State Public Charter School Commission 2020 Application Requirements

Start-up Charter Schools
Narrative Proposal Template

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.

At Lima No'eau Career Academy ("the School"), our plan is to provide the experience of a high-quality charter school built on a commitment of excellence in student achievement to ensure that every student in Hawaii will have the opportunity for future success. Lima No'eau will be a virtual charter school available statewide in every community and will offer a robust career – focused learning program enriched with pathway options and wraparound supports necessary for students to achieve their individual goals. All students in Hawaii will be able to prepare for either college or career, or both at our school. Students can participate in real-world learning experiences, such as in-person and virtual internships, externships, summer jobs, and apprenticeships that allow them to apply the technical skills they've learned in school and develop professional skills like teamwork and critical thinking that drive long-term career success as further outlined below. This plan will help students with the opportunity to discover their interests and talents, hone their skills, and create life-long connections with peers as a foundation for their future and community. Lima No'eau's anticipated student population is every student in Hawaii that wishes to enroll in our school with any educational need including, students eligible for Free and Reduced lunch; students in Special Education; English Language Learners; intellectually gifted students; and students at-risk of academic failure. We are prepared to fulfill the educational needs of all students and recognize that certain challenges may exist as a virtual school, including barriers with access to technology; time management; socialization and connection; transportation; and food services. As such, Lima No'eau will utilize the expertise of an Education Service Provider with decades of proven experience in providing high-quality instruction, supports, and student experiences as part of the plan. Our applicant team's combined experience in academic oversight, community relations, and leadership will ensure we achieve our school's mission and will enhance our relationship with a provider to address student challenges individually with the commitment that every student is provided the supports and tools they need to be successful both academically and non-academically.

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

Your Future – Our Mission: At Lima No'eau Career Academy, our mission is to provide our keiki with a safe environment for collaborative learning which engages students, teachers, ohana, and community. We will implement a Project Based Learning model and strategically leverage technology to connect students with age-appropriate exploration, study, and experiences with vocations of their choosing. Our students will graduate prepared for their transition into a career or post-secondary education path and ready to achieve optimal individual growth in a diverse and changing world.

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.

Our vision is to provide a safe and collaborative environment to support the individual goals and celebrate the successes of all students through career–focused learning and commitment to community.

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.

Lima No'eau will be a statewide virtual school and will serve all communities in Hawaii. Our school expects to serve all students and their educational needs, including students eligible for Free and Reduced lunch; students in Special Education; English Language Learners; intellectually gifted students; and students at-risk of academic failure. As discussed in the section **STUDENT RECRUITMENT, ADMISSIONS, AND ENROLLMENT Question 2**, Lima No'eau will not discriminate against any student or limit admission to enroll based on race, color, ethnicity, national origin, religion, gender, sexual orientation, income level, disability, level of proficiency in the English Language, need for special education services, or academic or athletic ability and will be open to any student residing in the state. If the number of students who submit an application exceeds the capacity of a program, class, or grade level, Lima No'eau shall select students through a public lottery.

4. Anticipated Challenges and Solutions. 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 and non-academic challenges that Lima No'eau has identified may include:

Time Management
- In an online course, time management is critical to success because most activities can be accomplished asynchronously (this means that the students do not have to be online at the same time as the instructor or other students). As with any traditional course, there is a risk of receiving a lower grade if a student falls behind. Lima No'eau will utilize research from Southern New Hampshire University on Highly Effective Teachers in online schools which includes strategies for driving student engagement. If a student struggles with time management, the Guidance Counselor will offer assistance with practical methods to create a schedule of daily activities. By incorporating time management techniques, the students can participate in extracurricular activities and perform well in School.

Socialization/Connection
- Teachers' Live Sessions: Each teacher will host live teaching sessions and open office times. The schedule for live sessions will be posted in the Teacher Contact Info area of each course and noted in ClassConnect. All sessions will be scheduled in the ClassConnect (www.classconnect.school) area of the OLS. All teaching sessions will be recorded, and teachers will be available at other times to meet with students as needed.

- School Clubs: It is Lima No'eau's goal to foster a sense of community for our families during the school year. To help families build more meaningful relationships, Lima No'eau will offer in-person and online clubs based on students' and families' interests. Clubs meet online and at specific locations throughout the state. Lima No'eau teachers will facilitate clubs in which students may participate.
- Outings: To assist parents in providing social experiences for their students, Lima No'eau will host monthly outings. These outings may be attended by any student, regardless of where a family resides. Lima No'eau will provide quality and educational outings that promote a social atmosphere.

Connectivity and Access

- Lima No'eau will work with families where connectivity and access to education may pose a barrier. For students residing in rural areas where Internet access is not available or not an option due to financial constraints, the School will make every effort to ensure that the School is accessible to all students with available technology.

Transportation

- At Lima No'eau transportation is provided under certain circumstances to support the needs of students and to ensure that transportation is not a barrier to their success. Please see **OPERATIONS Question 1** for further details about transportation.

Food Services

- Due to the virtual nature of the School, food service is not provided. However, as more detailed in **OPERATIONS Question 3**, our School will work with appropriate state agencies to ensure that students and families are connected with or informed of ways to receive services.

Lima No'eau will designate a liaison for homeless children and youth. The School's liaison will coordinate services to ensure that homeless children and youth enroll in School and have the opportunity to succeed academically under the McKinney Vento Act – The McKinney Vento Act of 1987, or P.L. 100-77. This will ensure the students of Lima No'eau shall have equal access to the same free, appropriate public education as provided to other children and youth without delay. Lima No'eau may offer school supplies to qualifying students. Determinations of qualifying students are made on a case-by-case basis. Learning Coaches may review the school Admission of Homeless Children and Youth policy by calling the school office.

5. Academic Plan/School Design. 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.

Hawaii faces a critical shortage of workers with the skills and training needed to fill available jobs. The closing of this skills gap is imperative. Achieving this goal requires a new approach to education, Career Readiness Education which is facilitated by the Stride Career Prep (SCP) model which will be implemented at Lima No'eau Career Academy ("Lima No'eau" or "the School"), a virtual charