families to enroll their children in Kūlia.	Father Arlan Intal
Enroll Students	FilCom	FilCom will include us in the Filipino Fiesta (May) and Pasko Sa FilCom (December) and help us advertise on two community newspapers.	Dr. Clement Bautista
Cultural Competency Programs	Kōkua Kalihi Valley Comprehensive Family Services	- will provide curricular help, navigators for in-class activities and afterschool activities,	Dr. David Derauf Rona Mangayayam

		- cultural education (eg. chants, dance, stories, etc.), traditional arts and crafts, bilingual/translational education in their origin language, and community navigation	
Free Afterschool Tutoring	Kōkua Kalihi Valley Comprehensive Family Services	through their Pacific Voices, KKV provides free afterschool tutoring	Dr. David Derauf Rona Mangayayam
Social Emotional Learning and Drama	Honolulu Theatre for Youth	arts-based and arts-integrated learning experiences for the students, field trips, professional development workshops and training for teachers	Dan Kelin Director of Drama Education Clara Whippy Teaching Artist

ENROLLMENT SUMMARY

Complete the following table, removing any rows for grades the school will not serve.

1. Explain the rationale for the number of students and grade levels served in Year 1 and the basis for the growth plan set forth above.

Grade Level	Number of Students					
	Year 1	Year 2	Year 3	Year 4	Year 5	At Capacity
Pre-K	0	0	0	0	0	0
K	0	0	0	0	0	0
1	0	0	0	0	0	0
2	0	0	0	0	0	0
3	0	0	0	0	0	0
4	0	0	0	0	0	0
5	0	0	0	0	0	0
6	100	100	100	100	100	100
7	0	100	100	100	100	100
8	0	0	100	100	100	100
9	0	0	0	100	100	100
10	0	0	0	0	100	100
11	0	0	0	0	0	100
12	0	0	0	0	0	100
TOTAL	100	200	300	400	500	700

Our experience as public school educators showed that in order to achieve our goals 100% and to have students reach their maximum potential, we need to enroll them early on and not let important middle school years get away from us. Middle school grades constitute the backbone of our programs, through which students gain self-confidence and feel prepared for a healthy, successful college education. We plan to start with grade 6.

We plan to enroll most of our students in grade 6 in subsequent years and promote the existing students to the next grade level as a natural progression.

2. Provide evidence justifying the enrollment plan shown above. Include the estimated number of students in the geographic area(s) the proposed school plans to serve, including the number of students that currently attend existing schools (both public and private) in the geographic area for the grades the proposed school plans to serve. Cite any research data, censuses, surveys, or other data sources were used, cite these sources or attach the data, as **Attachment A**.

Please see Attachment A for enrollment plan and Attachment B for estimated number of students in our geographic areas.

SECTION 1. EDUCATIONAL PROGRAM DESIGN & CAPACITY
PROGRAM OVERVIEW

1. <u>Academic Plan Overview</u>. Provide an overview of the academic plan of the proposed school, including instructional methods, assessment strategies, and non-negotiable elements of the school model. Briefly evidence that promises success for this academic plan with the anticipated student population.

OVERVIEW OF ACADEMIC PLAN

Our academic program starts with and is based-on an analysis of the needs of our prospective student population. We take into consideration both input from our community members and partners and analyses and recommendations of experts. Below you will find a summary of recommended practices and how we design our program based on them. We will refine our program continuously through our data cycle to ensure continuation of best and sustainable results.

INSTRUCTIONAL METHODS AND SUPPORT STRATEGIES

Strategies to Address the Needs of Filipino Students

Based on a detailed analysis, Dr. Patricia Espiritu Halagao, a renowned expert in education of Filipino students at University of Hawaiʻi, recommends the following:

● Track students and conduct school-level data analysis for institutional racism (i.e., tracking, honors courses, college-going rates, and careers);

● Promote culturally and linguistically responsive practices in the classroom through teacher professional development and pre-service training to help teachers better connect their pedagogy and curriculum to their Filipino students;

● Use more diverse forms of assessment that truly assess students' successes. More diverse forms of assessment that are tied to project-based learning will help all students show what they know in more authentic and multilingual ways. Such approaches to assessment will also encourage educators to be more innovative, relevant, and rigorous;

● Employ successful strategies like early college and dual enrollment that have been proven to benefit Filipino and economically disadvantaged students. [xxiii]

As it can be seen in detail below, our educational program is based on these strategies.

Strategies to Address the Needs of Native Hawaiian Students

Unfortunately, Native Hawaiians score disproportionately lower than non-Hawaiians on standardized tests.[xxiv] Kūlia Academy will address these gaps with its Data-Driven Instruction and Effective Instruction Based-On Data programs in order to achieve equity and results for our Native Hawaiian children. A 2008 report titled Striving to Achieve, Helping Native American Students Succeed by the National Caucus of Native American State Legislatures, in which Hawaiʻi was represented by Rep. Faye Hanohano and Rep. Karen Awana, a Kūlia Academy board member, analyzed data and made recommendations to states and other stakeholders. Among the recommendations are:

- Include Native Hawaiian representation on education boards, departments and committees;
- Ensure access for Native students to a curriculum that prepares them for the rigors of a new economy and college, thus enabling them to fully participate in the workforce;
- Support or explore the creation of dual/concurrent enrollment, advanced placement, international baccalaureate, or other rigorous curriculum options for all students;
- Support increased career education and workforce readiness programs in schools so that students see the connection between school and careers after graduation, integrate 21st century skills into the curriculum, and provide all students with access to 21st century technology.[xxv]

Findings from the needs assessment report published by Native Hawaiian Education Council (NHEC) in September 2015 support the consideration of the following priority strategies and services:

- Increased community and parent outreach services;
- The provision of supplemental programs that promote hands-on, experiential learning;
- The report also lists some recommendations by the United States Department of Education, which include support for proficiency in STEM with Arts integration and emphasis—STEAM.

Our program is founded on these recommended strategies.

Strategies to Address the Needs of Micronesian Students:

Dr. Suzanne Falgout, a professor of anthropology at University of Hawaiʻi-West Oʻahu, and other sources, recommend the following in support of Micronesian students:

- Micronesian students come alive in group work. They are competitive for the group, rather than as individuals;[xxvi] Their societal and family connections expect them to work for the betterment, success and survival of the group;[xxvii]
- A flexible classroom environment that is able to accommodate academic, linguistic, and cultural differences is an ideal classroom; [xxviii]
- Kinesthetic learning is the most popular in the Micronesian culture. Our hands-on approach aligns with this recommendation;[xxix]
- Strengths-based curriculum like the PORT-able Model of Brown, D'Emidio-Caston, and Benard (2001). PORT is an acronym for Participation, Observation, Reflection, and Transformation. Students explore topics of interest, plan a course of study, and take actions based upon what they have learned or observed. Our inquiry-based instruction model is very similar to this recommended model.[xxx]

Strategies to Address the Needs of Samoan Students:

Professors Noah Borrero and Christine Y. Jeh's article on "Fostering the Cultural Experiences and School Engagement of Samoan American Students in Urban Schools" recommends the following:

- Schools, families, and communities must work together to actively encourage student engagement through intentional pedagogical and research practices that foster positive cultural identities, teacher relationships, and family involvement. [xxxi]

Additional recommendations from other scholars are as follows:

- Students should be able to "show and produce" projects that focus on school and community issues, such as the environment, infrastructure, and other current issues in their schools and communities;[xxxii]
- Immediate Educational Support. Without immediate educational support, including math enhancement programs particularly targeting Samoan students, educational opportunities for Samoan students may be significantly limited or denied.[xxxiii]

Strategies for Other Students:

As detailed above, inquiry-based education is found to be effective and produces better outcomes for students. Coding has been shown to motivate students of all backgrounds towards success in other classes as well, especially students from socioeconomically disadvantaged backgrounds who often do now receive the opportunity or resources to engage with computer science coursework.

COMPONENTS OF OUR EDUCATION PROGRAM

1) *Technology-Rich Computer Science Coursework*

Coding, Data Science and Artificial Intelligence have become the cornerstones of our digitized world and get into every field. Complex datasets underpin nearly every aspect of modern life, demanding data fluency by all students. Students must be proficient in these to be successful in tomorrow's careers, no matter what their desired college majors and careers are. Unplugged CS activities will be added. Computer Safety, security and privacy will be covered by the teacher.

Coding Courses

6th Grade: Computer Science Discoveries by Code.Org
7th Grade: 1st Semester: Bootstrap Data Science, 2nd Semester: Data Science Projects
8th Grade: 1st Semester: MIT AI+Ethics for MS and Ready AI, 2nd Semester: Python (Codesters)
High School CS Course 1: A whole year Data Science Course with UCLA Data Science
High School CS Course 2: A whole year Artificial Intelligence Course with AI4All
High School CS Elective 1: AP Computer Science Principles
High School CS Elective 2: AP Computer Science A

2) *Academically Rigorous Inquiry and Project-Based, Hands-On Learning*

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

To address the areas of focus mentioned above, Kūlia Academy designed its educational model around the following:

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

An effective implementation of PBL methodology can lead to more of our economically disadvantaged students attending school on a more regular basis and actively striving toward graduation. As is our experience, students who take part in project-based learning have more positive images of science and their abilities to perform science. They see future careers in science as a possibility that is open for them. Research shows that inquiry and project-based learning helps students from disadvantaged backgrounds in a number of ways including, but not limited to, giving children opportunities to explore and learn through hands-on experiences that are not typically offered to children growing up in low income and under-resourced communities. A 2014 study found high rates of college success among students from high schools that feature "student-centered instruction," which researchers defined as including project-based teaching, collaborative learning, relevant curriculum, and performance-based assessments.[xxxiv]

Global Warming Education: As a public school aiming to contribute its fair share to tackle the greatest danger of our time, Kūlia Academy will educate its students on global warming.

Philosophy for Children Hawaiʻi: We will also implement an innovative program developed at University of Hawaii - Manoa: Philosophy for Children Hawaiʻi (p4c Hawaiʻi). p4c Hawaiʻi is an innovative approach to education that is transforming the schooling experience by engaging people in the activity of philosophy. The p4c Hawaiʻi approach aids students and teachers in converting traditional classrooms into intellectually safe communities of inquiry. Together, they develop their ability to think for themselves in responsible ways by exploring "big questions" that arise from their interests, experiences, and learning contexts.

Dual Enrollment: High School Instruction will feature inquiry-based Instruction and dual enrollment courses to expose and prepare students for post-secondary education.

3) A Proactive College Planning Program

College Guidance Program

Kūlia's College Planning and Tracking Program: Modified Saturated Counseling Model.

Our meetings, surveys, and conversations with our community members, current and retired teachers and school administrators revealed that, our student population needs more than just academics:

- High barriers in attending a college, college-going culture id difficult given circumstances;
- Contributing to family income has high priority at some homes, thus, finding a job and working has priority over attending higher education which returns investment in the long term;
- Attendance is problematic; as the school year progresses, student attendance goes down at some area schools; as detailed in the section…at some of our family homes, if a student is needed at home because parents are at work and a sibling needs attention, the student has to stay at home;
- Some parents work 2-3 jobs, it is hard to get them involved in students' education.

The only way to reach our high college enrollment targets is to intentionally, intensively work with parents and students, build *teacher-student-parent triads* with the leadership of our counselors, pay attention to their needs and interests, go the extra mile, communicate and educate them and start planning and working with them early on.

Since administrators and teachers will be busy, the key people are counselors. Research supports low student-to counselor ratios in small, more intimate school settings to best support college readiness and access outcomes for students from underserved communities.[xxxv] A 100:1 student- counselor ratio is recommended that could adequately provide college counseling for all students.[xxxvi]

A research study highlights the success of a charter school with two different campuses which achieved 80% college enrollment rate with 99.4% Black, and 96.5% of students receive free or reduced priced lunch in an urban school district with a rate of 40% college enrollment, by implemented these recommendations and instilling a school-wide college-going culture. The school also had a 94% graduation rate which is 20% above the district average.

We are planning to possibly be the first school to implement the Saturated Counseling Model in Hawaii with necessary modifications to best meet the needs of our students and community:

- As an ACT Policy Report highlights, college awareness and readiness start in middle school.[xxxvii] We will start our college awareness and readiness programs in 6th grade and implement National Association for College Admission Counseling (NACAC)'s Step by Step: College Awareness and Planning - Middle School Curriculum in our middle school grades;
- Our intensive college planning and tracking program will start in 8th grade;

- Each student will be assigned to a school counselor who will be responsible for that student;
- Student-to-counselor ratio will be 100:1 starting in 8th grade;
- The assigned counselor will follow the assigned student in 8th grade or starting upon entry in higher grades, over the next four years of high school and into their first year of college to the extent possible (as long as the counselor is employed at Kūlia or there are no other reasons to change counselor);
- Students will be assigned to the best matched counselor to ensure culturally responsive practices to the extent possible (for example, a student whose parents speak Chuukese will be assigned to a counselor who speaks Chuukese if available);
- Under this model, access to the counselor will be easy and frequent, and the counselor will provide services to their students during each year of high school and through their first year of college, at which time students will be turned over to another Kūlia staff member who will serve as an alumni counselor;
- Given their small caseloads and extended relationships with students -- even into their college years -- Kūlia counselors will develop meaningful and authentic relationships with students and families and serve as consistent advocates who help students stay on the path toward achieving their academic and college goals;
- This model allows the counselor to grow strong relationships with students and families, but it also creates high expectations for the counselor to impact student outcomes.
- Counselors will create our college readiness curriculum;
- Counselors will also provide professional development to staff on a variety of topics and design lessons delivered by teachers to enhance the college readiness of students;[xxxviii]
- Utah State Board of Education's College and Career Readiness School Counseling Program Model with modifications to meet Hawaii's requirements and our students' needs will be implemented;[xxxix]
- All students will be tracked through high school until its completion and matriculation to college. College advisors will track scholarship eligibility, scholarship applications, HI DOE and University of Hawaii requirements, personal statements, and programs that develop student career interest and provide credential and certifications in those fields as current high school students;
- Over the course of freshman through junior years in high school, preparations for post-secondary life will be embedded through college visits, participation in the guest speakers and college research. Students will research colleges, submit applications, research and complete scholarships and complete the FAFSA applications under the guidance of a college advisor. Students will be required to apply for scholarships and the college counselors will help students select opportunities that best suit their needs.

CULTURAL COMPETENCY / LEADERSHIP - SOCIAL EMOTIONAL SKILLS COURSES AS REQUESTED BY OUR COMMUNITY MEMBERS AND COMMUNITY LEADERS/SCHOLARS

The Goal: The goals of our program are the goals of Nā Hopena A'o ("HĀ") framework of HI DOE. Implementation: Our leadership/social emotional learning/cultural competency program has three components:
- Planning, Professional Development, Awareness and Implementation as a part of our school-wide culture
- Dedicated courses, partially featuring activities conducted in partnership with community organizations as detailed below

- Afterschool activities

Professional Development: Our professional development activities will be aligned to include sessions and planning to reflect these.

Tasks to be Completed Pre-Opening: As detailed in our curriculum development and school opening attachments, our curricular plans and professional development planning will be finalized after the approval by curriculum experts ensuring compliance with laws and regulations.

Under the leadership of our board members, some of which are respected community leaders and through our conversations with prominent community leaders, we identified the much needed social emotional and leadership skills and have put together the following courses/programs. Specifically, we have worked / will be working with the following community organizations / leaders:

Representative Sonny Ganaden: Rep. Ganaden represents our area in the State House of Representatives. Prior to elected office, Representative Ganaden has been a lawyer, college instructor, journalist, youth mentor, and artist. He has taught in the American Studies and Ethnic Studies Departments at the University of Hawaii at Manoa, edited and written for local magazines, managed a youth program for young men and boys at the healthcare center Kokua Kalihi Valley, and supported contemporary art as an artist and community organizer. In 2013, Ganaden was the leader writer on the Native Hawaiian Justice Task Force Report,[6] which concluded that Native Hawaiians were disproportionately and unfairly overrepresented in Hawaiian prisons.[7] His father was born in Manila and excelled in business, his mother is Mexican-American and retired after 37 years as a special education public school teacher.

Kōkua Kalihi Valley: Kōkua Kalihi Valley Comprehensive Family Services (KKV) is a community health center and federally qualified health center that serves the ahupuaʻa of Kalihi. KKV is the nation's only community health center to have a nature preserve as a site for healing. Guided by a social-determinants of health approach, KKV provides a wide range of programs and activities that connect people to family, culture, community, land, and comprehensive clinical services, for an overall improved sense of self. KKV is the largest non-profit employer in our area with around 260 employees, providing, among others, educational and cultural programs to our youth. We are proud and happy to be able to work with KKV.

Professor Clement Bautista: Dr. Bautista was Director of the UH-Manoa Office of Multicultural Student Services (formerly, Operation Manong) and administrator for an Institute for Library and Museum Services grant promoting Filipino culture and arts. He has served as principal investigator for a variety of community-based grants funded by the State Office of Youth Services, the Hawaii Council on the Humanities, the Hawaii Community Foundation and the State Foundation on Culture and the Arts. He has been a board member of the Filipino American National Historical Society, the Japanese American Citizens League-Honolulu chapter, the Filipino-American Historical Society of Hawaii and the Filipino Community Center, Inc.

Professor Jeffrey Acido: Dr. Jeffrey Tangonan Acido grew up in Kalihi and attended Farrington High School. He holds a PhD in Educational Foundations from UH-Manoa. He previously served as the Sulong Aral Program Coordinator at Leeward Community College and the community/engagement coordinator at Kōkua Kalihi Valley.

Dr. Acido previously served on a special UH-Manoa committee to provide much needed recruitment and retention services for local Hawaiian, Filipino, Samoan, and Micronesian heritage communities. He is a passionate and articulate community organizer and served as the Program Director of Nakem Youth, a visionary and vital movement of young people of Philippine descent working towards social justice, community building and personal realization. In that position he edited "Kaban Ban Nuagan", an anthology of writings of the Nakem Youth. Jeffrey has served on the board of the Interfaith Alliance of Hawaii and is currently on the board of Sunrise Ministry Foundation.

He is appreciative of the guidance he received through the Career and Technical Student Organization, FCCLA (Family Career and Community Leaders of America) organization while a high school student. During his senior year, he represented the state of Hawaii at the National Leadership FCCLA conference in Philadelphia, winning a gold medal. He readily testified on behalf of the student organization before the Board of Education- on the value of the organization as part of the curriculum in our public school system. He thrives on service to his community and has volunteered as a judge for our state-wide student competitions.

Component 1: Schoolwide Culture, Planning, Professional Development, Awareness and Schoolwide Implementation: With the help of our partners (mentioned above), a detailed program will be developed in our pre-opening phase which will include professional training with an emphasis on cultural awareness, inclusiveness and cultural responsiveness.

Component 2: Dedicated Courses: A credentialed teacher will be available and in charge of the courses at all times, however, navigators, facilitators, artists from our partners will help us with these classes in and outside of the classroom as planned.

MIDDLE SCHOOL COURSES

LEADERSHIP TRAINING (Grades 6-8): This course aims to help students develop communication, group process, facilitative leadership skills, cultural competency, life skills and character education.

Student leaders develop and apply techniques of leading, planning, organizing, conducting, and evaluating, including problem solving and critical thinking. Activities include participating in and conducting effective meetings, setting individual and group goals, recognizing and producing quality products and performance, cooperative planning and learning, sharing responsibilities, taking positive action, working with people from diverse backgrounds, appreciating and celebrating self and others' cultures.

Emphasis is on authentic learning with student participation and involvement with real school and student concerns as a means of understanding levels of organization, levels of authority, and communication and management techniques.

Application of leadership is taught as a function that can be performed by any member of a group or shared by several at one time. Second Step will be used for our social emotional learning and character education.

Kōkua Kalihi Valley programs such as Pacific Voices and lesson plans from Pacific Islanders in Communication (PicCom) will also be incorporated in this course.

HIGH SCHOOL COURSES

ETHNIC STUDIES (Semester course, 0.5 credit): This course examines the dynamic interactions among various ethnic groups in American society. It looks at social justice, equity, power, economic parity, and "voice" in terms of ethnicities, minorities, and disenfranchised groups, and critically reviews the differences between "ideal" democracy and the realities of today. The roles, responsibilities, contributions, and realities of living in a multicultural, multilingual society are examined. Cultural Anthropology and Political Science/Civics standards will be addressed in this course. Civic action by students is strongly recommended.

HAWAIIAN STUDIES (Semester course, 0.5 credit): This course focuses on modern Hawaii and the impact of the past in terms of economic, cultural, political, and historic development. It looks at the ideas of change, continuity, and causality in terms of impact on Hawaiian cultural traditions, values, and technology. It actively engages students in using the tools of the social scientist to develop and evaluate positions on contemporary issues.

PACIFIC ISLAND CULTURES (Semester course, 0.5 credit): This course examines the cultural systems of the Pacific Islands, with a focus on analysis of cultural beliefs, practices, cultural assimilation, and preservation. It also examines the political, economic, and social factors that impact settlement and the ecosystems of the Pacific region. It actively engages students in multicultural problem-solving and

decision-making activities and uses the methodology of anthropologists to investigate issues. It should be noted that Pacific Islands will include Philippines as well as Dr. Clement Bautista indicates.

PARTICIPATION IN A DEMOCRACY (Semester course, 0.5 credit): This course provides opportunities for students to actively engage in civic discourse and participation. It engages students in the examination of government, political activity, contemporary issues, decision-making and the democratic process. This course focuses on the principles, values and ideals of American constitutional government, global interactions and interconnections, and issues and roles of American citizens. Students are expected to take an active role as citizens and use the tools and methods of social scientists in their inquiry.

UNIVERSAL AND ETHICAL STUDIES (Semester course, 0.5 credit): The purpose statement of ACT 51 says "Ultimately education must do no less than advance the endowment of human culture itself, so that each succeeding generation finds itself further along the road towards peace, social justice, and environmental sustainability in a society guided by creativity, compassion, and curiosity. Universal Ethical Studies, seeks to address primarily through the investigation of universal ethical systems and philosophies to "advance the endowment of human culture itself". The content will be founded on the thorough examination of a variety of ethical traditions, philosophies, "great people", and "great ideas" used by humankind throughout the ages.

WORLD LANGUAGES COURSES: The following world languages will be among the options for our high school students.

ILOKANO 1, 2, 3
HAWAIIAN 1, 2 ,3
SAMOAN 1, 2, 3

Component 3: OTHER PROGRAMS OUTSIDE OF COURSES: We will partner with Kōkua Kalihi Valley for culturally responsive afterschool activities.

2. <u>Anticipated Student Population</u>. Describe the anticipated student population the proposed school plans to serve, including, among other things, the projected percentage of students eligible for free and reduced-price lunch. Explain why you anticipate that the student population described above will enroll in the school. Include, as **Attachment B (limit 5 pages)**, a listing of the DOE complex area(s) that these students will most likely come from, and a listing of all public (including charter) and private schools in the targeted community that serve the same grades as the proposed school.

Kūlia will predominantly serve Kalihi and surrounding neighborhoods.

Given our experience, community conversations, research, and existing school demographic data (from which we will likely draw our students and families), we expect the following:

- Appx. 67% of our student population to qualify for free or reduced price meals;
- Appx. 26% ELL;
- Appx. 8% Special Education;
- Predominantly Filipino, Hawaiian, Micronesian, and Samoan student population (our research and instructional strategies above align to these populations).

Our school and educational model has been shaped through feedback from our school community and families. From our conversations, elements of our model that have resonated with prospective families have included, but are not limited to the following:

- Small school size;
- Coding courses with a data science and artificial intelligence focus;
- Hands-on science programs such as FAST and FELO;
- Free college prep and tracking programs;
- After-school programs offered through community partnerships

Please see Attachment B for additional information detailing the overcrowded, local schools from which we anticipate drawing our students.

CURRICULUM AND INSTRUCTIONAL DESIGN

Propose a framework for instructional design that both reflects the needs of the anticipated population and ensures all students will meet or exceed the Hawaii DOE Subject Standards.

1. Describe the basic learning environment (e.g., classroom-based, independent study), including class size and structure.

Kūlia Academy plans to be a classroom-based school with 25 students per class.

2. Provide an overview of the planned curriculum, including, as **Attachment C**, a sample course scope and sequence for one subject for each division (elementary, middle, high school) the school would serve. In addition, identify course outcomes and demonstrate alignment with the Hawaii DOE Subject Standards.

Please see Attachment C.

3. If the curriculum is fully developed, summarize curricular choices such as textbook selection, by subject, and the rationale for each. Describe the evidence that these curricula will be appropriate and effective for the targeted students.

The curricular choices and programs below have been hand-picked to fit into our educational program and design. As shown above, inquiry and project-based learning have been recommended for our student population and coding have been proven to motivate socioeconomically disadvantaged students to study and perform well in other subjects as well. Our curriculum selections per subject, as well as rationale and descriptions, are as follows:

CODING, COMPUTER SCIENCE, ARTIFICIAL INTELLIGENCE, AND MACHINE LEARNING

6th Grade

Computer Science Discoveries is an introductory computer science course for 6 - 10th grade students. Mapped to CSTA standards, the course takes a wide lens on computer science by covering topics such as problem solving, programming, physical computing, user centered design, and data, while inspiring students as they build their own websites, apps, animations, games, and physical computing systems. The CS Discoveries curriculum features a unit on data science as one of 7 topics covered and another one on Artificial Intelligence (AI) and Machine Learning (ML). The AI unit focuses on AI ethics, examines issues of bias, and explores and explains fundamental concepts through a number of online and unplugged activities and full-group discussions.

7th Grade

● Bootstrap Data Science Pathway, Bootstrap World: lesson plans and materials (including slide presentations and student workbooks) for a full data science curriculum. Bootstrap modules align with Common Core and CSTA K-12.[xl]

● Data Nuggets are free classroom activities, co-designed by scientists and teachers. When using Data Nuggets students are provided with the details of authentic science research projects, and then get to work through an activity that gives them practice looking for patterns and developing explanations about natural phenomena using the scientific data from the study.

● NATIONAL GEOGRAPHIC EDUCATION RESOURCE LIBRARY filtered for "Data" provides classroom-ready data resources.

● Explore NOAA provides data collected around the globe in formats designed just for educators. These resources take information from our atmosphere and ocean and package it in easily accessible, classroom-friendly lesson plans, activities, and curricula.

8th Grade

1st Semester

● **MIT Media Lab's AI + Ethics Curriculum for Middle School:** An in-depth curriculum with activities and worksheets. These activities were developed at the MIT Media Lab to meet a growing need for children to understand artificial intelligence, its impact on society, and how they might shape the future of AI. Through a series of lessons and activities, students learn

technical concepts — such as how to train a simple classifier — and the ethical implications those technical concepts entail, such as algorithmic bias. It provides a set of activities, teacher guides, assessments and materials to assist educators in teaching about the ethics of artificial intelligence. This curriculum was designed and tested for middle school students.
- **ReadyAI** is the first comprehensive K-12 AI education company to create an "out of the box ready" and complete program to teach AI.

2nd Semester
- **Python with Codseters -** Codesters teaches students the Python coding language through a series of mini-courses that integrate Common Core State Standards aligned middle school math curriculum in Statistics, Probability and Geometry. The platform provides an online environment for students to master fundamental skills and tools to enhance their understanding of coding. Students then use these abilities to complete standards-aligned assignments relating to curriculum-based math lessons. Students create unique simulations for probability, geometry, and statistics.[1]

High School Course 1
- *University of California at Los Angeles: Introduction to Data Science* - This curriculum was funded by the National Science Foundation. The standards used for the IDS curriculum are based on the High School Probability and Statistics Mathematics Common Core State Standards (CCSS-M), and include the Standards for Mathematical Practice (SMP). The Computer Science Teachers Association (CSTA) K-12 Computer Science Standards were also consulted and incorporated.
- Applied Computational Thinking Standards (ACT) delineate the application of Data Science concepts using technology.
- Topics include Interpreting Categorical and Quantitative Data, Making Inferences and Justifying Conclusions, Conditional Probability and the Rules of Probability, Using Probability to Make Decisions.
- *The Concord Consortium's Dynamic Data Science Activities* - This set of dynamic data science activities is designed for grades 9-14. By working with data frequently and repeatedly, learners develop experience and competence, gaining fluency with the data moves necessary for structuring, examining, and diving into data, and ultimately building excitement for their ability to work with data.
- All dynamic data science activities are embedded in their Common Online Data Analysis Platform (CODAP) software, and follow a similar design: students make context-specific actions, store their data, organize it, analyze it, and visualize it in the surrounding CODAP environment. These activities were made possible through our National Science Foundation-funded Data Science Games project, and are aligned to Next Generation Science Standards (NGSS) and Common Core Standards.

High School Course 2
- **1st Semester: AI4ALL: Introduction to Artificial Intelligence -** This is an introductory crash course that covers the four modern AI models: Thompson Sampling, Q-Learning, Deep Q-Learning, and Deep Convolutional Q-Learning. It starts with a brief introduction of those models followed by the list of AI-applicable industries.
- **2nd Semester:** Textbook: AI Crash Course: A fun and hands-on introduction to machine learning, reinforcement learning, deep learning, and artificial intelligence with Python by Hadelein de Ponteves. The book provides the basic tool set and guidance for those who do not have any prior knowledge of the AI modeling and/or Python libraries. For each topic, the book navigates the reader by using the same 3-step approach: (1) a short description of how the model works,

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[1] http://guide.codesters.com/scope-and-sequence

(2) the basic math behind the model theory, and (3) implementation of the model using Python. The author also provides instructions on how to architect the AI model in practice.

ENGLISH, MATH, SCIENCE, SOCIAL STUDIES

Middle School Program (Grades 6-8)

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

Math: Eureka Math is a rigorous hands-on curriculum created by teachers. The main strategy is problem-solving through inquiry-based learning. Eureka Math covers mathematical concepts through stories. It encourages students to use different strategies to solve problems, and to focus on the process instead of the answer. Eureka Math emphasizes understanding the process, which could mean learning several methods to get the same result. The goal is to raise children's performance through inquiry, exploration, and a unique approach to scientific-based education and thinking.[xli]

Science: The school will implement a great program developed by the Curriculum Research & Development Group (CRDG) of the University of Hawaiʻi. The Foundational Approaches in Science Teaching (FAST) project, contains a series of interdisciplinary science courses that emphasize the foundational concepts and methods of the physical, biological, and earth sciences. FAST students are engaged in conducting inquiry investigations approximately 80% of the time. Class organization is in research teams in which students develop their own hypotheses, experimental designs, and explanations. The teacher's role is research director. The Program Effectiveness Panel (PEP) of the U.S. Department of Education, validated FAST as an exemplary effective science program.

Global Warming Education in Middle School Grades
- 6th Grade: Stanford University- Climate Change Education[xlii]
  - Time Requirement: 18 Hours
- 7th Grade: Textbook to be covered in Science Course in 7th Grade: Understanding Climate Change, Grades 7–12 by National Science Teaching Association[xliii]
  - 9 Teaching Units, Each 2 periods.
- 8th Grade: Teaching Climate Change - Purdue University[xliv]

Social Studies: Kūlia will use inquirED's inquiry-based elementary social studies curriculum in grade 6.[xlv] As the subject area best lends itself to inquiry-based learning, Kūlia Academy teachers will devise lesson plans to engage students through inquiry-based learning and critical thinking using the abundant resources available online. For 7th and 8th grade, Kūlia will work to incorporate and develop curriculum as aligned to inquirED's philosophy and instructional design.

High School Program (Grades 9-12)

High School Instruction will feature inquiry-based Instruction and dual enrollment courses to expose and prepare students for post-secondary education.

Inquiry and Project-based Learning in Core Classes: We will use Discovery Education's inquiry-based techbooks in Math, Science and Social Studies.[xlvi] We will use the Inquiry By Design program for our high school Language Arts program.[xlvii]

Global Warming Education in High School Grades
- Stanford University's Climate Change Education - High School Curriculum[xlviii] (will be covered in science courses)
- Purdue University's Teaching Climate Change[xlix] (will be covered in science courses)
- AP Environmental Science
- Marine Science (Fluid Earth/Living Ocean course by UH-Manoa's CRDG)[l]

Dual Enrollment and Early College High School Program
- Kūlia Academy will partner with University of Hawaii-Manoa through its Dual Credit Program.

- Kūlia Academy will implement the Early College and Running Start programs as detailed in University of Hawaii's Dual Credit Program.

4. If the curriculum is not already developed, provide, as **Attachment D**, a plan for how the curriculum will be developed between approval of the application and the opening of the school, including who will be responsible and when key stages will be completed.

Please see Attachment D.

5. Describe the primary instructional strategies that the school will expect teachers to use and why they are well-suited for the anticipated student population. Describe the methods and systems teachers will have for providing differentiated instruction to meet the needs of all students.

As discussed before, inquiry and project-based education is recommended for our target student population. Our goal is to lead students from structured to guided and eventually to open inquiries as they progress through grade levels in our school as defined by Banchi and Bell in their framework in 2008. Revised Bloom's Taxonomy and Bloom's Digital Taxonomy will guide our lesson planning ensuring deeper learning and higher order thinking skills.[li]

As described in Situated Cognition hypothesis, "intelligent behavior" (perceiving, remembering, reasoning and problem solving), arise from the dynamic coupling between intelligent subject and its environment, rather than only from the agent's mind (brain and control system) itself. From a constructivist or situated cognition perspective, Dabbagh (2005) defines collaborative learning with the emphasis of encouraging students, in their respective work groups, to engage in joint negotiation of alternatives through argumentation and debate. Dabbagh views social negotiation as an integral component of collaborative learning.[lii]

In 2015, based on an analysis of research articles, Padesta et al found that different descriptions of inquiry cycles in the research literature to label phases that are <u>essentially the same</u>.[liii] We will follow the following procedure based on this description:

(1) **Orientation** focuses on stimulating interest and curiosity in relation to the problem at hand. During this phase the learning topic is introduced by the environment or given by the teacher or defined by the learner.[liv] The outcome is a problem statement.

(2) **Conceptualization** is a process of understanding a concept or concepts belonging to the stated problem. It has two sub-phases: Questioning arrives at a research question or more open questions about a domain, while Hypothesis Generation arrives at a testable hypothesis.

(3) **Investigation** is the phase where curiosity is turned into action in order to respond to the stated research questions or hypotheses.[lv] The sub-phases of Investigation are Exploration, Experimentation, and Data Interpretation. Students explore/observe, design different experiments by changing variable values, make predictions, and interpret outcomes.[lvi]

(4) **Conclusion** In this phase learners address their original research questions or hypotheses and consider whether these are answered or supported by the results of the study.[lvii]

(5) **Discussion** contains the sub-phases of Communication and Reflection. In communication, students present and communicate their findings and conclusions to others, and receive feedback and comments from others and sometimes listen to others and articulate one's own understandings.[lviii] Reflection is defined as the process of reflecting on anything in the learner's mind, e.g., on the success of the inquiry process or cycle while proposing new problems for a new inquiry cycle and suggesting how the inquiry-based learning process could be improved.[lix] [lx]

Uehiro Institute in collaboration with the CRDG group at UH-Manoa will provide professional training and guidance to our faculty and administrators in implementing an inquiry-based educational program at our school. Uehiro Institute does not only provide professional training and guidance on their own programs such as p4c Hawaii but also implementation of inquiry-based learning as a whole at schools. Alberta Learning's Focus on Inquiry will serve as a guide for our higher grade teachers. Hanover Research's Differentiated Instruction guide will help our teacher ensure addressing the needs of all students in their classrooms.

INSTRUCTIONAL STRATEGIES

Following instructional strategies will be some of the techniques that will be used in our classes. While some of these strategies will be mostly used in our elementary grades, others will be mostly employed in our middle and high school grades.

The Question Formulation Technique (QFT) is an evidence-based strategy developed by the Right Question Institute that teaches all students how to ask questions about primary sources. The QFT allows students to formulate, work with, and use their own questions to become more curious, engaged, self-directed learners. The QFT provides a space and structure for all students, even those reluctant to participate in class, to inquire. The QFT is a strategy that helps learners "display curiosity and initiative" by i- "Formulating questions about a personal interest or a curricular topic," and ii- "Systematically questioning and assessing the validity and accuracy of information."

The QFT rules for producing questions: 1. Ask as many questions as you can, 2- Do not stop to judge, discuss, or answer any questions, 3- Write down every question as stated, 4-Change any statement into a question.[lxi] QFT is already ingrained in CRDG's FAST program and will be implemented in other subjects as well.

Multi-leveled questions will have students digging deeper while making connections.

Inquiring Minds: Students in small groups formed based on the topics they select, brainstorm 3-5 questions they intend to answer through their research. This provides direction throughout the activity.

Think Aloud: Students say out loud what they are thinking about when reading, solving math problems, or simply responding to questions posed by teachers or other students. They learn to think as authors, mathematicians, anthropologists, economists, historians, scientists, and artists. They develop into reflective, metacognitive, independent learners, an invaluable step in helping students understand that learning requires effort and often is difficult.[lxii] It lets students know that they are not alone in having to think their way through the problem-solving process.[lxiii]

Table/Group Talk provides students with an opportunity to engage collaboratively with their peers to process new information, solve a problem, or complete an activity. All students are accountable and have a shared responsibility in completing the learning task. The teacher's role moves from "information giver" to that of a facilitator of learning.[lxiv]

Discussion Web: Discussion Webs are "a special kind of graphic aid for teaching students to look at both sides of an issue before drawing a conclusion." They help students to organize their thinking,

examine (and learn tolerance for) other points of view, and draw richer understanding from the materials they read.

Harkness Discussion: The Harkness Discussion (or Spider Discussion) encourages idea generation and reflection. Prepped by a reading assignment, students sit in a circle or square. The teacher asks a question or gives a starter statement prompt for students to launch the conversation, have students bring prepared questions for what they want to know, to be shared during the discussion. From beginning to end of the group discussion, the teacher remains silent, allowing the students' voices to carry the day.

Code-Pair-Share (invented by Kūlia Academy): Code, share, comment, peer review, and discuss each other's code.

Collaborative Coding: We will implement different flavors, such as;

* Co-creation: Writing code together simultaneously by working in a shared editor. Changes of everybody are visible in realtime.

* Driver / navigator pattern: Work together on a project by coding each other's ideas. The driver writes code, and the navigator tells the driver what to do. Driver and navigator swap their roles from time to time.

* Edit-Code: Editing each other's code with changes highlighted.[lxv lxvi]

Learning Expeditions are multi-day strategic discovery programs interweaving immersive experiences of unfamiliar contents, stakeholders and ecosystems with moments of reflection and creative production. Students are presented with a real-world problem, undertake a series of investigations, and create a product that they present to an authentic audience.

Learning Expeditions are organized around a topic that is both meaningful and important. Various case studies, experiments, projects, and learning workshops are used to gather knowledge about the topic and generate lines of investigation. Throughout the expedition, teachers structured time for students to produce high-quality work through multiple revisions.[lxvii lxviii]

Carousel Brainstorm is an active, student-centered method to generate data about a group's collective prior knowledge or beliefs on a variety of issues associated with a single topic. Flip-chart sized papers containing statements or issues for student consideration are posted at strategic locations. Groups of students brainstorm at one station and then rotate to the next position where they add additional comments.[lxix]

Save the Last Word for Me is a comprehension strategy that builds speaking and listening skills by structuring a text-based discussion. Students highlight 2-3 of the most important sentences of the text, then discuss their text-based responses in small groups. Working in groups of three, students follow a pattern of sharing and discussing their responses to a text. By creating a clear structure for the discussion, this strategy encourages reserved students to share their ideas and ensures that frequent speakers practice being quiet.[lxx]

This discussion technique encourages meaningful classroom conversations by eliciting differing opinions and interpretations of text. Asking students to think about their reading stimulates reflection and helps to develop active and thoughtful readers. Save the Last Word for Me also prompts classroom interaction and cooperative group discussion.[lxxi]

Solution Products is a problem-based activity. Students come up with solutions based on the information given to them as well as subsequent reasoning.

Ripped from the Headlines: A long-term inquiry-based activity in which teachers and students select an intriguing story from a news source to use as the basis for inquiry and examination.

Rest of the Story encourages students to go further in their research beyond general knowledge about a person, event, invention, discovery, or topic.

WebQuests: WebQuest is a guided research activity in which all or most of the information that learners use comes from resources on the Internet, which encourages higher-order thinking skills.

Using a journalistic approach, students assume the roles of investigator, reporter, editor, etc. The instructor uses a grading rubric to ascertain specific objectives have been met as students progress through the tasks. "WebQuests promote student motivation and authenticity, develop thinking skills, and encourage cooperative learning".[lxxii] WebQuest allows students to also use twenty-first century skills in which they will need to be successful in the future of the society they will be living in. Since WebQuests focus on real-world situations and gives students an end goal it requires a lot of critical thinking . Also, they can work in small groups so they have the support of their peers and peer teaching and learning to help them develop their communication skills and understanding on the topic.[lxxiii]

Labs: As a high level learning activity as defined on Bloom's Taxonomy, Laboratory teaching assumes that first-hand experience in observation and manipulation of the materials of science is superior to other methods of developing understanding and appreciation.[lxxiv]

Manipulatives: Research has shown that the use of math manipulatives are vital for successful intervention implementation.[lxxv]

Cubing: Cubing is an instructional strategy that asks students to consider a concept from a variety of different perspectives. The cubes are six-sided figures that have a different activity (or a number that corresponds to a question) on each side of the cube.

Peer tutoring: Please see below section for low performing students

Curriculum Compacting: Please see below section for high performing students

Differentiation with Enrichment: Please see below section for high performing students.

These instructional methods align to the research, discussions with local educational and though leaders, as well as conversations with prospective parents and families as how to best reach and serve the children of our school community.

6. Provide a timeline and description of how instructional materials will be developed or selected and a list of individuals that will be involved in the development or selection process. If the instructional materials have been selected, a description and explanation that clearly demonstrates how the materials support the Academic Plan.

The review of instructional materials other than the ones provided in our application, which precedes selection, will be based on standards and specific student learning goals listed in our charter proposal and its attachments.

- The principal will be responsible for the selection of additional instructional materials. A committee will be formed for each subject for recommendations.
- Currently, we have a committee working on recommending us instructional materials and resources for Language/Culture courses.
- The school will contract with university professors/curriculum experts to serve on each committee. These committees will make recommendations to the principal for instructional materials.
- Instructional materials will be:
  - Finalized by the committees in February 2023~~4~~;

The following factors will be taken into consideration when instructional materials are chosen:

(a) Instructional materials should support the educational philosophy, goals and objectives of Kūlia Academy, its charter and the objectives of the curricular offering in which the materials will be used;

(b) Instructional materials should encourage students to utilize higher order thinking and learning skills and to become informed decision-makers, to exercise freedom of thought and to make independent judgments through examination and evaluation of relevant information, evidence and differing viewpoints;

(c) Instructional materials should be designed to motivate students to examine their own attitudes and behaviors and to comprehend their own duties, responsibilities, rights and privileges as participating citizens in a pluralistic society;

(d) Instructional materials should be appropriate for the age, emotional and social development, and ability level of the students for whom the materials are selected.

7. Describe how the proposed school's instructional strategies will support the mission, vision, and academic philosophy and are well-suited to the anticipated student population.

The instructional strategies listed above are student-centered, inquiry-based and hands-on activities through which students engage in the learning process actively and sometimes assume the role of investigator or scientist. As detailed above in Section 1. Educational Program Design & Capacity - Program Overview - 1. Academic Plan Overview, inquiry and project-based learning is recommended by local, renown experts for our target student population.

PUPIL PERFORMANCE STANDARDS

Responses to the following items regarding the proposed school's pupil performance standards must be consistent with the Hawaii DOE Subject Standards.

1. Describe the pupil performance standards for the school as a whole.

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

Kūlia teachers will create their standards-based curricular maps and unit plans by looking at the standards listed below. Secondly, they will use NWEA MAP Tests, which is 97 percent aligned to Common Core and NGSS standards, to determine which standards students have already mastered and those that need to be mastered[lxxvi]. Thirdly, they will use them to assess the efficacy of the standards-based instruction that is being delivered and to make plans for re-teaching or acceleration as needed. Training in using NWEA for assessment and planning purposes will be part of the professional development that occurs prior to the start of school and ongoing throughout the year.

ELA (K -12), Math (K-12): Common Core State Standards

Common Core Standards are the nationwide consensus, with state's revisions to better suit their students', on skills that students need to get ready for the higher education and careers of our highly digitized age. Grade-by-grade delineation of the skills to be acquired provides an excellent guide for educators to plan and sequence their academic year. Common Core Standards serve as the blueprint for the Smarter Balanced Assessment which is a part of our STRIVE HI accountability system.

Science Courses (K -12): Next Generation Science Standards

As another set of assessments required by the STRIVE HI system, Next Generation Science Standards are a set of rigorous standards that lay out the skills to be mastered in elementary, middle and high school years. It doesn't only list what to be learned but also focuses on developing critical thinking skills and higher order learning.

Social Studies (K - 12), Electives: Hawai'i Content Performance Standards III

HCPS III provides the framework for our social studies courses and many of the electives we are planning to offer. Our teachers and administrators will plan our Social Studies, Physical Education, Health, Expository Writing, World Language, Career and Technical Education courses in alignment with HCPS III, where it is applicable.

Coding Courses (K-12): The Computer Science Teachers Association (CSTA)'s K–12 Computer Science Standards
The CSTA K–12 Computer Science Standards delineate a core set of learning objectives designed to provide the foundation for a complete computer science curriculum and its implementation at the K–12 level.[lxxvii] On May 3, 2018, the Board of Education approved the adoption of CSTA standards.[lxxviii]

2. Provide, in **Attachment E**, a complete set of the **school's proposed learning standards** for **one grade for each division the school will serve**. Address the **skills and knowledge** each student will be expected to attain by the end of that grade. If the school will serve only one division, the exit standards provided in response to question 5 in this section will suffice. (Approved schools will be required to submit a full set of learning standards for all grades in the school before opening.)

Please see Attachment E.

3. If you plan to adopt or develop additional academic standards beyond the *Hawaii DOE Subject Standards*, explain the types of standards (content areas, grade levels). Describe the adoption or development process that has taken place or will take place. Select one grade level and subject area as an example, and explain how these additional standards exceed the state and authorizer standards.

    We will follow CSTA's Computer Science standards. On May 3, 2018, the Board of Education approved the adoption of CSTA standards.

4. Explain the policies and standards for promoting students from one grade to the next. Discuss how and when promotion and graduation criteria will be communicated to parents and students.

Middle School Grade Promotion (6-8): In grades K through 8, for year-long courses, the numerical grades of two semesters will be averaged to determine an end-of-the-year grade. The average numerical grades are then converted to a letter-grade and grade-point equivalent for grade point average ("GPA") calculations.

- To earn credit, the end-of-the-year grade for the class must be at least a "C" (=2.0) or the second semester grade should be at least a "B-" (2.7);
- To be promoted to the next grade, a middle school student must have a 2.0 GPA and passing end-of-the-year grades in all core courses before the start of the next school year.

Core courses are Math, Science, English Language Arts, and History/Social Studies. If the student has a failed core course or has a recalculated GPA less than 2.0 after the summer before the start of the next school year, the student will be recommended for retention in the current grade unless the school administration determines that retention is not the appropriate intervention for the student's academic deficiencies. In that case, promotion is contingent upon a detailed plan to correct deficiencies.

High School Grade Promotion (9-12): In high school, course grades will be semester-based and credit is granted at the end of each semester. Students need to have an end-of-the-semester final grade of at least a "C" (=2.0) to earn credit for the course. To be promoted to the next grade, a high school student must have a 2.0 GPA and the minimum required credits described below before the start of the next school year. (Core courses are Math, Science, English Language Arts, and History/Social Studies.)

- To be enrolled in grade 10, a student must have a minimum of 5 credits, including at least 2 credits in core courses;
- To be enrolled in grade 11, a student must have a minimum of 10 credits, including at least 5 credits in core courses;

- To be enrolled in grade 12, a student must have a minimum of 15 credits, including at least 9 credits in core courses.

Parent/Students handbooks, which will be distributed to students and parents at the beginning of each school year, will provide this information. The school website will also provide this information to students and parents.

5. Provide, in **Attachment F,** the school's exit standards for graduating students. These should clearly set forth what students in the last grade served will know and be able to do.
   Please see Attachment F.

HIGH SCHOOL GRADUATION REQUIREMENTS (HIGH SCHOOLS ONLY)
Note: High schools will be expected to meet the BOE's graduation requirements in accordance with BOE Policy 4540. High schools may be able to deviate from such graduation requirements if a waiver is obtained from BOE. Any deviation from BOE Policy 4540 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 applicant either to: (1) obtain a waiver; or (2) if it cannot obtain a waiver, adjust its graduation requirements to meet BOE Policy 4540.

1. Describe how the school will meet the BOE's graduation requirements. Explain how students will earn credit hours, how grade-point averages will be calculated, what information will be on transcripts, and what elective courses will be offered. If graduation requirements will differ in any way from BOE Policy 4540, explain how they will differ (including exceeding BOE graduation requirements), and explain how the school would adjust graduation requirements (including any necessary adjustments to other elements of the Education Plan) in the event the BOE does not grant a waiver from its policy.

Students need to complete 24 credits to graduate from high school as required by BOE 4540.
English (4 credits, 4 years required)
Required Courses: English Language Arts 1 (1.0 credit) and English Language Arts 2 (1.0 credit); Expository Writing (0.5 credit); and Common Core aligned language arts electives or proficiency-based equivalents [ELA basic electives (1.5 credits)], which will be determined by the school principal between February-May 2021. AP Courses to be Offered: AP English Language and Composition.
Math (4 credits, 4 Years required)
Required Courses: Algebra 1 (1.0 credit); Geometry (1.0 credit); Algebra 2 (1.0 credit), PreCalculus (1.0 credit); Electives: AP Calculus AB (will be offered to students who completed Algebra-1 in middle school).
Social Studies (4 credits, 4 Years Required)
Required Courses: U.S. History and Government (1.0 credit); and World History and Culture (1.0 credit); and Modern History of Hawaii (0.5 credit); and Participation in a Democracy (0.5 credit); and Social Studies basic elective (1.0 credit). 4th Course (Basic Elective): to be chosen from among AP Human Geography, AP U.S. History and Government (1.0 credit), AP World History: Modern (1.0 credit), AP Psychology, AP Human Geography, AP Comparative Government and Politics, AP United States Government and Politics.
Science (3 credits, 3 Years Required)
Required Courses: AP Environmental Science. Two courses from: Biology (1.0 credit), Chemistry (1.0 credit), Physics (1.0 credit), Marine Science (Fluid Earth/Living Ocean, 1.0 credit).
Physical Education (1 credit, Total 1 Year as described)
Physical Education Lifetime Fitness (0.5 credit); and Physical Education basic elective (0.5 credit) which will be determined by the school principal in February-May 2023.

Health (0.5 credit, 0.5 Year Required): Health Today and Tomorrow
Personal Transition Plan (0.5 credit, 0.5 Year Required)
World Language (2 credits, 2 Years Total Required): The same language for two years. Languages to choose from: Ilokano, Samoan, Hawaiian.
Coding / Computational Skills (3 credits, 3 Years Total Required)
Required Courses: Data Science, Artificial Intelligence, Electives: AP Computer Science Principles, AP Computer Science A.
Electives (2 credits, 2 Years Total Required): The remaining electives to satisfy the elective requirements of ~~in~~ BOE 4540 will be satisfied with electives chosen from the following courses: ~~in other categories listed here~~. Ethnic Studies (Semester Course, 0.5 Credit), Hawaiian Studies (Semester Course, 0.5 Credit), Pacific Island Cultures (Semester Course, 0.5 Credit), Participation In A Democracy (Semester Course, 0.5 Credit), Universal And Ethical Studies (Semester Course, 0.5 Credit), Ilokano 3, Hawaiian 3, Samoan 3
Letter Grades and Grade Points:

A	A-	B+	B	B-	C+	C	C-	D+	D	F
4	3.7	3.3	3	2.7	2.3	2	1.7	1.3	1	0
93.0-100.0	90.0-92.9	87.1-89.9	83.0-87.0	80.0-82.9	77.1-79.9	73.0-77.0	70.0-72.9	67.1-69.9	60.0-67.0	below 60.0

- Progress toward graduation shall be based on the number of credits earned. The class standing of the student is based on the number of semester credits successfully completed with passing grades of A, A-, B+, B, B-, C+, C, C-, D+ or D.
- On high school transcripts, there will be: a list of all classes taken in high school, organized by date, with the most recent classes listed last, core classes (English, Math, Science, Social Studies) first, followed by elective courses within each semester; for each course: the title, final grade, and credit earned; student's graduation date and the date of signature; four yearly GPAs as well as the cumulative GPA; class rank, and school's contact information.
- GPA will be tabulated by converting every letter grade to grade points and then calculating the average. Each grade point will be multiplied by the number of credits assigned to the corresponding course and the final product will be divided by the total number of credits assigned to the courses the student has attended in the given time period.

2. Explain how the graduation requirements will ensure student readiness for college or other postsecondary opportunities (trade school, military service, or entering the workforce).

Our graduation requirements meet University of Hawaii's admission requirements, among other universities. As detailed above, Kūlia aims to provide extensive coding, data science and artificial intelligence which are the rising jobs of the future and will likely be necessary in all fields in the future. Locally, and per the Governor's administration, Hawaiʻi 2.0 and related state- and island-specific language points to local jobs being created with technology, coding, and computer science in mind. Graduating from Kūlia will put students in the position to either (a) go to college and pursue higher education, or (b) be competitive applicants to local, tech-based jobs that will be focused on the future.

3. Explain what systems and structures the school will implement for students at risk of dropping out and/or not meeting the proposed graduation requirements.
   Our "tiering system" approach, as well as an extensive focus on "triads" between school, home, and student will help us best understand - and get ahead of - situations where students will be at risk of dropping out or not meeting minimum graduation requirements. We will have identified students who are at-risk, and built comprehensive responses to engage and support

them to meet expectations and to be successful. Please see below for an expanded explanation of these systems and protocols.

ASSESSMENT

1. List the school's proposed academic goals and targets and describe how the school will assess the progress of individual students, student cohorts, and the school as a whole on the identified goals and targets. The description must clearly explain how the identified assessments will accurately measure progress toward the identified goals and targets.

Kūlia will pursue the following measurable pupil outcomes:

- Proficiency rates, on average, in English Language Arts, Math, and Science exceed the average performance of students in target area schools by at least 15% as reported on Strive HI annual school reports;
- Proficiency rates, on average, of high need students in English Language Arts, Math and Science exceed the average performance of high need students in target area schools by at least 15% as reported on Strive HI annual school reports;
- In a cohort analysis of longitudinal growth, a minimum of seven (7) percentiles of growth per year on the Measures of Academic Progress (MAP) assessment in English Language Arts and Math until the average percentile score reaches 70;
- Average rates in English Language learners on-track to English language proficiency exceed the average performance of students in target area schools by at least 15% as reported on Strive HI annual school reports;
- At least 90% of students graduate on-time as reported on Strive HI annual school reports (exceeds charter term, will serve as target for lower grades preparation);
- At least 70% of students enrolled in postsecondary institutions the fall after graduation as reported on Strive HI annual school reports (exceeds charter term, will serve as target for lower grades preparation);
- At least 95% of 9th graders will be promoted to 10th grade on-time annually as reported on Strive HI;
- Less than 12% of students miss 15 or more days in a school year as reported on Strive HI.

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

Academic Areas: MAP tests (at least three times a year), state-mandated standardized tests and other standards-aligned assessment tools (such as teacher-designed tests, publisher-designed tests, portfolios, presentations, etc.) will be utilized to assess the progress of individual students, student cohorts, and the school as a whole on the identified goals and targets. In 2018, an independent study concluded that more than 97 percent of NWEA's MAP growth assessment items align to Common Core State Standards. State-mandated tests will be administered as required by law. Other standards-aligned assessment tools (such as teacher-designed tests, publisher-designed tests, portfolios, presentations, etc.) will also help teachers evaluate students.

2. Describe how instructional leaders and teachers will use student data to administer, collect, and analyze the results of diagnostic, formative, benchmark/interim, and summative assessments to inform programmatic and instructional planning decisions and make adjustments to curricula, professional development, and other aspects of the educational program.

Data Cycles: Kūlia Academy will utilize the District And School Data Team Toolkit designed and published by Washington Data Coaching Development for its data cycle with necessary modifications (such as "district" will be converted to Kūlia Academy administration).

Data: The results of state tests, MAP Tests, and Publisher and Teacher-Designed Formative and Summative Test data will be used to evaluate progress. Attendance and grade reports from the school's SIS will also be utilized to track students' progress and to ensure timely completion and to determine necessary interventions and modifications. Teachers will use standards-aligned formative assessments to continually monitor student progress and to make adjustments on the curriculum and instructions when such is necessary and appropriate. The progress of special needs and EL students will be monitored using the state tests, MAP tests, teacher evaluations (based on teacher-designed tests and performance on class work and homework), and parent input.

Committee Approach: The school's academic committee, formed by the assistant principals and the subject teachers, will collect, analyze and review the results of schoolwide assessment and recommend modifications, if they are needed, to the school's curriculum and other programs at the end of every semester.

Weekly Team Meetings: Weekly staff meetings will be scheduled to allow same-subject and same-grade level teachers to meet and discuss students' progress once a month. Parents will be kept apprised of their students' progress with quarterly report cards. The school will utilize computers to record grades, attendance, homework, and student progress reports online, and the school will attempt to provide regular access to the same to parents. For those parents without access to a computer, Kūlia will have at least one computer on campus available for parent use.

Teachers of the same grade level or same subject will be able to meet and discuss strategies and interventions every other week based on data from above-mentioned sources. Assistant Principals will have the lead at the school administration's meetings on student progress and necessary interventions. The admin team will discuss student progress and necessary actions regularly at their meetings, at least once a month.

3. Describe the interventions and modifications the school will make to instructional strategies if students are not meeting identified goals and targets.

Our Multi Tiered, Multi-Domain System Of Supports (MTMDSS) will include the following tiers[lxxix]:

- *Tier 1:* students who are on or close to grade level,
- *Tier 2:* students who are more than one year behind in either Math or English, or begins to fall behind in formative and summative assessments (D or lower),
- *Tier 3:* students who are 2 or more years behind in Math or English, or begins to fall behind in formative and summative assessments (D average or lower),

Accelerated: students who are more than one year ahead of grade level in Math or English. Accelerated students will receive additional enrichment opportunities through blended learning, online resources, community partnerships, and potentially with higher education partnerships (such as UH-Manoa's Early College and Running Start programs).

Based on the tiers that they are in, students will be placed in the following instructional settings or receive the mentioned interventions and challenged and guided within their zones of proximal development:

- Tier-1: Differentiated instruction in regular classes and additional blended learning opportunities for reinforcement.
- Tier-2: Targeted interventions such as small group learning and/or support from ELL or Special Ed teacher,
- Tier-3: More Intensive Interventions such as one-on-one tutoring, external support, comprehensive improvement plan)

Students, parents, teachers, and school members may request immediate additional support or modification in the provided interventions for a student in case of a trauma or event that might affect the student's performance or an alarming drop in student's ongoing performance.

Identification: We will identify which students should enter the school on which tier of identified support at the beginning of the year when we gather diagnostic data, IEP and 504 plans, and additional information from students and parents upon entrance through the first MAP test of the year and individual meetings with students and parents. This may also happen during the year, as some students on lower tiers of support may need increased intervention and support throughout the year.

Referral: Parents, teachers, administrators, support personnel and students might refer students or request changes in provided interventions. All these stakeholders will be provided with a website form, e-mail, and a phone number to call to inquire about modifications or interventions and to request changes.

Scheduling:
- ELL, Special Ed Teachers, General Education Teachers will serve as supports to individual students needing small group, one-on-one, or intensive coaching,
- Students identified for specialized small group or one-one-one supports will be primarily pulled out of non-core classes.
- Instructional strategies to support students with specific needs include but are not limited to building in specific IEP/504 modifications into units and lessons, providing teaching or review material in other languages, using other ELL-specific strategies, collaborating with student to identify least restrictive learning environment, spending small group or one-one-one tutoring and other modifications.

Leads, Responsible Staff: Our Assistant Principals will lead the entire process. Our counselors will be the main person reporting to the Assistant Principals to lead the identification, interventions and modifications for special ed and ELL students. Our college counselors will be the lead for high school students in danger of dropping out or significantly falling behind.

Determination, Tracking and Modifications: Staff meetings at Kūlia Academy will be organized so that teachers teaching the same subject and the same grade level meet once a month and discuss necessary changes in instruction such as reviewing some topics and implementing new strategies to help individual students according to MAP test results and parent conferences. With the approval of the school administration, these changes will be put into practice. Most importantly, all students will be discussed individually and necessary interventions for each student will be discussed and determined in these meetings. All students' starting points and progress will be discussed at least once every quarter.

Differentiated Instruction: Students will be provided with the curriculum materials and teaching resources that are appropriate to their achievement level as a starting point for learning, with the goal of attaining at least one year's academic progress within the school year. For students achieving substantially below grade level, we will use educational materials that provide review and reteach programs. Low achieving students' progress will be quantitatively measured through standards-based assessments several times a year through MAP Tests.

Parent Conferences: After determining the necessary interventions, parents will be invited to meet the teachers of the students to discuss possible intervention methods, and how parents will participate in their child's education. To engage the families in their children's learning, parent conferences will be scheduled early in the academic year to allow timely interventions to take place. The main goal here is to give an orientation to parents so that they learn how they can participate in their child's education.

Engaging the Families and the Community: Our students will be comprised of many nationalities; mainly Filipino, Pacific Islanders (mostly Micronesian and Samoan) and Native Hawaiian. The key to student's success is to be aware of cultural dynamics and to build the teacher-student-family trio for each student. Please see section (iii)(2) for our community partners and organizations that we have been in contact with. Through these partnerships, we will determine and employ strategies to involve our families in their children's education.

Tiers	Academic	College/Career	Social Emotional Learning
Tier 1 All Students - Continuous Support and Data / Learning Cycles for all students.	- Differentiated instruction in regular classes - Blended Learning sites such as ST Math[lxxx], Lexia Core 5[lxxxi], iReady[lxxxii], myON[lxxxiii], DreamBox[lxxxiv], Typing Club[lxxxv] etc. - Triad support	- Quarterly activities, seminars, talks for all students - Discuss student's career and post-secondary goals with the student and the family (basic in middle school, in detail in high school) - College and Career Plans for all students in 8th grade and high school with Naviance.[lxxxvi] *(basic in middle school, more focused in high school)*	- CASEL framework for SEL - Second Step Social-Emotional Learning[lxxxvii] - Parenting Seminars - Bullying Prevention (PBIS)[lxxxviii] - Drug/Alcohol Prevention - Why Try[lxxxix] - Responsive Classroom[xc]

Tier 2
Students who were not successful at Tier 1 (based on documentation of data collected)
- 6-8 weeks with biweekly progress monitoring
	- Targeted interventions such as small group learning and/or support from ELL or Special Ed teacher during intervention/blended learning periods,	- Specific supports to target the needs of students who are identified as at risk of not graduating from high school through the Student Success Plans.
		- Small group sessions with students who need the same type of support.
			- Check-in/Check-out (School-wide Expectations)[xci]
			- Social Academic Instructional Groups (SAIG)
			    - Problem Solving
			    - Pro-Social Skills
			    - Academic Behaviors
			- Groups with Individualized Features (GWIF)
			- Simple Functional Behavioral Assessments and the Behavior Intervention Plans (FBA/BIP)

Tier 3 Those not successful at Tier 2 (based on documentation and data collected) - 4-6 weeks with weekly progress monitoring	- More intensive interventions such as one-on-one tutoring, external support, comprehensive improvement plan)	- Specific activities to help students reach college and career goals through the transition plans in addition to supports provided in Tier 2.	- Complex function-based behavior support plan across settings - Wraparound services

School personnel and partners involved with overseeing the interventions, modifications, and tiering are as follows:

- **Assistant Principal:** Oversees the administrative details of MTMDSS, Assigns staff to work with students, Consults with teachers and attends MTMDSS meetings;
- **Counselor:** Schedules meetings, Maintains MTMDSS data and tracks student progress, keeps in touch with families;
- **Classroom Teacher:** Helps with screening all students, Provides interventions to small groups of students as needed, Keeps documentation on student progress that helps the MTMDSS team tell how well interventions are working, Attends RTI meetings and keeps in touch with families;
- **Special Education Teacher:** Consults with classroom teachers on ways to teach struggling students, Helps create and put into place MTMDSS plans for struggling students, Gives more intensive interventions, if needed;
- **Special Education Specialist/Provider/Literacy/Reading Specialist/ELL Teacher/ Speech-Language Therapist:** Helps choose, use, and interpret student screenings, Administers student assessments, Participates in team meetings, Helps select teaching materials and methods, Helps monitor students' progress, Works with students who struggle or identified for services/interventions, Works with families on things to do at home to help
- **Parents:** May be asked to attend some meetings and to work with their child at home on different skills, Provide helpful information about their child's background and developmental history, Follow their child's progress through information from the school, Can request an evaluation for special education services if concerned about their child's progress

SCHOOL CALENDAR AND SCHEDULE

Note: While charter schools are exempted from HRS §302A-251, regarding instructional time, charter schools are subject to collective bargaining pursuant to HRS Chapter 89, Collective Bargaining in Public Employment. Applicants must ensure that their proposed plan will comply with collective bargaining requirements. Applicants proposing school calendars and schedules outside the parameters of HRS §302A-251 must negotiate agreements that supplement any Master Collective Bargaining Agreements and should be cognizant of possible limitations of these agreements.

1. Describe the annual academic schedule for the school. Explain how the calendar reflects the needs of the educational program. In **Attachment G**, provide the school's proposed calendar for the first year of operation, including total number of days/hours of instruction.

Please see Attachment G for the proposed school calendar.

2. Describe the structure of the school day and week. Include the number of instructional hours/ minutes in a day for core subjects such as language arts, mathematics, science, and social studies. Note the length of the school day, including start and dismissal times. Explain why the school's daily and weekly schedule will be optimal for student learning. Provide the minimum number of hours/ minutes per day and week that the school will devote to academic instruction in each grade. Your response should include, in **Attachment H**, a sample daily and weekly schedule for each division of the school.

In alignment with the HSTA collective bargaining agreement, our teacher work day will have 7 hours starting at 8:30 am and ending at 3:25 pm. Each school day will have a 30-minute lunch break as required and 5-minute transition periods between the classes and lunch. Students will have 6 periods of classes spread into two days. Similar to some other public schools, each school day will be either an odd (periods 1,3,5) or an even (periods 2,4,6). For our students, classes/homeroom will start at 8:30 am and end at 2:10 pm. Please see Attachment H for exact start and end times for all these periods.

Kūlia will follow this schedule to maximize student learning in 85-minute periods, minimize time lost in transition, starting and dismissing the classes, taking attendance, warm up activities and other distractory activities, and allocate time for faculty and staff meetings, same grade and same subject meetings and IEP and other meetings every other day. Our assistant principal(s) will be in charge of coordinating these meetings.

Our teachers will differentiate instruction in classes facilitating different activities every 15-20 minutes for a more effective and efficient learning environment. The instructional time will be 255 minutes/day with an addition of a 45-minute long homeroom/study hall. There will be a 85 minute-long period allocated for math, 85 minutes for English Language Arts, 85 minutes for Science, 85 minutes for Social Studies, 85 minutes for Coding, 85 minutes for our Leadership Training / Character Education or electives, averaging 42.5 minutes daily for each of these courses daily, bringing the weekly total to 212.5 minutes. DOE Regulation 4530.1 which states that "one credit is awarded for each course meeting formally for approximately 200 minutes per week or 120 hours per credit course (or 60 hours per 1/2 credit course).[xcii] Teachers will have 225 minutes of prep time every week as required by the collective bargaining agreement.

SUPPLEMENTAL PROGRAMS AND ACTIVITIES

This section should describe any supplemental programs that are integral to the proposed school's educational program. These supplemental programs may be part of the proposed school's growth plan if they will not be implemented immediately. For all of the programs and activities below, describe:
   a) *the expected resource and staffing needs for the program;*
   b) *how the program will be funded; and*
   c) *the timeline for implementation, if the program will not be implemented in the first year of operation.*

a. If summer school will be offered, describe the program(s). Explain the schedule and length of the program including the number of hours and weeks. Discuss the anticipated participants including the number of students and the methods used to identify them.

Summer school will be offered for only credit recovery purposes or for middle school students who fail in core classes (Math, Science, English language Arts or Social Studies). Similar to other public schools, Kūlia's summer school will be for 4 weeks, for a total of 20 days and 3 hours a day for each course (9 am to 12 pm or 12:30-3:30 pm). A total of 2.0 FTE teachers for one month will need to be hired. Priority will be for Kūlia's own teachers but if needed, outside credentialed teachers will be hired to teach in our summer school. We have communicated with Ms. Andrea Eshelman of HSTA that if Kūlia teachers are interested in the option of working extra in these afterschool or summer school programs, that doesn't violate the collective bargaining agreement. Necessary expenses have been included in our budget.

b. Describe the extracurricular or co-curricular activities or programs the school will offer, and when the activities or programs will be scheduled.

Kūlia Academy will offer after-school clubs and co-curricular activities right after the school is dismissed, from 2:20 pm to 3:20 pm. We have a partnership with Kalihi YMCA. They will offer before and after school care and afterschool programs. The YMCA charges a minimal monthly fee ($100-$150). Kokua Kalihi Valley Comprehensive Health and Family Services will provide cultural competency programs and free afterschool tutoring. They offer cultural competency programs free of charge to the school and the students. Additional afterschool programs will be offered by some of our parents and volunteers. All club leads will follow federal and state guidelines and regulations

prior to engaging in these activities. The list of clubs and afterschool activities will be finalized during our pre-opening phase and the planning sessions before the school starts.

c. Describe any supplemental programs or strategies that will address student mental, emotional, and social development and health.

Kūlia Academy will provide a safe learning environment that facilitates student learning while promoting skills for future success and fosters respect and acceptance, encourages creativity, promotes critical thinking, and life-long learners.

We will implement *CASEL Guide to Schoolwide Social and Emotional Learning* along with *Second Step* for our character education and social, emotional learning programs. CASEL Guide to Schoolwide Social and Emotional Learning, developed in collaboration with implementing districts and schools, is an online tool from the Collaborative for Academic, Social, and Emotional Learning (CASEL), which serves as a great companion to social-emotional learning curricula such as Second Step. It provides a structure for supporting and sustaining schoolwide social-emotional learning implementation and for infusing SEL into all parts of students' education.

The following steps will be followed:

- Build SEL Awareness, Commitment, and Ownership (focus area 1A)—We'll create a team, engage all stakeholders, and create a schoolwide vision that integrates SEL into school priorities.
- Create a Social-Emotional Learning Plan (focus area 1B)—The focus here is on building a sense of community for social-emotional learning. We will set goals, plan for professional learning, develop communication plans between the team and stakeholders, and ensure resources are dedicated to SEL.
- Strengthen Adult SEL (focus area 2)—We will build a supportive staff environment that involves adult social-emotional competence and capacity building through reflection, learning, collaboration, and modeling.
- Promote Social Emotional Learning for Students (focus area 3)—We will promote SEL within four contexts: in the classroom and throughout the school day, and in partnership with communities and families.
- Practice Continuous Improvement (focus area 4)—We will track and use implementation and outcome data to inform our SEL implementation.

Kūlia Academy will continuously assess and monitor its students social, emotional and behavioral progress through its Student Information System and the PBIS system through ClassCraft. Teachers will analyze, discuss and determine necessary interventions and guidance in grade-level and subject-level faculty meetings every other week. For the types of activities to create the school culture, please see item 3 below.

d. If applicable, describe any other student-focused activities and programs that are integral to the educational and student-development plans.

Not applicable.

SCHOOL CULTURE

This section of the proposal should describe the systems, traditions, and policies that will promote high expectations and a positive academic and social environment that fosters students' intellectual, social, and emotional development.

1. Describe the culture or ethos of the proposed school. Explain how it will promote high expectations and a positive academic and social environment that fosters student intellectual, social, and emotional development for all students.

We believe that all students have the ability to realize and reach their highest potential. We believe that engaging underrepresented communities through STEM education will transform our society and prepare our students to lead in the 21st century in our globalized world. Through our inquiry-based education, building upon students' knowledge utilizing real world applications and experiences will foster a love of learning.

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

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

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

The focus on character education/life skills is an important element of the Kūlia model that enhances our students' learning experience. Our character education/life skills courses are designed to empower students with critical study and organizational skills, as well as important social skills. These skills support self-motivation, improvement, and growth, with the goal that students will ultimately use these tools to evolve and contribute to their global community.

2. Explain how you will create and implement this culture for students, teachers, administrators, and parents starting from the first day of school. Describe the plan for enculturating students who enter the school mid-year.

Research has shown that there are three areas that drive science identity including (1) a match between school science and real science, (2) consistent extrinsic and intrinsic motivation, and (3) a sense of community and affiliation.[2] We need to build community support to be able motivate our students in STEM majors and careers. That requires participation of school administrators, teachers, students, parents and community members.

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

Kūlia recognizes that educational success is realized only when the essential underlying triad of student-teacher-parent/guardian is in harmony. We, therefore, work with staff, families, and the community to provide our youth with the support necessary to reach their highest potential, intellectually, socially, emotionally, and physically.

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

Students and parents who enter mid-year will go through an orientation which will be conducted by either our counselors or assistant principals before joining our existing students.

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[2] https://stemeducationjournal.springeropen.com/articles/10.1186/s40594-018-0140-5

3. Explain how the school culture will take account of and serve students with special needs, including students receiving special education services, English Language Learners, and any students at risk of academic failure.

As required by FAPE, our priority will be inclusion and mainstreaming our students in the least restrictive learning environments to the extent possible. Inclusivity of all of our students from all backgrounds and needs is a priority in designing our education program and courses. Our inquiry-based and hands-on approach as well as collaborative coding method creates an environment for our special needs students to participate in a more flexible environment. Our beginning of year professional training and planning sessions will include training on how to address the needs of these students as well as how to maximize their learning and maintain an inclusive and productive classroom environment. Forming student groups with this in mind will be a priority for our teaching staff.

4. Describe, in **Attachment I,** a typical school day from the perspective of a student in a grade that will be served in your first year of operation.
   Please refer to Attachment I

5. Describe, in **Attachment J,** a typical day for a teacher in a grade that will be served in your first year of operation.
   Please refer to Attachment J.

SPECIAL POPULATIONS AND AT-RISK STUDENTS

*Note: The proposed school will be linked to the District/Complex Area Special Education Office ("**DES**") in the proposed school's geographic area. Special education services will be coordinated out of the district office, as they are for all public schools. The charter school must ensure that each of its students with an individualized education program ("**IEP**") receives all special education supports identified in the student's IEP. The range of services may include related services, such as occupational and physical therapy, orientation and mobility training, adapted physical education, or assistive technology. Special education eligibility or the existence of an IEP is not a factor that a charter school can take into account when considering students for enrollment.*

*All charter schools must ensure that a Free and Appropriate Public Education ("**FAPE**") can be provided for all enrolled students with disabilities. Once formed, the proposed school will consult with its DES to explore options for meeting the requirements of the offer of FAPE. The DES will review all of the current IEPs of special education students enrolled in the school and may offer staff, funding, or both to the school based upon the same per-pupil weighted formula used to allocate resources for special education students in DOE-operated schools. Applicants are expected to be familiar with and comply with all special education laws and requirements.*

1. Describe the overall plan to serve students with special needs, including but not limited to students with Individualized Education Programs or Section 504 plans; English Language Learners; intellectually gifted students; and students at risk of academic failure or dropping out. Identify the special populations and at-risk groups that the school expects to serve, whether through data related to a specifically targeted school or neighborhood or more generalized analysis of the population to be served. Explain the percentages of these special populations that you anticipate enrolling and the basis for these estimates. Discuss how the course scope and sequence, daily schedule, staffing plans, and support strategies and resources will meet or be adjusted for the diverse needs of students.

Given our experience, community conversations, research, and existing school demographic data (from which we will likely draw our students and families), we expect the following:

- Appx. 67% of our student population to qualify for free or reduced price meals;
- Appx. 26% ELL;
- Appx. 8% Special Education;
- Predominantly Filipino, Hawaiian, Micronesian, and Samoan student population (our research and instructional strategies above align to these populations).

Special Education Students

The students with special needs will be supported and given strong support to succeed with knowledge of their challenges to learning and strategies for success.

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

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

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

Students identified as having a disability will be provided an Individual Education Plan that will be reviewed regularly and implemented according to the recommendations of the IEP Team members in alignment with the State and Federal laws surrounding Special Education.

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

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

English Language Learner (ELL) Students

Kūlia Academy will address the interests, background, and challenges of its ELL students in the following ways: co-teaching; embedded supports; differentiated instruction; home-school connection; and specific supports for English Learners, immigrant students, and foster youth. Kūlia Academy will provide individualized attention to students. The following methods will be used as appropriate for the student's level.

- **Explicit ELD:** Both designated and integrated approaches will be used and aligned to the state standards, utilizing standards-based materials and supplemental materials.
- **Structured English Immersion (SEI) Program:** This program is designed in order to ensure acquisition of English language skills and access to core content so that ELs can succeed in a mainstream classroom. SEI is designed to ensure that ELs develop English proficiency and receive appropriate supports to make grade level content standards accessible.
- **English Language Mainstream (ELM) Program:** The goal of this program is to ensure that ELs continue to progress linguistically and academically to meet English Language Development and grade-level content standards. These students receive appropriately differentiated instruction and scaffolded academic content instruction and support.
- **Specially Designed Academic Instruction in English ("SDAIE") Methodology:** SDAIE is a teaching style established to provide meaningful instruction in the content areas for transitioning EL students to make sure they move forward academically until they reach English fluency. All Kūlia Academy teachers will be trained in SDAIE techniques. During whole class instruction teachers will utilize materials within the curriculum and engage students by using thematic planning and SDAIE strategies. Manipulatives, visuals, graphic organizers, and interactive communication are just a few of the ways teachers will create an educational environment that fosters language acquisition through content based lessons. Small group intervention will also be provided using SDAIE. When needed, teachers will work one-on-one with students to ensure that beginning English speakers progress at an accelerated rate. Depending on the needs of the EL students, teachers will use proven strategies, such as peer mentoring, multi-sensory experiential activities cooperative learning, and use of media and visuals, to provide effective oral language, literacy and content area instructions.

- **Primary Language Support:** Primary language support will be used minimally, only as needed.
- **Monitoring English Learners (EL)' Progress:** ELL students will take the WIDA ACCESS every year for reclassification purposes. ELs will be continuously monitored through assessments for English language development and academic progress and necessary changes will be implemented as early as possible.

Parents will be regularly informed of their students' progress. School administration will regularly evaluate the efficacy of our ELL program based on student performance data and progress towards English proficiency. Classroom observation and weekly staff meetings will provide qualitative data on the efficiency and effectiveness of the programs and methods used. In addition to ongoing professional development activities, Kūlia Academy will provide all staff with multiple opportunities to participate in external workshops and trainings to address their individual needs. For students performing below grade level, please see item 3 below and for intellectually gifted students, please see item 4.

Homeless and Foster Youth

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

Students at Risk of Academic Failure or Dropping Out

Students at risk of academic failure or dropping out will be identified early on through MAP Tests and other assessments and early intervention will be provided in connection with the parents as detailed above in Assessment-Section 3 through our Data Cycle and our Multi Tiered, Multi-Domain System Of Supports (MTMDSS).

Addressing the Needs of At-Risk Students

Each group of students, and each student individually, will need different supports; we will engage children, and support them, as aligned to the strategies listed throughout this section.

Use and Benefits of Technology for At-Risk Youth

As a joint effort, The Alliance for Excellent Education, a Washington, DC–based national policy and advocacy organization for underserved students and The Stanford Center for Opportunity Policy in Education (SCOPE) published a brief in September 2014 on Using Technology to Support At-Risk Students' Learning by Linda Darling-Hammond, Molly B. Zielezinski, and Shelley Goldman based on a review of more than seventy recent studies. The brief provides valuable insight and strategies for technology use for at-risk students.

In a district with a 73 percent free or reduced-price lunch, high dropout rates, and low college-going rate, the leadership team redesigned the entire school program, focusing on increasing student engagement through active, project-based learning; integrating technology tools to support instruction; and training teachers to make necessary pedagogical shifts. Over the course of just two years, this systemic approach led to an increase in graduation rates from 63 percent to 87 percent and a climb in college acceptance rates from 33 percent to 78 percent. During the same period, the high school had significant decreases in suspensions, alternative school referrals, and dropout rates, preventing failures that had previously routinely occurred. Researchers found that the students, who had previously encountered behavioral problems and high rates of failure on the state test, were highly motivated.

Other research finds that students learn more when they use technology to create new content themselves, rather than just being the recipients of content designed by others.

Motivation and self-esteem are further enhanced when the content creation tasks are culturally relevant, accessible, and take into account students' interests. Researchers have found that one-to-one availability is particularly important for lower-income students' ability to gain fluency in using the technology for a range of learning purposes, since they are less likely to have these opportunities at home. For example, in one study that examined the implementation of a one-to-one laptop program in three economically different schools in California, lower-income youth demonstrated significantly higher gains in mathematics relative to the higher-income students, and teachers were most likely to say they found the laptops to be useful for learning by "at-risk" youth. An analysis of data from the National Assessment of Educational Progress (NAEP) illustrates this point: The use of simulations/applications in eighth grade and games in the fourth grade positively affected test scores, whereas drill and practice at the eighth grade negatively affected the scores. In science, games, word processing, simulations, and data analysis all positively affected test scores. And in eighth grade reading, use of computers for writing activities positively affected test scores, but use of computers for grammar/ punctuation or for reading activities (which usually involve drill or tutorials) negatively affected test scores.

All of these more interactive strategies produce greater success than the use of computers for programmed instruction. Unlike "computerized workbooks" that march students through material they learn through rote or algorithm, interactive CBI systems can diagnose students' levels of understanding and customize the material they engage with, offer a more interactive set of instructional activities, and provide feedback to students, as well as more detailed information about student progress. Programs like these, with teachers supplementing instruction to explain concepts and coordinate student discussion, have been found in several studies to be successful in helping low-achieving students pass state competency tests and master complex new material. The brief recommends the following:

- Technology access policies should aim for one-to-one computer access.
- Curriculum and instructional plans should enable students to use technology to create content as well as to learn material.
- Policymakers and educators should plan for blended learning environments, characterized by significant levels of teacher support and opportunities for interactions among students, as companions to technology use.

With the help of our federal grant, we are planning to provide one-to-one access to all our students including at-risk ones.

High Achieving Students

Kūlia Academy will identify high-achieving, gifted, and talented students based on multiple measures, including but not limited to achievement test scores, grades, student performance or products, intelligence testing, parent, student, and/or teacher recommendation, and other appropriate measures. The needs of all students, including high-achieving, gifted, and talented students, will be addressed through differentiated instruction in the classroom. There will be advanced after-school study groups in STEM areas available for high-achieving students.

The Course Scope And Sequence, Daily Schedule, Staffing Plans, And Support Strategies And Resources

We will have high expectations for all our students. Our primary strategy will be inclusion and the least restrictive environment as required by law. Any necessary changes in scope and sequence, support strategies and resources or any necessary changes in the student's daily schedule will be discussed and finalized in the relevant meeting such as IEP meetings, 504 meetings, during our same-subject, same-grade level meetings and the meetings that our Assistant Principal, SPED/Student Services Coordinator, Counselors hold with the Student Success Teams (SSTs) that are

comprised of students, parents, teachers, and the support personnel. We included salaries for SPED and ELL teachers and coordinators in our budgets.

2. Explain more specifically how you will identify and meet the learning needs of students with mild, moderate, and severe disabilities in the least restrictive environment possible. Specify the programs, strategies, and supports you will provide, including the following:

a) Methods for identifying students with special education needs (and avoiding misidentification);

b) Specific instructional programs, practices, and strategies the school will employ to provide a continuum of services; ensure students' access to the general education curriculum; and ensure academic success for students with special education needs;

c) Plans for monitoring and evaluating the progress and success of special education students with mild, moderate, and severe needs to ensure the attainment of each student's goals as set forth in the Individualized Education Program (IEP);

d) Plans for promoting graduation for students with special education needs (high school only); and

e) Plans to have qualified staffing adequate for the anticipated special needs population.

Methods for identifying students with special education needs (and avoiding misidentification) and Ensuring students' access to the general education curriculum

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

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

Section 504 of the Rehabilitation Act

Kūlia recognizes its legal responsibility to ensure that no qualified person with a disability will, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of Kūlia.

Any student, who has an objectively identified disability which substantially limits a major life activity including but not limited to learning, is eligible for accommodation by the School.

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

- Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel;

- Tests and other evaluation materials include those tailored to assess specific areas of educational need;
- Tests are selected and administered to ensure that when a test is administered to a student with impaired sensory, manual or speaking skills, the test results accurately reflect the student's aptitude or achievement level, or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual or speaking skills.

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

Specific instructional programs, practices, and strategies the school will employ to provide a continuum of services

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

Plans for monitoring and evaluating the progress and success of special education students with mild, moderate, and severe needs to ensure the attainment of each student's goals as set forth in the Individualized Education Program (IEP)

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

Instructional staff will be instructed about the characteristics of special education handicapping conditions and referral procedures. If a student is receiving special education services, his or her IEP will be reviewed in an IEP meeting at least once a year to determine how well it is meeting student needs. In addition, every three years, student progress will be reassessed and the IEP reviewed in accordance with applicable law unless otherwise agreed upon by Kūlia and the parent/guardian.

Kūlia Academy will, prior to the placement of the individual with exceptional needs, ensure that the regular teacher or teachers, the special education teacher or teachers, and other persons who provide special education, related services, or both to the individual with exceptional needs will be knowledgeable of the content of the IEP. A copy of each IEP will be maintained at the school site. Service providers from HI DOE, who provide instruction or a related service to the individual off the school site will be provided a copy of the IEP. All IEPs will be maintained in accordance with state and federal student record confidentiality laws.

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

Ensuring Academic Success and Equitable Access: The school leadership and faculty of Kūlia will ensure that all students will be provided with a rigorous, relevant, coherent, standards-based college-preparatory STEM curriculum that supports the vision and mission, the academic standards, and goals of the school. The program design of Kūlia is to ensure that all children succeed. Students who are in jeopardy of retention are individually counseled and given extra help in their specific areas of concern, both in class and through intervention offerings. Measuring student progress three times a year through its benchmark tests and providing immediate intervention ensures no students fall behind without noticing on- time. Grade level and subject level teacher meetings once a month as mentioned before: teachers will go over the progress of all students individually and discuss and determine necessary interventions. Through MAP Testing and ClassCraft's PBIS, we will have multi-year data and keep track of individual students' progress over time. Since all our administrators, teachers, students and parents will have access to these systems, we will satisfactorily ensure continuum of services, ensure access to general education curriculum and identify additional offerings through which individual students might blossom.

Plans for promoting graduation for students with special education needs (high school only)
We will maintain high expectations for all of our students including the ones with special needs. Our plan for promoting graduation includes:
-   To the extent possible, students with disabilities will be with their mainstreamed peers and will have the same goals.
-   Personal Graduation and College Readiness plans for all of our students including the ones with special needs will be developed under the leadership of counselors.
-   A transition plan will accompany the college readiness plans for our students with special needs.
-   Inspirational guests and speakers and field trips will be organized to inspire them.
-   Parents will be involved in every step.

Plans to have qualified staffing adequate for the anticipated special needs population
We included staffing and salaries for a SPED/Student Services Coordinator, Special Education teacher and ELL teacher along with other staff in our staffing charts and budgets.

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

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

3. Explain how the school will meet the needs of English Language Learner (ELL) students, including the following:
a) Methods for identifying ELL students (and avoiding misidentification);
b) Specific instructional programs, practices, and strategies the school will employ to ensure academic success and equitable access to the core academic program for these students;
c) Plans for monitoring and evaluating the progress and success of ELL students, including exiting students from ELL services; and
d) Means for providing qualified staffing for ELL students.

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

Identification: After a student enrolls in Kūlia, the School will request information regarding the language spoken at home through a Home Language Survey (HLS). The purpose of the HLS is to determine if a language other than English is used in the student's home. Prior to completing the HLS, parents are to receive an explanation regarding its purpose and uses, as well as the possibility

that their child may be given an assessment to measure their English language proficiency level. Student's registration documents will also be checked to find any information about the student's EL status. Based on the answers provided to the questions in the HLS, students will be administered the WIDA ACCESS screener for English proficiency and may qualify for ELL services.

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

Placement: Depending on the assessment results, the school administration coordinator will determine the most appropriate placement and support strategies with the help of the student's parents and the teachers. Using teacher feedback, observations, and inferences from the student performance data, the school team collaborates to create an action plan that will include recommended student placement and support strategies. This plan will then be implemented throughout the school by the teachers. Funding and personnel for special education will be provided by HI DOE. ELL expenses will be covered within the school's general education per pupil funding. MAP Tests, administered 3 times a year, and classroom observations and assessments of teachers will reveal any misidentifications before it's too late and they will be discussed at our grade level and subject level faculty meetings, which take place every other week. Necessary course of action and re-placement of the students will be decided in these meetings.

Ensuring Academic Success and Equitable Access: The school leadership and faculty of Kūlia will ensure that all students will be provided with a rigorous, relevant, coherent, standards-based college-preparatory STEM curriculum that supports the vision and mission, the academic standards, and goals of the school. The program design of Kūlia is to ensure that all children succeed. Students who are in jeopardy of retention are individually counseled and given extra help in their specific areas of concern, both in class and through intervention offerings. Measuring student progress three times a year through its benchmark tests and providing immediate intervention ensures no students fall behind without noticing on- time. Grade level and subject level teacher meetings once a month as mentioned before: teachers will go over the progress of all students individually and discuss and determine necessary interventions. Through MAP Testing and ClassCraft's PBIS, we will have multi-year data and keep track of individual students' progress over time. Since all our administrators, teachers, students and parents will have access to these systems, we will satisfactorily ensure continuum of services, ensure access to general education curriculum and identify additional offerings through which individual students might blossom.

Monitoring Progress of ELLs

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

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

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

Staffing: Our budget includes necessary staffing for our ELL program, starting with a 1.0 FTE ELL teacher and increasing by the number of students in the following years.

4. Explain how the school will identify and meet the learning needs of students who are performing below grade level and monitor their progress. Specify the programs, strategies, and supports you will provide for these students.

As mentioned, Kūlia Academy will utilize the District And School Data Team Toolkit designed and published by Washington Data Coaching Development to provide a continuous cycle of improvements and modifications for its students to reach their targets.

The results of state tests, MAP Tests, and Publisher and Teacher-Designed Formative and Summative Test data will be used to identify students performing below grade level and evaluate their progress. Attendance and grade reports from the school's SIS will also be utilized to track students' progress and to ensure timely completion and to determine necessary interventions and modifications. The school's academic committee, formed by the assistant principals and the subject teachers, will collect, analyze and review the results of schoolwide assessment and recommend modifications, if they are needed, to the school's curriculum and other programs at the end of every semester. Weekly staff meetings will be scheduled to allow same-subject and same-grade level teachers to meet and discuss students' progress once a month.

Through our Multi Tiered, Multi-Domain System Of Supports (MTMDSS), we will address the needs of students who are behind in either Math or English, or begin to fall behind in formative and summative assessments (D or lower). Strategies will include: - Differentiated instruction in regular classes and additional blended learning opportunities for reinforcement, - Targeted interventions such as small group learning and/or support from ELL or Special Ed teacher, and - More Intensive Interventions such as one-on-one tutoring, external support, comprehensive improvement plan). Free afterschool tutoring as part of Kokua Kalihi Valley's Pacific Voices program will also be available.

5.Explain how the school will identify and meet the needs of intellectually gifted students, including the following:

a. Specific research-based instructional programs, practices, strategies, and opportunities the school will employ or provide to enhance their abilities;

b. Plans for monitoring and evaluating the progress and success of intellectually gifted students; and

c. Means for providing qualified staffing for intellectually gifted students.

Kūlia Academy will identify high-achieving, gifted, and talented students based on multiple measures, including but not limited to achievement test scores, grades, student performance or products, parent, student, and/or teacher recommendation, and other appropriate measures.

Strategies to be Implemented: Students will be assigned class activities based on their identified levels. The first MAP Test of the year which will be administered in the first week of the academic year will serve as the base to identify the students who might benefit from accelerated learning opportunities. Students might also be identified later through the year through other means mentioned above or through the second and third MAP Tests of the year. Kūlia teachers under the leadership of our Assistant Principals will finalize how to differentiate instruction to address the needs of these students in our staff meetings. Our staff meetings will be structured in a way that same subject and same grade level teachers will meet once a month as mentioned previously. In these meetings, our administrators and teachers will assess the students' needs based on MAP Test reports and input from other sources.

Pursuant to the recommendations of Dr. Joseph Renzulli, the renown expert in gifted education circles, we will employ the following instructional strategies to address the needs of all of our high achieving students:

Differentiated instruction: Differentiated instruction combines flexible grouping of students with adjustments to the learning tasks; in some instances, whole group instruction is the most appropriate delivery model, while in other instances, students work in small groups or individually to complete tasks that are targeted to their own levels of readiness, interests, and learning preferences. A study by Tieso (2005) found that significant student achievement gains resulted when teachers used flexible within-class ability grouping. To differentiate for students in homogeneous groups, teachers will use formal and informal assessment data to determine the most appropriate learning objectives and instructional strategies to better ensure that students will gain the most learning from being placed into these instructional groups. In addition to differentiating instruction for students in tiered groups, professional development for teachers, flexibility, and a combination of different grouping structures will also contribute to student achievement.

Curriculum Compacting: Curriculum Compacting is an instructional technique that is specifically designed to make appropriate curricular adjustments for students in any curricular area and at any grade level. Essentially, the procedure involves (1) defining the goals and outcomes of a particular unit or segment of instruction, (2) determining and documenting which students have already mastered most or all of a specified set of learning outcomes, and (3) providing replacement strategies for material already mastered through the use of instructional options that enable a more challenging and productive use of the student's time. The results indicated that the achievement test scores of students whose curriculum was compacted did not differ significantly from students whose curriculum was not compacted.[xciii]

Differentiation with Enrichment: Enrichment opportunities enable children to move beyond grade level lessons and extend the regular curriculum with individualized opportunities. Examples of enrichment include exposure to new topics and ideas, training in creative and critical thinking skills, problem solving, first-hand investigative opportunities, the development of an independent study in areas of choice with individual research, and the use of advanced research methods.

Plans for monitoring and evaluating the progress and success of intellectually gifted students: MAP Tests (administered 3 times a year) , state tests, publisher and teacher-designed tests will be used to monitor the progress and success of intellectually gifted students. Same-subject and same-grade level faculty meetings will be used to discuss strategy and monitor progress of intellectually gifted students.

Staffing: Our core class and special teachers will be trained and address the needs of our intellectually gifted students using the above-mentioned strategies.

STUDENT RECRUITMENT, ADMISSIONS, AND ENROLLMENT

All student recruitment, admissions, and enrollment decisions must be made in a nondiscriminatory manner and without regard to race, color, ethnicity, national origin, religion, sex, sexual orientation, marital status, income level, academic or athletic ability, disability, need for special education services, or lack of proficiency in the English language. The Commission may grant enrollment preferences in accordance with HRS §302D-34.

1. Explain the plan for student recruitment and marketing that will provide equal access to interested students and families. Specifically describe the plan for outreach to families in poverty; academically low-achieving students; students with disabilities; and other youth at risk of academic failure. Also describe how the school will attempt to make itself attractive to families with relatively higher incomes and/or levels of formal education if the proposed school

is projecting a high percentage of students in poverty and intends to achieve socioeconomic and/or demographic diversity.

Our target area is home to a high percentage of families in poverty and academically low-achieving students. As mentioned before, the Linapuni Street Census Tract, in particular, shows some of the highest concentrations of poverty within the State (appx. 69%). Residents in this area experience higher unemployment, higher usage of welfare and food stamp assistance, and lower levels of home ownership than the state as a whole. Based on the 2019 Strive HI master data file, our target area has some of the lowest performing schools in the state. Kalihi Elementary School was the 3rd lowest performing elementary school in the state with a 19% proficiency rate in Math (23% reading). Fern Elementary School was the 5th lowest performing elementary school in the state with a 21% proficiency rate in Math (24% reading). Dole Middle School in our target area was the 2nd lowest performing middle school in the state with a 14% proficiency rate in Math (26% reading). While Farrington High School had a 49% proficiency rate in Reading, only 21% of its students were proficient in Math in 2019.

As such, to attract families in poverty, low-achieving students and other youth at risk of academic failure, we will concentrate our recruitment efforts in our immediate neighborhood. We will use multiple means to reach out to and attract interested families:

- First and foremost, we will utilize our Parent and Community Advisory Group members, some of which are already parents of our prospective students,
- Brochure distribution at community events such as the Filipino Fiesta (May) and Pasko sa FilCom (December)
- Open houses at our prospective school site which is at a convenient walking distance for many of our families
- We will use the newsletters of St. Anthony and FilCom to reach out the families
- Community newspapers will also be used for advertisement.

As our experience at charter school before shows, because of small school and class size and the availability of individual attention, small schools become a natural attraction for students with disabilities. As a result, oftentimes, charter schools have higher percentages of students with disabilities. We will highlight these positives to the students with disabilities and their families who might enroll their children in our school. We will hold our open houses and marketing events at ADA-accessible places.

To make our school more attractive to high or low income students, we will highlight parts of our educational program specific to the target audience that they cannot find at their local public schools such as our computer science courses, STEM focus and advanced studies.

2. If applicable, identify any enrollment preferences the school would request that are in compliance with federal and state law and any Commission policies or guidelines, and explain the rationale for the enrollment preference request.

The only enrollment preference will be for the children of Kūlia Academy staff, as allowed by law.

3. Provide, as **Attachment K**, the school's Enrollment Policy, which should include the following:
    1. Tentative dates for application period, and enrollment deadlines and procedures, including explanation of how the school will receive and process Intent to Enroll forms;
    2. A timeline and plan for student recruitment/engagement and enrollment;
    3. Policies and procedures for student waiting lists, withdrawals, re-enrollment, and transfers; and
    4. Description of any pre-admission activities for students or parents/guardians, and the purpose of such activities.

4. Explain how the school will ensure that it meets its enrollment targets, and describe the contingency plan if enrollment targets are not met.

To ensure that the school will meet its enrollment targets:
- We will start our student recruitment efforts right after the approval without waiting for later times.
- We will aim for more than the number of seats available. Our goal for the first year will be to receive at least 115 applications for 100 seats available by July 1, 2024.
- We will use multiple means of advertisement including community newsletters and newspapers, community events, open houses, and online means.

Contingency Approach: If the enrollment deadline comes and goes, and the number of enrollment applications is less than our targets, all of the applicant families will be accepted and enrolled in the school, and we plan to return to, and expand upon, recruitment strategies to increase application numbers. Subsequent enrollment forms will be accepted on a first come, first served basis until our enrollment capacity is reached. Once capacity is reached, subsequent applicants will be placed on a waiting list. If capacity is not reached, we will follow our contingency plans as outlined in our budget narrative. Please see the budget narrative below for financial measures. Please see Attachment K for additional information and explanation.

STUDENT DISCIPLINE
Describe in detail the school's approach to student discipline. Provide as **Attachment L** the school's proposed discipline policy. The description of the school's approach and the proposed policy should include the following:
   a. A clear description of the school's philosophy on cultivating positive student behavior and a student discipline policy that provides for appropriate, effective strategies to support a safe, orderly school climate and fulfillment of academic goals, promoting a strong school culture while respecting student rights;
   2. Practices the school will use to promote good discipline, including both penalties for infractions and incentives for positive behavior;
   3. Legally sound policies for student discipline, suspension, dismissal, and crisis removal, including the proposed school's code of conduct and procedural due process for all students, including students afforded additional due process measures under IDEA;
   4. Appropriate plan for including teachers, students, and parents or guardians in the development and/or modification of the proposed school's policies for discipline, suspension, dismissal, and crisis removal;
   5. Legally sound list and definitions of offenses for which students in the school must (where non-discretionary) or may (where discretionary) be suspended or expelled, respectively;
   6. An explanation of how the school will take into account the rights of students with disabilities in disciplinary actions and proceedings;
   7. Procedures for due process when a student is suspended or expelled as a result of a code of conduct violation, including a description of the appeal process that the school will employ for students facing expulsion and a plan for providing services to students who are expelled or out of school for more than 10 days; and
   8. An explanation of how students and parents will be informed of the school's discipline policy.
Please refer to Attachment L.

PARENT AND COMMUNITY INVOLVEMENT
   1. Describe the role to date of any parents and community members involved in developing the proposed school.
   We met with dozens of parents through open houses, attended masses at local churches, and engaged with community organizations to ask for input. As a result of these meetings, we added

Ilocano, Samoan and Hawaiian as world language options, among other adjustments. Parents and community members will continue to be involved with our founding team as we build momentum towards the opening of our school.

2. Describe what you have done to assess and build parent and community demand for your school and how you will engage parents and community members from the time that the school is approved through opening.

● Over the span of the last 3 years, we have had many small gatherings and organized open houses with our local community members

● We had 6 meetings with Pastor Arnel Soriano of St Anthony Parish – Kalihi to get his support and recommendations to better serve the local community in Kalihi and plan activities for his community. Filipinos make up a big portion of the Asians that live in our target area. St Anthony Parish – Kalihi predominantly serves the Filipino community. We have been working with St. Anthony's Parish for the last 8 months, have addressed the parents and students at 4 Sunday masses and held two open houses. We planned two more open houses in April 2020, one on Easter, April 12th and another on April 25th but had to postpone them due to COVID-19 restrictions. We are planning to coordinate our future open houses and meetings with the Parish's administrators in our pre-opening phase.

We met with community members during our meetings and solicited feedback. They expressed their support and interest in STEM and computational skills-focused education. As a result of these meetings, we decided to add Ilocano as a world language option as it was an emerging theme coming out of our meetings with parents and community members.

We also met with Mr. Donnie Juan, the executive director at Filipino Community Center. He expressed his support and introduced us to FilCom's board members. He said he will be sure to include us in future events at FilCom such as the Filipino Fiesta (May) and Pasko sa FilCom (December). He said FilCom will be available as a venue for our future events and open houses. He also informed us on best ways to reach out to the Filipino community including two community newspapers. We will be working with Mr. Juan and reaching out to the Filipino Community to get the word out for the new school in their area.

How We will Engage Parents and Community Members from the Time that the School is Approved Through Opening

- Our Parent and Community Advisory Group (PCAG) already held three meetings in December 2021 and January 2022. The PCAG will continue to hold meetings in the pre-opening phase and advise the school administration.

- We will hold open houses for prospective students and parents and the community members. These meetings will be open for two-way communication including receiving feedback from students, parents and community members.

- We will continue soliciting feedback and input from parents, students and community members at community events, festivals and after the masses.

3. Describe how you will engage parents in the life of the school (in addition to any proposed governance roles described in Section 2 below). Explain the plan for building family-school partnerships that strengthen support for learning and encourage parental involvement. Describe any commitments or volunteer activities the school will seek from, offer to, or require of parents.

As mentioned before, school-student-parent triads will be key to ensure student engagement and success.

We aim to provide a collaborative environment where community members and business leaders are partners in the educational programs offered to our families. Community members

will have the following opportunities to get involved in the school once the school is in operation:

- Guest Speakers Program;
- Coffee with the Principal;
- Parents will complete a survey each year evaluating the strengths and weaknesses they identify with the program at Kūlia Academy;
- Parents will have the opportunity to attend periodic activities for team-building, presentation of the latest school news, and recognition of parent contributions to the school community;
- Orientation: We will conduct our school orientation in July 2021 to welcome new students and families to our school, orient them to Kūlia, build relationships with them and share our and their expectations;
- Volunteering: Parents will be informed and invited to be an active part of our school community periodically through our school newsletters and emails. They will be invited to volunteer to help with school events and provide tutoring to students who are lagging behind. In order to be able to provide tutoring, they will have to meet our requirements and pass through our new tutor selection and recruitment process.

  To ensure involvement of all our stakeholders in the design process going forward, our Parent and Community Advisory Group (PCAG) will make recommendations to the school board. The PCAG will meet at least four times a year and make recommendations regarding matters of interest to families and teachers and school events/activities.

  Parents and community members will have opportunities to volunteer at the school such as running afterschool clubs and activities, however, no volunteering or other commitments will be required.

4. Discuss the community resources that will be available to students and parents. Describe any partnerships the school will have with community organizations, businesses, or other educational institutions. Specify the nature, purposes, terms, and scope of services of any such partnerships including any fee-based or in-kind commitments from community organizations or individuals that will enrich student learning opportunities. Include, as **Attachment M**, existing evidence of support from intended community partners such as letters of intent/commitment, memoranda of understanding, and/or contracts.

While we continue to add new partnerships, the following are a summary of what has been developed so far:

- St. Anthony Parish will publicize our school in their community and encourage community members to take part in Kūlia's PCAG and help prepare the school for a successful start in our pre-opening phase. St. Anthony's Parish will also offer after-school activities and summer programs using the same facilities that we locate our school at as an independent program. This will provide an opportunity for interested working parents to keep their students busy until they pick up their kids participating in the church's activity (this is an independent program, other students will have other after-school activity options run by the school).
- Filipino Community Center (FilCom) will include us in future events at FilCom such as the Filipino Fiesta (May) and Pasko sa FilCom (December). FilCom will be available as a venue for our future events and open houses. We will be working with the executive Director Donnie Juan to reach out to the Filipino Community and get the word out for the new school.
- *Pacific Islanders in Communications* will organize movie nights with Pacific Islander actors, producers or directors in them for our parents, students and community members. We will use these events to promote our school.

- We will partner with Kokua Kalihi Valley Comprehensive Health and Family Services for our cultural competency programs and afterschool activities.
- We will partner with Helping Hands Hawaii to provide school supplies to our students, help our socioeconomically disadvantaged families.
- We will partner with YMCA Kalihi to provide afterschool care and programs.
- We will partner with Honolulu Theatre for Youth for Social Emotional Learning programs through Drama education.
- We have also been in communication with Liliʻuokalani Trust, Keiki O Ka ʻAina Family Learning Center in Honolulu, and Susannah Wesley Community Center in Kalihi to build community partnership but we had to postpone our plans due to COVID-19 pandemic. We plan to continue building our community partnerships after the COVID-19 pandemic subsides.

All of these programs will be provided to students and parents free-of-charge and no payments by the school except YMCA which charges minimal program fees (ranging $100-$150/month)

EDUCATIONAL PROGRAM CAPACITY

1. Identify the key members of the school's leadership team. Identify only individuals who will play a substantial and ongoing role in school development, governance and/or management, and will thus share responsibility for the school's educational success. These may include current or proposed governing board members, school leadership/management, and any essential partners who will play an important ongoing role in the school's development and operation. Describe the team's individual and collective qualifications for implementing the school design successfully, including capacity in areas such as:
   - School leadership, administration, and governance;
   - Curriculum, instruction, and assessment;
   - Performance management; and
   - Parent and community engagement.

   Describe the group's ties to and/or knowledge of the target community.

   The leadership team members have not yet been finalized.

2. Identify any organizations, agencies, or consultants that are partners in planning and establishing the school, along with a brief description of their current and planned role and any resources they have contributed or plan to contribute to the school's development.

   The following organizations, agencies, and consultants are partners in planning and establishing the school:

   - Curriculum Experts: An expert in each subject (Math, ELA, Science, Social Studies, Coding, Physical Education, Electives) will be hired for a consultancy-based contract to develop plans and documents as described below. Curriculum experts might be university professors, lecturers, researchers, experienced school administrators or curriculum developers.
   - Uehiro Institute of UH-Manoa will provide professional training to our teachers in Inquiry-based learning.
   - We will work with the CRDG group of UH-Manoa in implementing their FAST and FELO courses.
   - Kokua Kalihi Valley: We will partner with Kokua Kalihi Valley in developing and finalizing our cultural competency programs.
   - Dr. Clement Bautista: We will work with Dr. Clement Bautista in developing and finalizing our cultural competency programs.
   - Dr. Jeffrey Acido: We will work with Dr. Jeffrey Acido in developing and finalizing our cultural competency programs.

- We held more than 10 meetings at St. Anthony Parish addressing the parishioners. St. Anthony's Parish will be an avenue for us for student advertisement and recruitment.
- Filipino Community Center (FilCom) will help us reach out to the Filipino community members. It will serve as a venue for our open houses. We will use their newsletters and community newspapers to advertise to potential students and families.We will also participate in the Filipino Festivals to reach out to potential families.
- Filipino Catholic Club will help us get the word out and recruit students.

3. Identify the proposed School Director and explain why this individual is well-qualified to lead the school in achieving its mission. Summarize the proposed leader's academic and organizational leadership record. Provide specific evidence that demonstrates capacity to design, launch, and manage a high-performing charter school. If the proposed leader has never run a school, describe any leadership training programs that (s)he has completed or is currently participating in. Also provide, as **Attachment N**, the qualifications, resume, and professional biography for this individual. Discuss the evidence of the leader's ability to effectively serve the anticipated population. If no candidate has been identified, provide as **Attachment O** the job description or qualifications, and describe the timeline, criteria, and recruiting and selection process for hiring the school leader.

No candidate has been identified yet.

4. Describe the responsibilities and qualifications of the school's leadership/management team beyond the School Director. If known, identify the individuals who will fill these positions and provide, as **Attachment P**, the qualifications, resumes, and professional biographies for these individuals. If these positions are not yet filled, explain the timeline, criteria, and process for recruitment and hiring.

Please see Attachment P for responsibilities and qualifications of the school's leadership / management team members.

5. Explain who will work on a full-time or nearly full-time basis to lead development of the school upon approval of a charter, and the plan to compensate these individuals.

The school principal will be hired in August 2023 on a full-time basis, 1 year before school opening. The assistant principal will be hired in the beginning of June 2023. Their salaries have been included in our budgets.

SECTION 2. OPERATIONS PLAN & CAPACITY

GOVERNANCE

Proposed schools may designate or establish an associated nonprofit organization to assist with fundraising and other support activities, especially during the start-up period, but this is not a requirement.

1. Describe the primary roles and responsibilities of the proposed school governing board and how it will interact with the school director, any advisory bodies, and any essential partners. Describe the size, current and desired composition, powers, and duties of the governing. Identify key skills or areas of diverse expertise that are or will be effectively represented on the governing board. Explain how this governance structure and composition will help ensure that: a) the proposed school will be an academic and operational success; b) the proposed school governing board will effectively evaluate the success of the proposed school and school director; and c) there will be active and effective representation of key stakeholders, including parents or guardians.

Kūlia Academy's Board of Directors (the applicant governing board, also "the Board") is responsible for Kūlia Academy's governance and adherence to the charter contract. The board is a diverse, experienced group of educators and community leaders.
The current applicant governing board has 5 total members, and 7 is the desired size for the founding school governing board including president, vice president, secretary, and four additional board members. A balance of academic performance management, organizational management, financial management and accounting, fundraising, legal, and human resources / human capital development is important; our board will recruit members to ensure this balance before the end of before the school opens its doors for students. Multiple individuals will sit on one of three board committees: academic performance, organizational governance, and finance/fund development.
Working Relationship with the Proposed School: The Board is responsible for hiring and supervising the School Principal. The School Principal will embody, advocate, and put into operation the vision, mission, and strategic direction of Kūlia Academy, and oversee all aspects of the organization, including academic program delivery, financial, operational, and strategic planning. The School Principal will fulfill the role of the general manager and will have general supervision, direction, and control over the school's operations and officers, subject to the control of the Board. The Principal hires, promotes, coaches, develops, supports, encourages, disciplines, and as needed, dismisses staff and teachers at the school. The Board approves major school and school policies, and budgets for Kūlia Academy. Kūlia Academy does not plan to enter into any contractual agreements with any charter or educational management organizations.
Academic and Operational Success: Our board will be composed of individuals who possess skills including, but not limited to, non-profit governance, familiarity with curriculum and instruction, academic performance management, financial performance management, and parent/community engagement. The School Director will communicate bi-weekly with the School Board chair to discuss pertinent topics including current academic progress, staffing, school climate, financials, etc.
- *Once a year, within two weeks of the first MAP testing of the year, the diagnostic data will be presented to the board and annual academic targets and necessary action plans will be reviewed and finalized ;*

- Twice a year, benchmark MAP test results will be presented to the school board along with necessary action plans to address any deficiencies or gaps;
- Once a year, within two weeks of the SBAC and other state test results announced, outcomes will be presented to the board wlong with comparison to similar and neighborhood schools and the board's directions will be recorded to be implemented.

School & School Director Evaluation: Clear goals and metrics of success have been set throughout the charter for academic, organizational, and financial areas, and it is the School Director's responsibility to meet these goals. In the case goals are not being met, investigative conversations will take place between the School Director and Board Chair. It is ultimately the School Board's decision to retain and develop, or seek replacement for the School Director.

Active and Effective Representation of Key Stakeholders, Including Parents or Guardians: Our Parent and Community Advisory Group (PCAG), as detailed above, will serve as the lead effort to involve our parents and stakeholders.

2. Provide, as **Attachment Q**, organization charts that clearly indicate all positions and illustrate the proposed school governance, management, and staffing structure in: a) Year 1; and b) all subsequent years until full capacity is reached. The organizational charts must clearly delineate the roles and responsibilities of (and lines of authority and reporting among) the proposed school governing board, staff, any related bodies (such as the proposed school's supporting nonprofit organization, advisory bodies, or parent/teacher councils), and any external organizations that will play a role in managing the proposed school. The organization charts must also document clear lines of authority and reporting between the proposed school governing board and proposed school and within the proposed school.

Please see Attachment Q.

3. If the membership of Applicant Governing Board has changed from the time it submitted its Intent to Apply Packet, describe and explain the reason for such changes.

We have the following changs on our school governing board since the submission of the intent form:
- Adam Murat Arabaci is no longer a member of Kūlia Academy School Governing Board. He now serves on our affiliated non-profit board, Kūlia Academy Foundation
- We have a new board member: Benjamin Cabreros.

4. Provide, in **Attachment R**:
    1. A list of all current proposed school governing board members and their intended roles;
    2. A clear summary of members' qualifications for serving on the proposed school governing board, including explanation of how each member meets considerations in HRS §302D-12 and will contribute a wide range of knowledge, skills, and commitment needed to oversee a *high-quality charter school*, including academic, financial, legal, nonprofit and community experience and expertise;
    3. Completed and signed Board Member Information Forms (Exhibit 3) and resumes for each proposed governing board member,

Please see Attachment R.

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

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

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

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

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

- Appointments to committees of the Board will be by majority vote of the authorized number of directors. The Board may appoint one or more directors as alternate members of any such committee, who may replace any absent member at any meeting. Any such committee will have all the authority of the Board, to the extent provided in the Board's resolution.
- Meetings and actions of committees of the Board will be governed by, held, and taken under the provisions of these bylaws concerning meetings, and other Board's actions. Minutes of each meeting will be kept and will be filed with the corporate records. The Board may adopt rules for the governance of any committee as long as the rules are consistent with these bylaws. If the Board has not adopted rules, the committee may do so.

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

Teleconferencing: Kūlia may hold board meetings via video and/or phone conferencing, so long as it is allowed by the State of Hawai'i Sunshine Law. Information about the participation procedure will be included on the agenda and information web pages for the meetings. All participants/speakers will have access to language translation services if requested in advance.

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

Currently, on the applicant group team, there exist two members of the Kūlia Academy Foundation nonprofit board. This overlap is for application purposes only and if our application is approved, these two members will be immediately removed from the nonprofit board and will serve on the founding governing board only. There were four members overlapping between the two boards. To comply with the law, we already started by separating the two board members and decreased the overlap to two. The complete separation will be completed after the school approval.

No other specific conflicts of interest are anticipated. If any potential conflicts of interests arise in the future, related board members will recuse themselves as detailed in Attachment T. Governing board code of ethics.

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

Plans for increasing the capacity of the board are covered in section 1 above.

For effective governance of Kūlia Academy and orientation of new members, ongoing training and development for members, including reasonable timelines, specific and thoughtful topics and capacities to be addressed, and requirements for participation, our board will follow the recommended practices on Creating Effective Governing Boards, a guide published by the U.S. Department of Education's National Charter School Resource Center.[xciv] The guide offers detailed steps and guidelines for developing board member capacity, pre-orientation and orientation periods, training and development, and key topics such as managing key risk indicators, ensuring financial success, working with the authorizer, among other topics.

8. If applicable, a clear and comprehensive description of the proposed school's associated nonprofit organization, including its current tax status and/or the plan and timeline for obtaining tax exempt status and the nonprofit's mission and purpose. The description must specifically identify ways that the proposed school's associated nonprofit organization will support the proposed school (such as community fundraising, developing partnerships, finding alternative funding sources, writing grants, and finding other ways to leverage existing resources) and specify any grants or programs that the nonprofit is planning to use. If the nonprofit's mission is not to solely support the proposed school, the description must also adequately explain any competing interests for the nonprofit's time and resources and how the proposed school will ensure such competing interests will not hinder the school's ability to operate and obtain outside supports.

Kūlia Academy's associated nonprofit organization (Kūlia Academy Foundation) is a Hawaii nonprofit organization. The sole mission and the purpose of the nonprofit organization is solely to support the school through fundraising, promoting the school and facility planning. Kūlia Academy Foundation will help Kūlia Academy with facility planning, organizing fundraising activities, developing partnerships, finding alternative funding sources, writing grants, and other ways to help the school become a success story. The nonprofit will not intervene in the school's affairs in any way .

9. Provide, in **Attachment S,** a list of all current and identified nonprofit board members that complies with the State Ethics Code. Describe the intended role of each member, and their experience and qualifications relevant to supporting the proposed school.

Please see Attachment S.

10. Discuss the procedures to be followed in the event of closure or dissolution of the school. Identify procedures to be followed in the case of the closure or dissolution of the charter school, including provisions for the transfer of students and student records to the complex area in which the charter school is located and for the disposition of the school's assets to the State Public Charter School Commission (SPCSC). Provide assurance that the school will follow any additional procedures required by SPCSC to ensure an orderly closure and dissolution process, including compliance with the applicable requirements of Hawaii Revised Statutes §302D-19.

● In case of school closure, closure of Kūlia will be documented by official action of Kūlia Board of Directors. The action will identify the reason for closure. The official action will also identify an entity and person or persons responsible for closure-related activities.

● The Board of Directors will promptly notify parents and students of Kūlia, the SPCSC, and the retirement systems in which Kūlia's employees participate of the closure as well as the effective date of the closure. This notice will also include the name(s) of and contact information for the

person(s) to whom reasonable inquiries may be made regarding the closure; the pupils' complex areas of residence; and the manner in which parents (guardians) may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

- The Board will ensure that the notification to the parents and students of Kūlia of the closure provides information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the Board's decision to close Kūlia.
- The Board will also develop a list of pupils in each grade level and the classes they have completed, together with information on the pupils' complex area of residence, which they will provide to the entity responsible for closure-related activities.
- As applicable, Kūlia will provide parents, students, complex areas and the SPCSC (per the SPCSC's direction) with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act ("FERPA"). Kūlia will ask SPCSC to store original records of Kūlia upon school closure.
- All state assessment results, special education records, and personnel records will be transferred to and maintained by the entity responsible for closure-related activities in accordance with applicable law.
- As soon as reasonably practical, Kūlia will prepare final financial records. Kūlia will also have an independent audit completed within six months after closure. Kūlia will pay for the final audit. The audit will be prepared by an auditor from the list of approved auditors of SPCSC selected by Kūlia and will be provided to the SPCSC promptly upon its completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to Kūlia.
- Kūlia will complete and file any annual reports required.
- In accordance with HRS 302D, the assets of the school, excluding facilities, shall be distributed first to satisfy outstanding payroll obligations for employees of the school, then to creditors of the school, and then to the state treasury to the credit of the general fund. If the assets of the school are insufficient to pay all parties to whom the school owes compensation, the prioritization of the distribution of assets may be determined by decree of a court of law.
- If the school received an appropriation for capital improvements to its facilities, the school or SPCSC shall negotiate with the expending agency for a lump sum or installment repayment to the State of the amounts appropriated. This restriction shall be registered, recorded, and indexed in the bureau of conveyances or with the assistant registrar of the land court as an encumbrance on the property. Amounts received from the repayment under this subsection shall be deposited into the general fund.
- In the event of a school closure, other public charter schools shall have the right of first refusal for the school's facilities, if the facilities are owned by the State. If no other public school exercises the right of first refusal, the facilities shall revert back to the department and the State.
- The Kūlia Board will follow the procedures set forth in the laws and regulations and any additional procedures required by SPCSC to ensure an orderly closure and dissolution process, including compliance with the applicable requirements of Hawaii Revised Statutes §302D-19.

11. Describe the board's ethical standards and procedures for identifying and addressing conflicts of interest. Provide, as **Attachment T**, the board's proposed Code of Ethics and Conflict of Interest policy.

The Kūlia Academy Governing Board will follow the attached code of ethics which was adopted from Georgia Department of Education's template and the SPCSC's approved policies. These policies align with the philosophy of our school and ensure clear, consistent standards and procedures for addressing conflicts of interest. Please see Attachment T for details.

12. Identify any existing relationships that could pose actual or perceived conflicts if the application is approved; discuss specific steps that the board will take to avoid any actual conflicts and to mitigate perceived conflicts.

As mentioned, on the applicant group team, there exist two members of the Kūlia Academy Foundation nonprofit board. This overlap is for application purposes only and if our application is approved, these two members will be immediately removed from the nonprofit board and will serve on the founding governing board only. No other specific conflicts of interest are anticipated. If any potential conflicts of interests arise in the future, related board members will recuse themselves in compliance with our Governing Board Code of Ethics as detailed in Attachment T.

13. Describe plans for increasing the capacity of the governing board. How will the board expand and develop over time? How and on what timeline will new members be recruited and added, and how will vacancies be filled? What are the priorities for recruitment of additional board members? What kinds of orientation or training will new board members receive, and what kinds of ongoing development will existing board members receive? The plan for training and development should include a timetable, specific topics to be addressed, and requirements for participation. If there will be a network-level board, identify any board development requirements relative to the organization's proposed growth and governance needs.

Our founding Applicant Governing Board will constitute the core of our permanent governing board. Four of the five members will transition to the permanent board and we will begin recruiting new board members through our board members' connections and invitation.

Recruitment of New Board Members

- We plan to add two more board members before the school opens.
- New board members will be recruited preferably with expertise in areas that will complement our existing board members: academics, more community relations.
- An informal meeting followed by a formal orientation meeting will be scheduled for each board member the latest within a month of their recruitment.
- Before their first board meeting, a meeting will be scheduled between the new board member and key individuals in the charter school including the board president and the principal. They will be provided with a detailed board director manual, which should include bylaws, articles of incorporation, the charter school contract, a thorough description of the educational program including educational philosophy, curriculum, instructional methods, assessment, the current budget, last audited financial statements, a list of board directors and their addresses, lists of committees and any staff assignments, and copies of minutes for the previous years.
- An orientation meeting will be planned by the board president with the help of the principal to train them on necessary information including the mission and history of the charter school, unique characteristics, information about the external environment the charter school operates within (information about political, economic, demographic, legislative, technological, competitive trends and changes that have significant impact on the charter school and the children it serves), financial information, detailed information about the educational program, and more.

ADVISORY BODIES
Describe any advisory bodies or councils to be formed, including the roles and duties of that body. Describe the planned composition of the advisory body; the strategy for achieving that composition; the role of parents, students, and teachers (if applicable); and the reporting structure as it relates to the school's governing body and leadership.

Parent and Community Advisory Group

The PCAG serves as a collaborative forum to advise the principal and the board on policies, curricula, and budgets, to focus on parental and community involvement in the school, and to perform specific initiatives as appropriated by the school administration. The PCAG has already been formed and held their first meeting in January 2021. This advisory body will meet at least quarterly.

The PCAG shall strive to include staff, parents, students, and community members. The PCAG will be composed of the principal and teachers, school staff, students, parents, and other community members who are representative of the community served by the school. Teachers shall be elected by teachers. School staff shall be elected by the school staff. Parents shall be elected by parents. Students shall be elected by students. At a minimum, the PCAG will include the principal, 2 teachers, 2 parents, 2 students and 2 community members. The PCAG will:

(1) Serve as a liaison among stakeholders including school administration, staff, students, parents and the community at large; working towards the improvement of the school;
  (a) Gathering information
  (b) Brainstorming ideas
  (c) Making recommendations on implementation
(2) Develop creative ways to involve parents in the school;
(3) Serve as a vehicle for building community support and encouraging greater community participation in Kūlia, including internship placements;
(4) Review of the annual parent and student satisfaction survey;
(5) When necessary, the PCAG may consult on school documents such as; Student and Parent Handbook, Safety and Wellness plans.

At the end of each meeting, the PCAG will provide a written report to the principal and the school board.

Current members of the Parent and Community Advisory Group are as follows:

(1) Romeo Munoz Cachola, was a former member of the Hawaii State House of Representatives, representing House District 30 (Kalihi Kai, Sand Island, Hickam, Pearl Harbor, Ford Island, and Halawa Valley Estate).
(2) Dr. Clement Bautista was Director of the UH-Manoa Office of Multicultural Student Services (formerly, Operation Manong) and administrator for an Institute for Library and Museum Services grant promoting Filipino culture and arts. He has served as principal investigator for a variety of community-based grants funded by the State Office of Youth Services, the Hawaii Council on the Humanities, the Hawaii Community Foundation and the State Foundation on Culture and the Arts. He has been a board member of the Filipino American National Historical Society, the Japanese American Citizens League-Honolulu chapter, the Filipino-American Historical Society of Hawaii and the Filipino Community Center, Inc.
(3) Fe Rodillas: A respected community member. Nanay Fe has been a staunch supporter and a champion in our community for Kūlia since 2018. As the announcer at St. Anthony's masses and gatherings for decades, she is well-known and respected in the community.
(4) Virginia Knickerbocker: grandparent of two future Kūlia students
(5) Mary S. Akkin: parent of a future Kūlia student
(6) Diana Antonio: community member
(7) Paul Barthel: community member

Grievance Process
Explain the process that the school will follow should a parent or student have an objection to a governing board policy or decision, administrative procedure, or practice at the school.

- **Step I:** When a problem first arises, the grievant should discuss the matter with the school principal. The principal will review the problem and any relating policies.
- **Step II:** If the problem cannot be resolved informally through discussion or meeting, the grievance shall be reduced to writing by the grievant and submitted to the principal. The grievant should specify the problem to the fullest extent possible and any remedies sought.
  - The principal shall initiate an impartial investigation and grant a conference within ten (10) school days following receipt of the written complaint.
  - The person making the complaint will be permitted to present any information, documents, or witnesses that he/she would like to be considered as part of this conference and investigation. All information related to the conference and investigation will remain confidential.
  - Within ten (10) school days of the conference, the Principal (or chairman of the Board of Trustees) will respond to the complaint in writing summarizing the outcome of the investigation and any corrective or remedial action necessary.
- **Step III:** Appeal to President of the Board of Directors – If the grievance is not resolved at Step II, the grievant may appeal the decision in writing to the President of the Board of Trustees within five (5) school days. The written appeal can be sent or delivered to the school site addressed to the board president. The President of the Board of Trustees, or his/her designee shall review the complaint, the principal's response, and all information presented as part of the investigation, and meet with the individuals involved if necessary.
  - Within 15 school days of receiving the appeal, the president or his/her designee shall respond in writing summarizing the outcome of the appeal and any corrective or remedial action necessary.
- **Step IV:** Appeal to the SPCSC – If the grievance is not resolved at Step III, and it involves an alleged violation of state or local board policy or state or federal law or state rule, it may be appealed in writing to the SPCSC.

PROFESSIONAL CULTURE AND STAFFING

Note: Charter schools are subject to collective bargaining pursuant to HRS Chapter 89, Collective Bargaining in Public Employment. Applicants must ensure that their proposed plan will comply with collective bargaining requirements. Applicants proposing staffing plans that deviate from any Master Collective Bargaining Agreement must negotiate supplemental agreements with the respective exclusive representatives and should be cognizant of possible limitations of these agreements.

STAFF STRUCTURE
1. Provide a complete staffing chart for the school, using the Staffing Chart Template (Exhibit 1) as **Attachment U.** The staffing chart and accompanying notes or roster should identify the following:
   1. Year 1 positions, as well as positions to be added in future years;
   2. Administrative, instructional, and non-instructional personnel;
   3. The number of classroom teachers, paraprofessionals, and specialty teachers; and
   4. Operational and support staff.

2. Explain how the relationship between the school's leadership team and the rest of the staff will be managed. Note the teacher-student ratio, as well as the ratio of total adults to students for the school.

In addition to the regular lines of responsibilities and reporting, Kūlia administrators will plan for and work on the following:

Collegiality: Kūlia Academy's administrators will work on and plan to create a collegial work environment. This planning will take place in the pre-opening phase. The principal and the dean of academics will be the responsible people to develop detailed plans and the staff handbook.

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

Teacher-Student Ratio: 16.7
Adults-Student Ratio: 9.1

Professional Development

Describe the school's professional development expectations and opportunities, including the following:

1. Identify the person or position responsible for professional development.

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

2. Discuss the core components of professional development and how these components will support effective implementation of the educational program. Discuss the extent to which professional development will be conducted internally or externally and will be individualized or uniform.

● **Summer in-service programs:** Kūlia will hold orientations and trainings for both new and veteran teachers to familiarize them with policies and procedures regarding the schools' operations, and the academic and education program goals for the year. The new teachers will be oriented on the school's educational program, policies and expectations during the first 2 days of the summer PD program.

● **Faculty Meetings:** The weekly faculty meetings will address school-wide issues or topics of interest. These meetings will be directed by the principal or designated administrator. The discussion topics will include data analysis, school-wide testing, school-wide events, curriculum initiatives and programs, school goals and professional development opportunities.

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

● **Professional Learning Communities (PLCs):**Kūlia faculty will be organized into Professional Learning Communities (PLCs) by grade level and by department. PLCs will be a means to

establish a community that fosters mutual cooperation, emotional support, personal growth, and a synergy of effort. The answers to the following questions will be studied in PLCs: How do we ensure that students learn?; How do we foster a culture of collaboration?; How do we ensure results? Kūlia Academy will make use of PLCs to: Clarify intended outcomes; Develop common assessments; Jointly analyze student achievement data; Establish team improvement goals; Share best practices and materials; Engage in collective inquiry and action research regarding student learning; Support system and sense of efficacy; Promote more engaged, motivated, and successful students with reduced absenteeism; Focus on students' needs academically and behaviorally.

- **Induction Program:** Please see below.

    In our first year, most of our professional development program will be done by external trainers and uniform (75%). It will be more internal and individualized in the subsequent years (50%) as we will have administrators and teachers who are now experienced experts in our programs. If individual teachers need extra training and would like to use recall days as detailed in the collective bargaining agreement for programs such as FAST and FELO, the school may allow for that with prorated payment amounts. We confirmed this with Andrea Eshelman of HSTA.

3. Provide a schedule and explanation of professional development that will take place before school opening. Explain what will be covered during this induction period and how teachers will be prepared to deliver any unique or particularly challenging aspects of the curriculum and instructional methods.

First Year Induction Meeting
- A teacher workshop/summer in service program will be held before school starts. The program will consist of at least two days of intensive training, after which teachers will communicate with each other via grade level and subject area email groups. The induction program will focus on: Mission and Vision; School Philosophy; Team Building Activities; School's Education Program; Collegiality / Professionalism; Common Core State Standards and Other Standards that Guide Our Program; School Goals and Targets specified in our approved charter;
- Instructional Strategies; Formative, and Summative Assessment Tools and Collaborative Analysis Procedures and Expectations; Assessment, Grading, and Reporting Times and Requirements; Special Education and ELL policies, procedures and classroom strategies;
- School Discipline Procedures; Teacher Evaluation; Overview of Weekly meetings and expectations; Parent/Teacher Relationships, Parent Conferences; School Policies/Procedures; School Handbooks; Parent/Teacher Relationships; Curriculum Mapping.
- Unique Aspects of Our Curriculum: As mentioned before, Uehiro Institute of UH-Manoa will train our teachers on inquiry-based learning.
- Individualized Training: Teachers who will teach Computer Science courses and FAST and FELO science courses and similarly unique programs will participate in their prospective professional training programs from our vendors. If these teachers need extra training in these programs, prorated payments might be considered for these extra recall days as mentioned above.

Schedule: Please see Attachment G for the schedule of professional development days.

4. Describe the expected number of days/hours for professional development throughout the school year, and explain how the school's calendar, daily schedule, and staffing structure accommodate this plan. Include time scheduled for common planning or collaboration and how such time will typically be used.

In alignment with the Collective Bargaining Agreement:

- The first four (4) days shall be without students and two (2) of these days shall be for teacher-initiated activities;

- One (1) work day without students shall be scheduled between semesters for grading and other teacher-initiated activities;
- One (1) day shall be without students at the end of the school year;
- Teachers shall have one (1) day set aside for Teacher Institute Day. Tentatively, it is scheduled to February 10, 2025 for the first year and will be adjusted based on Oahu Public Schools Calendar in 2024-25;
- Two days for the purposes of school planning and collaboration. How the two (2) days will be used and when they will be scheduled shall be determined through an open, democratic and collaborative process between the school's leadership group and the administrator(s). Members of the leadership group as representatives of the faculty shall be responsible for bringing information back to their constituencies for information, consultation and guidance. The collaborative process does not require the consensus of the school's leadership group. If the teachers and the administrators are unable to mutually agree on the use and scheduling of the "school planning/collaboration days," the principal shall decide. The days shall not be used for personally-initiated activities. **Tentatively, these two days have been scheduled to teacher workdays before the school year starts.**

Each day will start at 8:25 and end at 3:25 with a 30-minute lunch period at 12:00 pm. The sessions will be determined by the assistant principal under the direction of the principal each year to accommodate varying training and collaboration sessions as needed.

One (1) day shall be converted to the equivalent of six (6) hours for use in multiples of one-half (1/2) hour increments at the discretion of the principal to require teachers to participate in in-service training, school program planning and assessment, or principal-teacher evaluation conferences beyond the regular work day of teachers. The six (6) hours will be used at the principal's discretion and will be scheduled in multiple increments of one-half (1/2) hour not to exceed one and one-half (1- 1/2) hours which will be scheduled in advance and shall be contiguous to the teacher's work day. If the principal determines that the six (6) hours or any portion thereof is to be used for in-service training, teachers will be afforded the opportunity to make input with regard to the training activities. In no event will the work day extend beyond 4:30 p.m.

Additional PD Days Before School Starts: We recognize the importance of establishing the school culture in a collaborative manner and early on. We checked with leaders of several existing charter schools. Following the best practices and recommendations, we plan to add 9 additional PD days to our first year calendar. Our conversations indicated that if:

- we manage to hire teachers who believe in our mission and vision and value our students and their cultural identities, and
- make our additional PD days featuring encouraging, enjoyable, inclusive and enchanting activities such as staff lunches, bowling and other team-building activities in addition to professional development activities,

Most of our teachers, if not all, will participate in our extra PD days. As required by the collective bargaining agreement, these additional days will not be mandatory but highly encouraged. Teachers will receive additional wages as stipulated in the collective bargaining agreement under "Recall Pay". This is what we were recommended as a route in our conversations with Andrea Eshelman, Deputy Executive Director at Hawaii State Teachers Association. If any of our teachers do not participate in these additional PD days, we will schedule culture and team building activities and schedule special sessions for them during the regular PD days.

Additional PD/Planning Time Throughout the Year: Kūlia will have a 75-minute meeting time twice a week. Once a week, these meetings will be assigned to either whole staff (twice a month), same-grade (once a month) or same-subject (once a month) teacher collaboration meetings. Some of the remaining meeting time will be used for additional PD and collaboration activities. Professional

Learning Communities (PLC) will be a part of these PD times. As detailed below Staffing Plans, Hiring, Management, and Evaluation Section - Part e, ongoing and embedded professional development programs have greater effects on student success and teacher outcomes, rather than a one-time, chunked program.

5. Identify ways in which the professional development scheduling may conflict with Master Collective Bargaining Agreements, explain any specific amendments that may be needed through supplemental agreements, and provide a contingency plan in the event such amendments cannot be negotiated under supplemental agreements.

Our professional development schedule does not conflict with Master Collective Bargaining Agreements.

Staffing Plans, Hiring, Management, and Evaluation

1. Describe your strategy, plans, and timeline for recruiting and hiring the teaching staff, including the school's plan for hiring a strong teaching staff that is highly effective in accordance with the state's plan under the Every Student Succeeds Act ("ESSA"). Explain other key selection criteria and any special considerations relevant to your school design.

The principal will establish a hiring committee to interview teacher and staff candidates. The hiring committee may consist of the Principal, Assistant Principals, a teacher of the relevant subject from Kūlia, Kūlia board members or other academically qualified people such as university professors, administrators or teachers from other public or charter schools. In order to recruit new teachers, the principal will start advertising on frequently visited websites, including SPCSC's website and social media. Referrals from Kūlia' staff and parents will also be taken into consideration.

The hiring committee will conduct interviews during the months of February through July, 2024 to hire the teachers. The hiring committee will consider the school's mission and the target student population in selecting the most qualified teachers for the positions available.

To ensure hiring of best and highly qualified candidates in accordance with the state's plan under the ESSA, we will: require proof of certification, request and review a portfolio of lesson plans and activities designed at their previous/current employment, and thoroughly check their references. If applicable, the interview process will include, but not limited to, a sample lesson through which prospective teachers' classroom management skills and subject competency are observed. In addition, teachers' technology and computer skills will be tested.

2. Outline the proposed school's salary ranges and employment benefits for all employees, as well as any incentives or reward structures that may be part of the compensation system. Explain the school's strategy for retaining high-performing teachers.

The school will implement the salary scale on the supplemental contract agreement signed between the HSTA and the State of Hawaii. Benefits will be covered by the state. Satisfactory and outstanding performance will be acknowledged, encouraged and rewarded in compliance with the collective bargaining agreement; exceptional and satisfactory performance will be announced and high performers will be made public during assemblies, board meetings and PCAG meetings.

3. Outline the school's procedures for hiring and dismissing school personnel, including conducting criminal history record checks.

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

● Medical clearance including proof of medical exam and tuberculosis (TB) testing;
● Fingerprinting and the service fee to the Department of Justice for criminal record check. Applicants will be required to provide a full disclosure statement regarding prior criminal record. No employee may begin work prior to the Department of Justice check;

- Documents establishing legal citizenship and work status, current copies of all teacher certificates

The documents listed above will be kept on-site and will be ready for inspection any time pursuant to a request from SPCSC. Firing will be well documented by the principal. Faculty and staff will be given first verbal warnings, then written infraction letter, and as the last resort, firing will be an option to be considered; at all times, the HSTA CBA will be followed. Faculty and staff will be coached if they do not meet the expectations or have trouble adapting at the school.

4. Explain how the school leader will be supported, developed, and evaluated each school year. Provide, in **Attachment V**, any leadership evaluation tool(s) if already developed.

Evaluation: For principal evaluation tool, please see Attachment V. The board will form a committee annually to evaluate the principal. The first-year evaluation form and rubrics (for 2022-23 academic year) will be made ready by the board by May 2021 and shared with the principal.

Support, Development: In addition, the school leader will attend up to four (4) professional development conferences and consortiums (i.e. Leading Schools of the Future, Schools of the Future, Hawaiian Islands Leadership Network, etc.) in order to be supported and developed by a like-minded and empathetic group of educators.

5. Explain how teachers will be supported, developed, and evaluated each school year. Provide, in **Attachment W**, any teacher evaluation tool(s) if already developed. *Note: Evaluation tools must align with the criteria outlined in BOE Policy 2055 and related provisions of any Master Collective Bargaining Agreements, unless specific amendments are executed in a supplemental agreement. If amendments will be needed, the plan must describe the specific amendments that would be necessary to implement the evaluation tool(s), demonstrate an understanding of the employment environment, and include a reasonable plan for contingencies if the amendments cannot be negotiated under a supplemental agreement.*

Kūlia Academy will us Hawaiʻi DOE's Educator Effectiveness System (EES) for the 2024-25 school year and make changes as needed in the following years. The assistant principal will be the primary person to lead the implementation of and any changes on the teacher evaluation plan and tools. Any evaluation tools to be used or changes made will be aligned with BOE Policy 2055.

How Teachers will Be Supported

Kūlia Administrators will establish an open door policy for teachers. The goal is to make the teachers comfortable to share their concern with the administrators any time.

Kūlia will provide Opportunities for Teachers to Share Strategies with Each Other. Our same-grade, same-subject and PLC meetings will be used for this purpose.

Encourage Participation in Professional Learning Communities (PLCs): Our Professional Learning Communities (PLCs) will embody three key "big ideas" as prescribed by Rick DuFour:

- Ensure that students learn;
- Construct, develop, and live a culture of collaboration;
- Stay relentlessly focused on results[xcv]

Kūlia administrators ensure that evaluations are meaningful. Teacher evaluations sometimes become a source of tension between teachers and administrators. To avoid clashes and provide a productive environment:

- Teacher evaluations will provide specific, constructive criticism that will guide our teachers in the right direction;
- When the administrators identify areas that need improvement, they will also mention positive behaviors or strategies they observed in the classroom;
- They will provide concrete suggestions for improvement instead of general, unhelpful criticism.[xcvi]

Teacher Professional Development

The reports and guides Best Practices In Professional Development by Hanover Research and School-based Professional Learning for Implementing the Common Core by Learning Forward will guide our professional development planning. [xcvii] [xcviii]

Long-Term Ongoing Professional Development: Professional development programs that are ongoing, and embedded have greater effects on student and teacher outcomes. Longer-duration professional development provides teachers time to practice implementing new strategies. A study found that teachers who received professional development of a "substantial" duration (an average of 49 hours) increased their student's performance by 21 percentile points.[xcix]

Same-grade, same-subject meetings: Our professional development will start with the beginning of year in-service and continue with same-grade, same-subject meetings every other week and additional professional development activities scheduled for the meetings on even days throughout the year. Professional development is more effective when it includes collaborative participation between teachers from the same grade, content area, or school.[c]

Coaching: A report published by Houghton Mifflin Harcourt adds that coaches can be instruction or content area experts, or just another teacher. "The important thing is that the teacher has someone to interact with and receive feedback from while trying something new." [ci] Kūlia teachers will be paired for coaching purposes.

Professional learning communities (PLCs): Professional learning communities (PLCs) serve as the foundation of the Learning Forward Standards for Professional Learning.

The educators collectively review data to determine student and educator needs, select appropriate evidence-based strategies to meet those needs, and monitor and evaluate the results of those strategies once implemented. Research finds that well-developed PLCs are positively correlated with instructional practice and student achievement. [cii]

When teachers can discuss new techniques and practice with one another, they are more likely to implement new techniques. Additionally, collaboration can contribute to a "shared responsibility" for student achievement among a school or district, which can help to sustain the implementation of changes and new methodologies and contribute to overall success. [ciii]

6. Explain how the school intends to handle unsatisfactory leadership or teacher performance, as well as leadership/teacher changes and turnover.

The school leader, along with support from the school governing board and the Deputy AG, will explore options with regard to handling performance, as well as ensure all collective bargaining agreements and HRS / state employment law is upheld.

The following procedure will be followed for unsatisfactory performance:

- Informally remind the employee regarding performance concerns and reinforce performance expectations;
- If subsequent infractions occur, conference with the employee and issue a written warning;
- Give the employee an opportunity to improve, provide assistance and guidance, allow an adequate time interval (time will vary with improvement sought);
    - At this stage, a representative from HSTA or HGEA may be involved.
- Notify the employee in writing that failure to improve may lead to a Less than Effective or a Less than Satisfactory, which may include a recommendation for suspension or dismissal;
- Lower than expected performance will be reported to the person only with feedback and support and if necessary, a corrective action plan.

All actions and improvement steps will align to collective bargaining for respective bargaining unit employees (i.e. BU-05, BU-06)

While we expect some turnover and changes throughout our years of operation, our professional development, staffing model, and culture will allow for transitions of personnel without disrupting the operations or academics of the school.

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

The school will implement the salary scale on the supplemental contract agreement Signed between the HSTA and the State of Hawaii.

Performance Management
The Commission will evaluate the performance of every charter school according to the Performance Framework that will be part of the Charter Contract.

1. Describe any mission-specific <u>educational goals</u> and targets that the school would propose to measure its success. State goals clearly in terms of the measures or assessments you plan to use.

Kūlia's mission-specific educational goals are detailed in the Assessment section above.

2. Describe any mission-specific <u>organizational goals</u> and targets that the school will have. State goals clearly in terms of the measures or assessments you plan to use.

The school principal is ultimately responsible for meeting all specified goals below. The listed personnel are responsible for them under the principal.

AREA	Responsible Person	INDICATOR	MEASURE	Reporting Frequency to Board
Operational Performance	Principal	Compliance with applicable laws, rules, regulations and provisions of charter contract	100% Background Checks, 100% Health and Safety 100% Facility Requirements 100% Teacher and Staff Credentials met 100% Compliance in Employee Rights	Quarterly
	Principal	On-Time Completion Rate for Epicenter Tasks	80% or higher	Annually
	Principal	Number of Notices of Deficiency Issued	no more than one per year	Annually
	Principal	Number of incidents of non-compliance with governing board meeting requirements, as set forth in HRS §302D-12(h)	no more than two instances of non-compliance per year	Annually

	Principal	Number of incidents of non-compliance with school policy requirements, as set forth in the Charter Contract, Section 11.4.1	no more than one incident of non-compliance per year	Annually
Student Enrollment	Principal	Number of Students on Intent to Enroll List	25 by August 30, 2023	Specified Time
			50 by December 31, 2023	Specified Time
			80 by February 15, 2024	Specified Time
			120 by July 1, 2024	Specified Time
	Principal	Number of Students	100 for 2024-25 school year and maintain enrollment above 95%	Specified Time
Professional Development	Assistant Principals	PD Attendance	100% of staff attend annual PD	Annually
Governance	Board President	Board Training	100% board participates in board training	Annually
	Board President	Board Retreat	100% of board participates in retreat once a year	Annually

AREA	Responsible Person	INDICATOR	MEASURE	Reporting Frequency to Board
Student Achievement and Growth Over Time	Principal	Annual Measurable State & Federal Targets	Achieve a score of 73 or above in Academic Performance Framework (APF) during the first four years of the Charter Contract, or as required by the commission.	Annually
Underserved Population Achievement	Assistant Principals	Special Ed and ELL Requirements	Full compliance	Annually
	Principal	Strive HI	Goals listed in this proposal's academic part	Annually
Attendance	Principal	Enrollment Variance	actual enrollment will be at least 95% of the projected enrollment	Annually
	Principal	Student Retention	90%	Annually
	Assistant Principals	Daily Attendance	Above 95% Average	Quarterly
Post-Secondary Readiness	Principal	Enrollment	At least 70% of students enroll and attend post-graduation fall	Annually
	Principal	Graduation	At least 90% graduation from high school on-time	Annually

Financial Performance	Business and Operations Manager	Quarterly Financial Reports	Within thirty (30) days of the end of the first, second, and third quarters, or as required, the School shall submit the quarterly report to the Commission. Within thirty (30) days after the end of the fiscal year, or as required, the School shall submit its year-end report to the Commission.	Quarterly
	Business and Operations Manager	Annual Budgets	The School will submit to the Commission the School's adopted budget within forty-five (45) days of the final adoption of the state budget. Should the school need to revise its adopted annual budget, the school shall submit this revised budget to the Commission, once approved by the Governing Board, no later than May 15 of each fiscal year.	Annually
	Business and Operations Manager	Annual Audits	The School shall submit the completed audit by November 1 of each fiscal year or by the deadline established by the commission.	
	Business and Operations Manager	Enrollment Count Reports for Per-pupil Funding	The School shall provide the Commission projected enrollment counts as required for funding, budgeting, and reporting purposes by May 15.	
	Business and Operations Manager	Annual Risk Assessment	Low or acceptable grade in the annual risk assessment result as described in Charter Contract approved by the commission.	
	Principal	Reporting and Compliance	Comply with applicable laws, rules, regulations, and provisions of charter contract	Quarterly
	Business and Operations Manager	Accounting Principles (GAAP)	Meet standards in annual independent audit	Annually

3. In addition to all mandatory assessments, identify the primary interim assessments the school will use to assess student learning needs and progress throughout the year. Explain how these interim assessments align with the school's curriculum, performance goals, and state standards.

NWEA's MAP Tests will be used as detailed above. MAP aligns 97% to Common Core and NGSS standards which are standards our courses are designed for.

4. Explain how the school will measure and evaluate academic progress – of individual students, student cohorts, and the school as a whole – throughout the school year, at the end of each academic year, and for the term of the charter contract. Explain how the school will collect and analyze student academic achievement data, use the data to refine and improve instruction, and report the data to the school community. Identify the person(s), position(s), and/or entities that will be responsible and involved in the collection and analysis of assessment data.

Data Cycles: Kūlia Academy will utilize the District And School Data Team Toolkit designed and published by Washington Data Coaching Development for its data cycle with necessary modifications (such as "district" will be converted to Kūlia Academy administration).
Data: The results of MAP tests (at least three times a year), state-mandated standardized tests and other standards-aligned assessment tools (such as teacher-designed tests, publisher-designed tests, portfolios, presentations, etc.) will be utilized to assess the progress of individual students, student cohorts, and the school as a whole on the identified goals and targets. In 2018, an independent study concluded that more than 97 percent of NWEA's MAP growth assessment items align to Common Core State Standards. State-mandated tests will be administered as required by law. Other standards-aligned assessment tools (such as teacher-designed tests, publisher-designed tests, portfolios, presentations, etc.) will also help teachers evaluate students.
Attendance and grade reports from the school's SIS will also be utilized to track students' progress and to ensure timely completion and to determine necessary interventions and modifications. Teachers will use standards-aligned formative assessments to continually monitor student progress and to make adjustments on the curriculum and instructions when such is necessary and appropriate. The progress of special needs and EL students will be monitored using the state tests, MAP tests, teacher evaluations (based on teacher-designed tests and performance on class work and homework), and parent input.
Committee Approach: The school's academic committee, formed by the assistant principals and the subject teachers, will collect, analyze and review the results of schoolwide assessment and recommend modifications, if they are needed, to the school's curriculum and other programs at the end of every semester.
Weekly Team Meetings: Weekly staff meetings will be scheduled to allow same-subject and same-grade level teachers to meet and discuss students' progress once a month. Parents will be kept apprised of their students' progress with quarterly report cards. The school will utilize computers to record grades, attendance, homework, and student progress reports online, and the school will attempt to provide regular access to the same to parents. For those parents without access to a computer, Kūlia will have at least one computer on campus available for parent use.
Teachers of the same grade level or same subject will be able to meet and discuss strategies and interventions every other week based on data from above-mentioned sources. Dean of Academic will have the lead at the school administration's meetings on student progress and necessary interventions. The admin team will discuss student progress and necessary actions regularly at their meetings, at least once a month.
How the school will report the data to the school community: after each MAP test and the state test results made public, the school leadership team will report to the school board. The board agenda minutes and reports that include the test scores and other achievement data will be shared with our community through our website and as printed copies at the school site.

5. Who will be responsible for managing the data, interpreting it for classroom teachers, and leading or coordinating professional development to improve student achievement?

Assistant Principals will be the main people for managing the data, interpreting it for classroom teachers, and leading or coordinating professional development to improve student achievement.

6. Explain the training and support that school leadership and teachers will receive in analyzing, interpreting, and using performance data to improve student learning.

We already started our communication with some of our professional training providers necessary for our programs. We contacted NWEA and had initial conversations with Carrie Bergeron. We also started our planning with Sue Dueber and conducted a full day board training in 2019.

7. Describe the corrective actions the school will take if it falls short of student academic achievement expectations or goals at the school-wide, classroom, or individual student level. Explain what would trigger such corrective actions and who would be responsible for implementing them.

In case of a shortfall, the following steps will be taken:
- *Evaluation/Audit:* An assessment by external experts will be conducted along with recommended steps to be taken;
- **School improvement plans:** A school improvement plan will be developed with the participation of a board committee of three members, at least two external consultants, principal and assistant principal(s).
- **Board review/decision:** the school improvement plan will be presented to the board and will be put into action if approved.
- The following actions will be considered in addition to any other(s) recommended by the committee:
    - Adjust the numbers of students in a class size;
    - Break / non-instructional day (i.e. holidays, breaks, summer) offerings;
    - New, specialized, targeted after-school tutoring/programs;
    - Prescribed instructional program, schedule, and curriculum changes by the committee in the school improvement plan;
    - Professional development: Additional targeted professional development activities if allowed by HSTA (we already confirmed that this is allowed if additional prorated compensation is provided) ;
    - Additional student assessments to better pinpoint shortcomings and action plans based on the outcomes at the classroom and student levels;
    - Additional supervisory and instructional support.
The principal and the assistant principal will be responsible for the implementation of these actions. What would trigger such corrective actions: A board decision after the review of test results or any warning letters from our authorizer or other state entities who have jurisdiction over our school.

FACILITIES
Charter school facilities must comply with applicable state and county health and safety requirements. In addition, charter school applicants must be prepared to follow applicable county planning review procedures and obtain all necessary certifications, permits, and inspections.

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

OR

   b. If the proposed school has not obtained a facility: Describe the plan and timeline for identifying, securing, renovating, and financing a facility—including identifying any brokers or consultants the applicant is employing—that will be in compliance with applicable building codes and meet the requirements of the Academic Plan, including the needs of the anticipated student population. The plan must briefly describe possible facilities within the geographic area, including addresses, square footage, square footage rent, amenities, previous use, and a general assessment of what needs to be done to bring each possible facility into compliance. If the proposed school has a virtual/blended learning program, or relies heavily on technology, the description must adequately explain how each possible facility will support the proposed technology model, including electrical capacity and access to sufficient network capacity.

Kūlia Academy's affiliated non-profit, Kūlia Academy Foundation, has executed a letter of intent (LOI) with the Diocese of Honolulu for St. Anthony Parish located at 640 Puuhale Rd, Honolulu, HI 96819.
- The site will provide start-up space for years 1, 2, and 3 as is;
- With minimal tenant improvements and light re-configuration, the site will accommodate year 4 as well.
- All renovations, processes, and permits, etc. will be handled by our affiliated non-profit, Kūlia Academy Foundation. Kūlia Academy Foundation has contacted several architects in our area and communicated with the Department of Permitting and Planning.
- Kūlia Academy will only pay the rent amounts included in our budget to Kūlia Academy Foundation. Kūlia Academy, as a state agency, will not bear any liability or accumulate any debt.

YEAR 1: Facility Plan for the first year at St. Anthony Parish:
- The ground floor classrooms will be enough for our first year of operations.
- 1st floor contains: 4 large rooms (each appr. 950 sq ft), and 1 small room. This floor has 4 classrooms as is. We will use the small rooms as teachers' lounge and photocopy room.

YEARS 2-3: Facility Plan for years 2 and 3 at St. Anthony Parish:
- 1st floor: 4 large rooms (each appr. 950 sq ft), and 1 small room. This floor has 4 classrooms as is. We will use the small rooms as teachers' lounge and photocopy room.
- 2nd floor: 5 large rooms (962 sq ft each). This floor currently has 5 classrooms.
- 3rd floor: 3 large rooms (884 sq ft each), 1 computer lab, 1 small room. This floor has 4 classrooms as is while allowing a special ed or ELL class to take place in the small room.

- There are three small offices other than the ones listed above. One will be used as the school's main office, the others will be used as principal's and vice principals' offices.
- We will install a retrofitted outdoor elevator similar to Kamalani Academy for ADA access to the upper floors.
- Altogether, there are 12 classrooms. This facility can house 12 groups of students without any tenant improvements, which is enough for our first 3 years.

YEARS 4-5: Facility Plan for Years 4 and 5 at St. Anthony's Parish:
- Tenant Improvements
    - 1st floor: Two of the large rooms will be divided into 3 mid-size rooms. With the other two large classrooms, there will be 5 classrooms on this floor.
    - 2nd floor: 5 large rooms will be converted to 7 mid-size rooms.
    - 3rd floor: 3 large rooms will be converted to 4 mid-size rooms.
    - With the additions of these new classrooms, altogether, there can be 16 classrooms with minimal tenant improvements. All together, this building can house 16 groups of students at full capacity for which the total number of students would be 400.
    - We will also search for an additional facility or install two modular classrooms in the parking lot to house some of our students.

Zoning and Tenant Improvements
- All zoning-related issues and tenant improvements will be handled by our affiliated non-profit, Kūlia Academy Foundation. Kūlia Academy will only pay rent that's included in our budget.
- **Physical Address:** 640 Puuhale Rd, Honolulu, HI 96819; Parcel ID: 120120040000; Acreage: 1.3385
- **Square Footage:** Subject property is a CMU building located in a densely populated area and sits on a 1.34 acre land with a total building space of about 22,475 SF on three stories. The building used to serve as a Catholic school building until the school was shut down in 2018. We are estimating that there will be some delayed maintenance issues once our school opens.
- **Zoning:** Our affiliated non-profit, Kūlia Academy Foundation, communicated with local architecture firms and they have indicated that we will not have to go through a zoning process; this is a former school, school building, and neighborhood that was served by this school. They will continue to work closely with an architect, Department of Permitting and Planning, and other stakeholders to navigate the process to ensure timely school opening.
- **Tenant Improvements:** Kūlia Academy Foundation has been in contact and working with several architects. Kūlia Academy Foundation will handle all renovations and Kūlia Academy will pay its rent.
- **Square Footage Rent:** The rent for square foot amount will be around $1.92/sf/month (5,208 sf will be occupied) in our first year and around $2.69/sf/month in our Year 5 (all 22,475 sf will be occupied).
- **Contingency:** Although the published RFP does not ask for an alternative plan to find and secure a facility in case of failure with the already identified and agreed upon facility and the pre-opening period is 2 years, more than enough to plan and secure an alternative facility, Kūlia Academy has resources:
    - One of our Board Members, Dr. Robert Littman, owns a long-time real estate company, Libor Real Estate, will provide free services in finding and securing a facility;

- One of our affiliated non-profit board members, Murat Arabaci has extensive experience in finding and securing a charter school facility.

c. <u>If the school plans to add students or grade levels during the first five years</u>: Describe the facility growth plan that shows how the school will accommodate the additional square footage necessary for additional students, faculty, and staff and sufficiently identifies any permits or rezoning that might be necessary.

As detailed above, our prospective facility will be enough to house our students for the first four years of our operations. We will search for an additional facility or install two modular classrooms in the parking lot for year 5.

START-UP MANAGEMENT PLAN

*In accordance with the start-up charter school process, as shown in **Figure 1** in the RFP, an approved applicant will not be able to hire employees who receive state benefits or receive funding until it completes its Pre-Opening Assurances. Generally, a Pre-Opening Charter School will not complete its Pre-Opening Assurances until a month or two before the school actually opens because these assurances include elements with practical limitations, such as proof of enrollment of the projected student body and facility compliance. The soonest that the first allocation of state per-pupil funding can be released to a charter school, once it has completed its Pre-Opening Assurances, is July 20th.*
Note: The management plan for the start-up year presented in the application will serve as the basis for the Pre-Opening Assurances.

1. Provide, as **Attachment X**, a detailed start-up plan for the school, specifying tasks, timelines, and responsible individuals. This plan should align with the Start-Up (Year 0) Budget in the Financial Plan Workbook (be sure to complete all pages in the Financial Plan Workbook, and provide it as **Attachment Y**).
    a. Plans to obtain financing for the proposed school's facility, highlighting the alignment of the financing plan with the timing of obtaining and renovating the facility;
    b. Plans to fund the start-up period, including all plans for fundraising and grant writing and a description of any specific fundraising opportunities and grants the applicant has identified;
    c. Plans to market the proposed school to the school's anticipated student population and develop partnerships with other charter schools, DOE schools, and private schools to identify possible students and achieve the proposed school's projected enrollment, including any other ways the applicant plans to achieve its projected enrollment;
    d. Plans to hire teachers, administrative staff, and support staff during the start-up period;
    e. Plans to identify, recruit, select, and add or replace new governing board members and provide or obtain any governing board training, as applicable; and
    f. Any other plans for activities that will need to be completed during the start-up period, such as the selection of curriculum materials, as applicable.
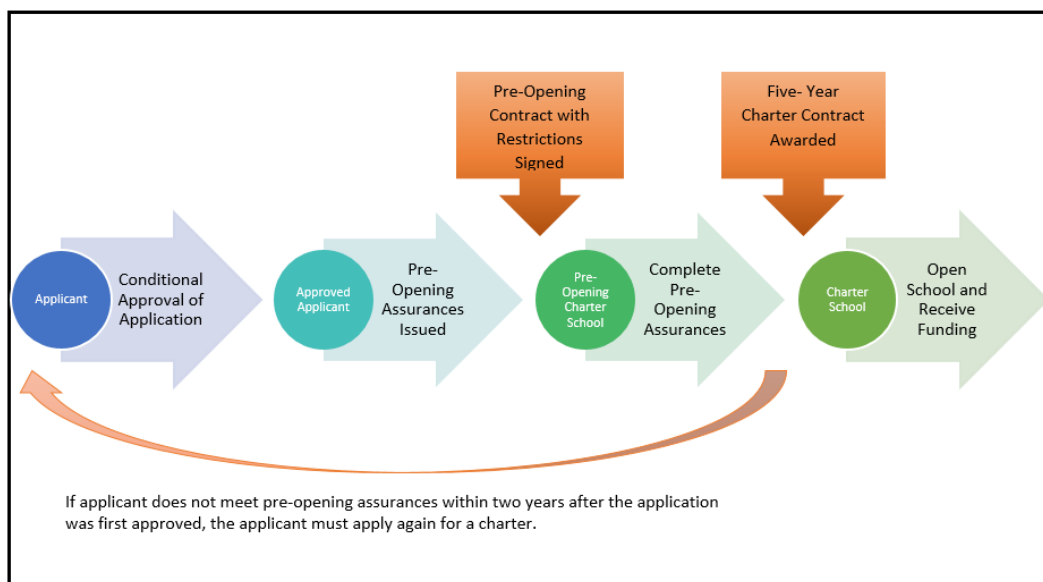
Figure 5: Start-Up Charter School Process

OPERATIONS

1. If the school will provide transportation, describe the transportation arrangements for prospective students. In addition to daily transportation needs, describe how the school plans to meet transportation needs for field trips and athletic events. If the school will not provide daily transportation, what were the factors that led to this decision and what was the impact of not providing transportation?

Kūlia Academy will not provide daily transportation to its students or staff. For field trips and athletic events, the school will contract with transportation (bus) companies with appropriate permits and will acquire necessary liability insurance for these trips.
The factors that led to this decision: Kūlia Academy will be located in a densely populated area. Most of our students will come from locations at a walking distance. Furthermore, being located at a densely located location, bus routes will be available for other students.
The impact of not providing transportation: Since Kūlia is located in a densely populated area as a neighborhood school, no adverse impact is expected.

2. Provide the school plan for safety and security for students, the facility, and property. Explain the types of security personnel, technology, equipment, and policies that the school will employ.

● A safety plan will be prepared for the school prior to school opening. The principal or his designee will be in charge of preparing the plan and informing and training the staff.
● Facilities Compliance: Kūlia Academy will comply with Hawaii codes and regulations regarding Kūlia Academy facilities. The school site will be housed in facilities that have received state Fire Marshal approval and the school will maintain appropriate facility compliance documents on file. The School will test fire extinguishers, and fire alarms annually to ensure that they are maintained in an operable condition at all times.

- Auxiliary Services: School administrative staff will conduct annual reviews to ensure all applicable auxiliary services are safe (food services, transportation, custodial services, hazardous materials) by developing appropriate policies and awareness training.
- Immunizations And Tuberculosis Testing: All enrolling students and staff will provide records documenting immunizations as required by law.
- Prescription Medications: Students requiring prescription medications and other medicines during school hours will be accommodated. Parents must bring medication to the office in the original containers, with the name of the prescribing physician, the name of the student, and dispensing instructions.
- Diabetes: The school will inform its students on type 2 diabetes and how to be tested and how to take care of it.
- Blood Borne Pathogens: Kūlia will meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the work place. Whenever exposed to blood or other bodily fluids through injury or accident, staff and students will follow the latest medical protocol for disinfecting procedures.
- Emergency Situations: The Kūlia Academy will utilize its School Safety Plan in responding to emergency situations. The Kūlia Academy will ensure that the staff has been trained in health, safety, and emergency procedures. Staff will receive internal memos regarding relevant health and safety issues.
- Fire, Earthquake and Disaster Drills: Kūlia Academy will perform fire, earthquake and disaster drills as required by law.
- Bomb Threats: Kūlia Academy will train its staff on how to handle a tip, trace a call and notify the police through 911. Based on the information at hand, the administrative staff will make a decision whether an immediate evacuation is warranted.
- Evacuation Plan: The school will develop an evacuation plan, when it must/will be implemented and train its staff on the evacuation plan.
- Drug Free/Alcohol Free/Smoke Free Environment: Kūlia will function as a drug, alcohol and tobacco free workplace.
- Criminal Background Checks: discussed above as part of hiring plan.
- Comprehensive Sexual Harassment Policies And Procedures: Kūlia is committed to providing a school that is free from sexual harassment, as well as any harassment based upon such factors as race, religion, creed, color, national origin, ancestry, age, medical condition, marital status, sexual orientation, or disability. Kūlia will develop a comprehensive policy to prevent and immediately remediate any concerns about sexual discrimination or harassment at the Kūlia Academy (including employee to employee, employee to student, and student to employee misconduct).
- Child Abuse Reporting: Kūlia Academy's safety plan will include Child Abuse reporting.The Principal will work with all faculty and staff members to make sure all appropriate steps are taken if a child abuse situation occurs. All faculty and staff will understand that it is their duty and responsibility to report any suspicions of child abuse.
- Workplace Safety: On a periodic basis, Kūlia will issue rules and guidelines governing workplace safety and health in its employee handbook. All employees will familiarize themselves with the rules and guidelines, as strict compliance will be expected. Failure to comply with rules and guidelines regarding health and safety or work performance as described in Kūlia's employee handbook will not be tolerated.
- Insurance: Kūlia will work with Kūlia Academy Foundation non-profit and will secure and maintain general liability insurance as required.
- Kūlia's facility is already equipped with cameras.

- Supervision during the day will be provided by Kūlia administration and office staff during the instructional day.

3. If the school will provide food service, describe the plan for providing food to students, in compliance with applicable laws. If the proposed school will not provide food service, what were the factors that led to this decision and what will be the impact of not providing food service?

Kūlia Academy plans to provide food to its students.
Goal: To provide healthy and nutritious meals to all our students.
We plan to participate in the NSLP in our first year and in CEP in the following years. With 67% free and reduced meal eligible students, Kūlia plans and expects to provide free breakfast and lunch to all of its students and get reimbursed if approved by the USDA (likely only lunch in the first year). [civ] Kūlia also plans to provide afternoon snacks through its after-school program to the students staying for after-school activities and get reimbursed for the snacks provided to its free and reduced eligible students.[cv] The NSLP program provides $2.62 for breakfast, $4.57 for lunch, and $1.06 for after-school care snacks.

If the current contract expires, Kūlia Academy will issue an RFP in January for the following year's food services and reach out to potential vendors in the area. The RFP will contain requirements and expectations for the food items and service, delivery requirements, submission requirements and other related matters. The business manager under the supervision of the principal will be responsible for preparing and publishing the RFP on the school's website until the second year of school's operations.

OPERATIONS CAPACITY
1. Describe the applicant team's individual and collective qualifications for implementing the Operations Plan successfully, including capacity in areas such as the following:
    a. Staffing;
    b. Professional development;
    c. Performance management;
    d. General operations; and
    e. Facilities management.

All of our board members have been and will be hands-on involved in the process of readying the school for our future students.
Our applicant governing board possesses the required expertise as required in HRS 302D-12:

AREA / PERSON	Dr. Robert Bley-Vroman	Dr. Robert Littman	Benjamin Cabreros	Karen Awana	Andy Omer Gokce
Community relations (recommended)			✓	✓	
Nonprofit governance		✓	✓	✓	
Strong financial	✓	✓			

experience					
Academic management experience	✓				✓
Oversight abilities	✓	✓			✓
Human resources experience	✓			✓	✓
Fundraising experience			✓	✓	✓
Facilities (recommended)		✓			✓
Legal (recommended)	We will work with a professional attorney in Honolulu				

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

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

2. **Nonprofit Management, Financial Management, Facilities and Oversight:** Dr. Robert Littman, our board vice president, a respected community member, an award-winning scholar and an accomplished businessman, has a long-time real estate brokerage and management experience and runs his own real estate company. He has extensive experience in zoning, renovations and facility management experience and has been serving as a treasurer on multiple non-profits and he has expertise on nonprofit bookkeeping, segregation of duties, and multiple check signers.

3. **Nonprofit Management, Financial Management, Human Resources, Fundraising and Involvement of Filipino Community:** Mr. Benjamin Cabreros works as a Senior Program Specialist and as a community services program coordinator for State Capital Improvement Projects and State Community Liaison at the State Office of Community Services/Department of Labor and Industrial Relations. Prior to that, he worked as a branch manager at different banks and as a principal broker at different mortgage companies. He was a former member of the Hawaii State House of Representatives, representing House District 30 (Kalihi Kai, Sand Island, Hickam, Pearl Harbor, Ford Island, and Halawa Valley Estate). Mr. Benjamin serves/served as either board president or treasurer at the following nonprofits: Filipino Catholic Club - St.

Anthony Church, St. ANthony School, Kalihi - Parent-Teacher Guild, Oahu Filipino Community Council, Ilocos Surian Association of Hawaii, Aiea Lions Club International, Narvacan Association of Hawaii, Fil-American Student Association - UH Manoa, Filipino Chamber of Commerce - Hawaii, Liliha-Palama Business Association, Oahu Filipino Community Council, United Filipino Council of Hawaii, Knights of Columbus, Council #6906.

4. ***Nonprofit Management, Human Resources, Fundraising and Involvement of Native Hawaiian Community:*** Ms. Karen Leinani Awana, our board member and a former Hawaii legislator, is a well-respected member of the Native Hawaiian community and has been very active in her local and wider community. She partially grew up in Kalihi having her father's home located on Puuhale Street, the same as our proposed school location. She is well- connected with the local Native Hawaiian community. Throughout her service as a state legislator, her focus has been toward improving education, streamlining transportation, addressing housing solutions, combating illegal drug use, and supporting economic revitalization. Ms. Awana spearheaded the establishment of Nanakuli Public Library, leading the community organization and fundraising. She also brings along her expertise from her 6 years at Kamehameha Schools, a well-known and century-old non-profit private school chain for Native Hawaiian population on the islands. She has nonprofit governance experience at several organizations. She serves/has served as Board Chair at 'Imi Ola Autism Services, as Former Treasurer at Ko Olina Training Fund, as Former Vice-Chair and Treasurer at the National Conference of State Legislators Native American Caucus, as Vice-President/Secretary at the Lions Club International local branch.

5. ***Academic Management, Nonprofit Management, Human Resources, Financial Management, Professional Development, General Operations, Fundraising and Oversight:*** Andy Gokce has a long history and experience working at charter schools as a teacher, administrator and executive team member. He has 6 years of experience as a teacher teaching Middle and High School Math, Middle School Physical Science, 6th Grade Science, High School Physics, and Computer Science. He attended a 2-week-long training by CRDG group of UH-Manoa in Pittsburgh, PA in 2004 for FAST and implemented it at a school with 92% FRL students in Reseda, CA which once had the highest crime rate in the nation. Among others, he also had Filipino students at this school. His students were inspired by this great program. One of his students, Stan Vishnevsky, went on to start one of the biggest tech companies in Silicon Valley, Discord. Another one, Zarathustra E. Brady (Zeb), received the first gold medal from a charter school at The International Mathematical Olympiad. Zeb is currently a postdoctoral research fellow at MIT. Most recently, Andy has taught Algebra-1, Algebra-2, Geometry, and PreCalculus at Kalani High School. He holds a Hawaii Provisional Teaching License in Physics. He is currently a Special Education Math Teacher and a Care Coordinator at Kalani High School, scheduling and conducting IEP meetings, re-evaluation meetings and processes, progress reports, coordinating special education services with vice principals, guidance counselors, behavior and health specialists, general and special education teachers and educational assistants. He received Chapter 60 training from HIDOE. He served as a vice principal devising curricula at Magnolia Science Academy including technology integrated education. He was the key person in starting more than 10 Charter schools before. He served as the Chief of Staff at Magnolia Public Schools supervising all home office departments serving and managing 10 schools with Academics, Finance, HR, Operations and Compliance. He was the leading person preparing fiscal and financial policies and budgets for board approval and worked with experts at FCMAT.[cvi] The policies he developed included segregation of duties, approval limits, procurement procedures, record keeping procedures and timelines, creating paper trails, human resources record keeping. He hired more than 20 teachers and assistant principals and fired more than 5 employees in his years as a school administrator. He conducted over 100 teacher and school administrator evaluations. He

attended a 3-day training by the Federal Department of Education on Title III regulations and reporting in 2015. He supervised the textbook adoption for Magnolia Publics Schools, a $1.3m project. He was also the leading administrator in applying and receiving more than $6m in grants from California Department of Education and Walton Family Foundation for Magnolia Public Schools and $1.2m for Kūlia Academy. Mr. Gokce is also planning to be a parent at Kūlia Academy in its 4th year of operations by enrolling his son in the school.

2. Describe the organization's capacity and experience in facilities acquisition and management, including managing build-out and/or renovations, as applicable.

Two of our founding group members have extensive experience in facility acquisition and management. Mr. Murat Arabaci in our non-profit board is currently actively managing Kūlia's facility acquisition, zoning and renovations project with the active help of Dr. Robert Littman. Dr. Robert Littman has a long-time real estate brokerage and management experience and runs his own real estate company. He has extensive experience in zoning, renovations and facility management experience.

SECTION 3. FINANCIAL PLAN & CAPACITY

FINANCIAL MANAGEMENT & OVERSIGHT

1. Describe the systems, policies and processes the school will use for financial planning, accounting, purchasing, and payroll, including a description of how it will establish and maintain strong internal controls and ensure compliance with all financial reporting requirements.

Kūlia Academy will develop and maintain sound internal fiscal control policies governing all financial activities. Several of our board members have extensive experience in fiscal planning and reporting. We will also hire a Certified Public Accountant (CPA) who is familiar with Charter School Finances to help our Principal in developing these fiscal policies for the review and approval of our board. Our policies will include annual budget making, accounting and reporting processes as well as good record keeping and retention.
To ensure internal controls, our policies will include the following: Segregation of duties; System of checks and balances; Staff training; Controlled use of pre-numbered documents; Asset security and restricted access; Timely reconciliations; Up-to-date inventory records; Management review and approval of transactions; Comprehensive, up-to-date annual budget; Procurement procedure; Approval limits; Cardholder responsibilities.
All individuals who are expected to follow policies and carry out procedures will be trained and more than one person will be trained for each function (cross-training).

2. Describe the roles and responsibilities of the school's administration and governing board for school finances and distinguish between each.

The principal is the senior executive at Kūlia Academy, leading the budget preparation process for board review and approval. Under the supervision of the principal, after the budget is consolidated and balanced, the business and operations manager will review the budget and accompanying notes before final approval; the final budget will then be submitted to the board of directors for review and adoption. After the board of directors adopts a budget by July 1 of each year, the business manager will need to adjust budgeted revenue and expense amounts. Budget revisions of any amount will be ratified by the board of directors.
The business and operations manager is responsible for maintaining current financial statements. The business manager, principal, and the governing board will review the financial statements at intervals as discussed above. This will help ensure understanding and the ability to answer any questions when the reports are presented to the governing board.
The business and operations manager will monitor the budget each month by reviewing reports that compare actual year-to-date revenues and expenditures with budgeted amounts. A standard set of financial statements will be produced monthly for presentation at a meeting of the governing board. These statements will include comparisons of actual year-to-date revenues and expenses with year-to-date budgeted amounts. The board of directors will also review budget reports at their meetings.
The board members and administrators will abstain from all discussions, negotiations and votes related to any contract in which they have a personal financial interest, and board members will do so by removing themselves from the meeting and ensuring that their abstention and departure are recorded in the board minutes.

3. Describe the school's plans and procedures for conducting an annual audit of the financial and administrative operations of the school.

Each fiscal year an independent audit will be conducted of the financial affairs of Kūlia Academy to verify the accuracy of the school's financial statements, attendance and enrollment accounting practices, and internal controls. Kūlia will engage an independent certified public accountant from the approved list of auditors by the SPCSC, to audit the school's financial statements in accordance with Generally Accepted Auditing Standards and the Financial Accountability System Resource Guide (FASRG). Fiscal statements audited by the Certified Public Accountant will be submitted to the SPCSC by the established deadline via mail/email or other designated means by the SPCSC. Audit exceptions/deficiencies will be resolved to the satisfaction of the SPCSC.
Financial audits will be conducted by a qualified Certified Public Accountant from the approved list of auditors by the SPCSC,. Kūlia will work to resolve any outstanding issues from the audit prior to the completion of the auditor's final report. Kūlia will make financial records available for audit no later than the end of August for the prior year.

4. Describe how the school will ensure financial transparency to the Commission and the public, including its plans for public adoption of its budget and public dissemination of its annual audit and an annual financial report.

Agendas with date, time, and location for board meetings, at which Kūlia's financial documents and reports will be discussed and approved, will be posted at Kūlia school site and on the school website to maximize public participation. A book of minutes of all meetings, proceedings, and actions will be kept at the Kūlia Main Office or such other place as the Board may direct according to its Bylaws. The public may request board records by calling the Home Office or via email as published on the school's website.

5. Describe any services to be contracted, such as business services, payroll, and auditing services, including the anticipated costs and criteria for selecting such services.

Kūlia will use contracted services for:
- Payroll (other charter schools will be contacted for recommendations)
- Annual Audis (the auditor will be chosen from among the approved ones)
    The anticipated costs have been included in our budget.
    We will select the auditor from the approved list of SPCSC and the payroll processor after consulting with other charter schools.

START-UP & OPERATING BUDGETS

Charter schools are subject to HRS Chapter 37D and, as agencies of the State, may not enter into financing agreements or take out lines of credit without the approval of the Department of Budget and Finance as to fiscal responsibility and approval from the Department of the Attorney General as to form and legality.
Note: In developing the proposed school's budget, use the following per-pupil annual funding projection: $7800. This amount is the current projected per-pupil funding amount for the 2020-2021 school year.

1.   Start-up and Operating Budgets. Using the Financial Plan Workbooks (Exhibit 4) as **Attachment Y**, provide the proposed school's start-up and five-year operating budgets, aligned with the Educational and Organizational Plans.

   Please see attachment Y.

2.   Budget Narrative. Provide a detailed budget narrative that clearly explains your cost assumptions and funding estimates, including but not limited to the basis for funding projections, staffing levels, and costs. The narrative must specifically address the degree to which the school budget will rely on variable income (especially for grants, donations, and fundraising) and must include the following:

A.   A description indicating the amount and sources of funds, property, or other resources expected to be available not only via per-pupil funding but also through corporations, foundations, grants, donations, and any other potential funding sources. The description must note which are secured and which are anticipated; explain evidence of commitment, and provide such evidence as **Attachment Z**, for any funds on which the proposed school's core operation depends (*e.g.*, grant award letters, MOUs); and describe any restrictions on any of the aforementioned funds.

B.   A contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated, including contingencies for scenarios where enrollment is substantially lower than projected and/or anticipated variable income is not received. The contingency plan must also include a Year 1 cash flow contingency, in the event that funding projections are not met before school opening.

Confirmed and Potential Funding Sources
- ***State Per-Pupil Funds:*** Kūlia Academy expects to receive its fair share of per-pupil state funding if approved.
- ***Federal Grant:*** *Kūlia Academy (its associated non-profit organization* Kūlia Academy Foundation*) was awarded $1,217,160 to open Kūlia Academy under the Charter Schools Program Developer Grants for the Opening of New Charter Schools and for the Replication and Expansion of High-Quality Charter Schools program by the United States Department of Education's Office of Elementary and Secondary Education. Due to the pause in the current application cycle, Kūlia Academy was asked to voluntarily terminate this grant. The supervisor of Charter Management Organization & Developer Grants at the Federal Dept. Education Stephanie Jones said, if applied again, Kūlia Academy will highly likely get this grant again due to the high application evaluation score.*
- ***Federal Funds:*** SPCSC transferred $6,249,557 Title I funds to 22 charter schools for 4,490 students in the 2018-19 school year.[cvii] [cviii] As reported in Commission's 2018-19 and 2019-20 Annual Reports, *"Distribution to these schools based on Title 1 formula using number of students eligible for free or reduced-price meals, multiplied by the per-pupil funding amount for the school's county."* That corresponds to $1,392 per eligible pupil on average. SPCSC transferred $7,052,951 Title I funds to 22 charter schools for 4,679 students in the 2019-20 school year, and $5,387,430 to 4,862 eligible students in 2020-21 school year. [cix cx cxi cxii] That corresponds to $1,507 per eligible pupil. Kūlia Academy with its 67% Free and Reduced Lunch rate expects to receive Title I, Impact Aid and other federal funds like other public schools nationwide.
    - **We included Title I Funds as $1,100/eligible student/year.**
- ***Education Impact Aid:*** Education Impact Aid has been calculated at $14,000 base per school plus $175 per enrolled student.[cxiii]
- **Defense Impact Aid:** SPCSC distributed $2,071,482 Defense Impact Aid in the 2019-20 academic year. As reported in the Commission's 2018-19 and 2019-20 Annual Reports, *"Distribution is*

based on the proportion of total public school enrollment." Collectively, charter schools enrolled 11,877 students in kindergarten through grade 12.

- ○ **Total Impact Aid distributed amounts to ($2,071,482)/11,877=$174.41/student.[cxiv]**
It should be noted that without these additional revenue streams, our budget still has positive cash flow and a positive year-end balance.

- **NSLP Reimbursements:** Based on the published rates, Kūlia expects to receive $4.28 per lunch per eligible student free lunch and $3.88 per reduced lunch. [cxv] Kūlia founders have experience in NSLP applications and management. Non-FRL students will either bring their own lunch or pay the full price.

- **Special Education:** Based on previous years' numbers, Kūlia expects more than $12,000 per special education student. With an 8% expected special education ratio based on area schools average, Kūlia can expect $96,000 in its first year for its 8 special education students. To be on the safe side, we included funding for 6 students, amounting to $72,000 and it has been allocated to the salary of our special education teacher as it is directly paid by the DOE. Corresponding amounts and staffing in the subsequent years have also been included in our budget.

Expenses

- **Facility Costs:** Our affiliated non-profit organization, Kūlia Academy Foundation, will handle all facility-related issues, renovations, etc. Rent amounts for our facility needs have been incorporated into our budget, including an additional $120,000 for our Year 5 to house our additional 100 students.

- **Salaries, wages:** We will hire our Principal in our startup period starting August 2023 and our assistant principal starting June 2024. We will hire an office manager starting February 2024. Their prospective salaries ($90,000/year for the principal, $1,200/month for the part-time office manager have been included in our startup budget).

- **Teaching Lines, Content Area Placement:** We will have 4 full time teachers teach 6 subjects in our first year. We will hire math and science teachers who will also teach our Computer Science Courses. Our English Language Arts and Social Studies teachers will teach our Leadership Training courses.

- **Teacher Salaries:** DreamHouse was approved with a $50,000 average teacher salary which corresponded to Class II, step 8 in the 2026-17 School Year Salary Scale in which it was approved. Kūlia Academy included a $60,000 average teacher salary which corresponds to Class II, step 11 in the 2021-22 School Year Salary Scale.[cxvi cxvii]

- **Substitute teachers** are calculated at 10 days per core teacher at $170/day.

- **Site Subscriptions, Textbooks:** We will mostly use printable free or low cost textbooks in Math and English and we will use mostly free or low cost online websites for Coding/Robotics. We will use FAST books from UH-Manoa, which are very low cost. Therefore, our textbook and instructional costs will be very low. $200/student/year has been allocated for textbooks and online learning site subscriptions.

- **Instructional equipment:** Our prospective school site already has student desks, white boards, teacher/office furniture available for our use. We will use this instructional equipment available. New sets of desks, chairs, and furniture will be ordered by the number of new students and new teachers every year as necessary.

- **Each student will get a chromebook** at $200 each for 100 students. Our teachers, administrators and the office manager will each get a laptop at $549 each. Including projectors and printers, we expect our first year total technology expenses to be $26,896, with tax 29,047.68. We will use financing for these equipment at 6%, which yields a $561.57 monthly

payment for 5 years. We included this amount in our 5 year budgets. Subsequent year needs have been calculated and included in the corresponding budget year. [cxviii cxix cxx]

- Other instructional materials include FAST lab materials, which is $2500/grade level. So, it will be $2,500 for our 6th grade in our first year.
- Testing, Financial and Instructional Systems: We will use Quickbooks online which costs $25/month. MAP Testing will cost $1,600.
- General Instructional Supplies: papers, board markers, etc. will be purchased in bulk for cost-saving purposes.
- Meals: Lunch is calculated at $6.50 per student per day after consulting existing charter schools. If the school receives funding for breakfast and snacks, they will also be provided to students free of charge.
- First Year Transportation is calculated for 2 field trips, two buses each at $1,000/bus/ day. Following years, the cost has increased with the increasing number of students.
- Following Years: For salaries and number of staff members, please see our staffing chart. The equipment and other costs have been increased by the numbers of new students and teachers.

Contingency plans for year 1, as well as during growth are as follows.

Year 1 Contingency: in the case that we do not meet our revenue projections, we would engage in the following activities:

- **Significant budget reductions:** we would make cuts to salaries, reduce supply and material purchases to a bare minimum, and explore amortization of site development costs.
- **Staff Reductions:** The following staff reduction actions would be taken.
  - *Staff Reduction:* We would eliminate the Finance and Operations Manager, Special Education and Student Services, and the Assistant Principal positions in this order as necessary (the principal would take over the duties) and save up to $180,000. The last approved charter school by the commission, DreamHouse, had no assistant principals or deans in their approved budget and successfully opened with 100 students.
  - *Reduction in Hours of Some Staff Members:* We would decrease our clerical/support staff (office managers) from 1 to 0.5 with the help of parent volunteers, saving another $15,000. The last approved charter school by the commission, DreamHouse, had no office managers, IT managers, clerics or janitors in their approved budget and successfully opened with 100 students. We would change special education and EL teachers from full-time to part-time and save another $60,000.
  - *Reduction in Number of Teaching Staff:* If we don't recruit enough students, we would try to hire fewer teachers. We would combine classes and decrease the number of teachers employed. For example: If 6-A ends up with 15 students and 6-B with only 14 students, we would combine these two groups into a 29-student classroom and decrease the teaching load. If there is less demand, Kūlia Academy would consider increasing the class size from 25 to 28 or 29 and hire part-time teachers instead of full-time teachers resulting in another $30-$120,000 saving (if all four core teachers are part-time, it would amount to $120,000 savings).
  - **Scenario 1:** A scenario with lower number of students: In case, we enroll only 50 students:

    (1) We would hire 4 part time subject teachers for our 2 6th grade groups (or 2 full-time teachers who can teach 2 subjects). This way we would end up hiring 2 FTE secondary subject teachers, instead of 4. We would save another 2 FTE teaching workforce.

   (2) We would reduce our special ed and EL teachers from 1 FTE each to 0.5 FTE. We would save another 1 FTE teaching workforce.

   (3) In addition, we would eliminate or reduce the hours of the other positions as mentioned above. In this scenario, we would also need to spend less on instructional supplies, substitute teachers, etc. We ran this scenario in the provided budget template and our budget yielded $113,925.00 in black.

   ○ **Scenario 2:** Minimum number of students to survive. We calculated the number of students to survive our first year with above-mentioned measures using the provided budget template and it came out as 36.

    ■ <u>We would try to make this decision early (before May 25, 2024) to not have to hire and lay off administrators or staff.</u>

Re-negotiate facility costs: As was done by the founders of Kūlia at other school facilities before, given that we might run out of business in case of less than enough enrollment, the landlord might reduce our rent amount until we hit our enrollment targets. In fact, our landlord has supported us through the hardship of COVID years, postponed lease signing and already adjusted our rent amount which is supposed to start after approval upon request from us. They understand that they might need to bear with us through the initial years of our lease term because they are highly motivated as our rent will provide them with highly needed income for long years if our charter is approved.

Personal network fundraising: In case we cannot meet our revenue goals, we will reach out to our supporters and friends. Our board members have connections to potential donors and supporters. Our post-year 1 contingency outlook is as follows:

● **Drawing from retained earnings:** our budget model builds in strong retained earnings growth throughout the year. If certain funding streams do not materialize as expected, we will have to draw upon our reserves to meet immediate cash needs until we stabilize.

● **Insolvency / Unrealistic Projections:** in the case that all our contingency plans do not materialize, we cannot achieve a sustainable student base to serve, our board will engage the Charter Commission and state in conversations around model viability and sustainability. This is the least desired option, but one we feel obligated to lift up.

3. <u>Anticipated Funding Sources</u>. Identify the amount and sources of funds, property or other resources expected to be available through banks, lending institutions, corporations, foundations, grants, etc. Note which are secured and which are anticipated, and include evidence of commitment for any funds on which the school's core operation depends as **Attachment Z**.

Covered above in item 2.

SOURCE	AMOUNT / DONATION	COMMITTED / ANTICIPATED
Donor: Egemen Seymen	$300,000	Committed, Letter attached.

FINANCIAL MANAGEMENT CAPACITY
Describe the applicant team's individual and collective qualifications for implementing the Financial Plan successfully, including capacity in areas such as the following:
1. Financial management;
2. Fundraising and development; and

3. Accounting and internal controls.

Our team has extensive experience in financial management of charter schools and non-profit foundations. Our board president Dr. Robert Bley-Vroman was the chancellor of UH-Manoa, managing all operations at the university including budgeting, financial management, cash flow, fundraising, accounting and internal controls. Our board vice-president Dr. Robert Littman has been serving as a treasurer on multiple non-profits specializing in bookkeeping, segregation of duties, and multiple check signers. Mr. Benjamin Cabreros has served as president and treasurer on multiple non-profit boards and he has been working as a bank branch manager and principal mortgage broker. Mr. Andy Gokce was the chief of staff at Magnolia Public Schools, overseeing all budgeting and fiscal processes at Magnolia Public Schools. Please see section-2 Operations Capacity for more details.

THIRD PARTY SERVICE PROVIDERS

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

If the proposed school would contract with a Service Provider as defined above, provide:
1. Service Provider Selection and Track Record
   1. Explain why the applicant is seeking to contract with a Service Provider rather than operate the proposed school(s) directly.
   N/A
   2. Explain the process the applicant used to identify, vet, and select the Service Provider. The description must explain how and why the Service Provider was selected, including when and how the applicant learned of the Service Provider, which other Service Providers were considered, why the Service Provider was selected over other Service Providers, and what due diligence was conducted, including a summary of the findings of the reference checks conducted by the applicant.
   N/A
   3. If the Service Provider is providing academic services, evidence demonstrating academic success, especially in the grade levels the proposed school intends to serve, including academic performance data of all clients of the Service Provider that demonstrates the provider's services lead to *high-quality charter schools*, as defined in the RFP. Provide, as **Attachment FF**, academic performance data for each of the Service Provider's charter school clients that shows evidence of strong academic results for the past three years (or over the life of the charter school, if the school has been open for fewer than three years), based on the following factors:
      i. Increased student academic achievement and attainment (including, if applicable and available, high school graduation rates and college and other postsecondary education enrollment rates) for all students, including, as applicable, *educationally disadvantaged students*, as defined in the RFP, served by the charter school;
      ii. Either—

1. Demonstrated success in closing historic achievement gaps for the following subgroups of students at the charter school: low-income students, students from major racial and ethnic groups, students with disabilities, and English language learners; or
2. No significant achievement gaps between any of those subgroups of students at the charter school and significant gains in student academic achievement for all populations of students served by the charter school; and

iii. Results (including, if applicable and available, performance on statewide tests, annual student attendance and retention rates, high school graduation rates, college and other postsecondary education attendance rates, and college and other postsecondary education persistence rates) for low-income and other *educationally disadvantaged students* served by the charter school that are above the average academic achievement results for such students in the state.

N/A

4. A listing and explanation of any management contract terminations, charter revocations, non-renewals, or withdrawals or non-openings that the proposed Service Provider has experienced in the past five years that does not indicate that the Service Provider lacks the necessary capacity or display inconsistencies in its academic, organizational, or financial performance. The explanation must reference the other jurisdictions where the Service Provider operates or services other charter schools and provide, as **Attachment GG**, a list of all the charter schools operated or managed by the Service Provider, the respective authorizer for each of those charter schools, and contact information for each authorizer.

N/A

5. A list or description of all charter schools operated or managed by the Service Provider that are accredited, if any, including a list or description of the accrediting organization for each accredited school and a current accreditation report from **one** of those schools, provided as **Attachment HH**, that demonstrates strong organizational health attributable to the Service Provider.

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

N/A

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

N/A

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

supervise these employees, and how the proposed school governing board will oversee the Service Provider's supervisory responsibilities.

N/A

4. If the proposed school governing board intends to enter into any type of lease, lease-purchase agreement, or any other facility or financing relationships with the Service Provider, draft facility or financing agreements, or other evidence, provided as **Attachment II**, that:
   i. Demonstrate such agreements are separately documented and not part of or incorporated in the proposed school's management contract; and
   ii. Ensure any agreements are consistent with the proposed school governing board's authority and practical ability to terminate the management agreement and continue operation of the proposed school.

N/A

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

N/A

4. Service Provider's Organizational Structure

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

N/A

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

N/A

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

N/A

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

N/A

ADDENDUM 1. APPLICANTS PROPOSING A VIRTUAL/BLENDED LEARNING MODEL

IN CONJUNCTION WITH THE COMMISSION'S *ONLINE VIRTUAL AND BLENDED LEARNING GUIDELINES* (OCTOBER 18, 2019) COMPLETE THIS SECTION IF YOU ARE PROPOSING A VIRTUAL/BLENDED LEARNING MODEL.

Finance and Governance
- What are the costs associated with your proposed virtual/blended school and its various components?

N/A
- How will these costs change over the life of the proposed contract?

N/A
- How are these costs affected by different student characteristics and contextual factors?

N/A
- What are the implications for weights and adjustments in the accountability or funding system due to your proposed virtual/blended school?

N/A
- Provide a 5-year budget showing how your proposed school will operate, including a breakdown of teacher costs (including specialized training, dates and supplemental pay for recall days if necessary), facilities, technology, internet access, curriculum, and any other associated costs.

N/A
- Provide a demographic breakdown of the students you are proposing to serve through this program, e.g. Free and Reduced Lunch, geographic home location, grade level, general demographics.

N/A
- What geographic area(s) will your proposed school be serving?
    - How is your proposed school's staffing model sufficient to address all of the requirements of reporting and oversight?

N/A
- For the curriculum for your proposed school, will you be/have you created your own curriculum or will you be purchasing curriculum? If purchasing curriculum, please explain why you are purchasing the curriculum and identify the company you are purchasing the curriculum from, if you have or will be creating your own curriculum, skip to Question 14.

N/A
- If purchasing the curriculum, state the cost as well as the specific services the company will provide, and provide a copy of your agreement/ proposed agreement with this company.

N/A
- If purchasing the curriculum, what are the expected costs over the contract period? Provide a copy of your contract/proposed agreement. How does your budget account for any increases in costs over the life of the contract?

N/A
- Have you had prior experience using the curriculum and the provider? Explain.

N/A
- What were the academic results for students as measured by a state assessment using this curriculum in other schools or districts?

N/A

Instructional Program Quality

- How did you and/or your instructional team decide on the curriculum?

N/A

- In addition to the state assessments (i.e., Smarter Balanced Assessment, Kaiapuni Assessment of Educational Outcomes (KĀʻEO)), what additional assessments of your students will you use to determine student outcomes and performance?

N/A

- Where/how state testing will be held for all students?

N/A

- How will the curriculum help your students meet the Common Core Standards? a. If you are using purchased curriculum, provide evidence of student outcome data as measured by a state assessment showing progress towards proficiency or beyond. b. If you have developed your own curriculum, provide a copy of your curriculum. You may also provide electronic access to the curriculum or video samples of the curriculum/course work students will be expected to experience.

N/A

- How did you assess the quality of the curriculum and how can we be assured that the curriculum you have chosen meets the needs of the students you are proposing to serve? How will your school determine that the student is learning the subject matter?

N/A

- What assessments will you be using to evaluate learning progress, and how will your staff monitor that progress and ensure that students are meeting the required standards?

N/A

- How will your staff determine students' subject mastery and certify their eligibility to be promoted to the next grade level?

N/A

Teacher and Administrator Quality to run a Virtual/Blended School/Program

- What are the professional qualifications of the teacher(s) and administrator(s) who will be running your proposed school?

N/A

- What specific training have the proposed teacher(s) and administrator(s) completed that addresses the unique needs of virtual/blended learning?

N/A

- How is/are the administrator(s) qualified to manage and support teachers of virtual/blended learning students?

N/A

- Please provide the Commission with the teacher evaluation instrument you plan to use to evaluate and support your virtual/blended learning program teachers.

N/A

- Has this teacher evaluation instrument been approved by HSTA? If not, provide documentation that you sought approval or entered into discussions with HSTA for review of this instrument. If your application is approved, you will need to provide documentation of approval of your evaluation instrument or utilize an HSTA approved evaluation instrument.

N/A

- How is your administrator qualified/trained to evaluate virtual/blended learning teachers?

N/A

- If virtual/blended learning teacher needs support, what kind of professional development will the school provide?

N/A

- What training will be provided to teachers to adjust to virtual/blended teaching?

N/A

Special Education and Section 504 of the Rehabilitation Act of 1973 requirements:

- How will your proposed school ensure implementation of Section 504 of the Rehabilitation Act of 1973 ("504) and Special Education Individualized Educational Plans ("SPED IEP") that call for various services such as counseling, one-on-one support, small group, differentiation, varied learning support systems and devices, pacing, social programming etc.

N/A

- How will IEPs and 504 reviews be held?

N/A

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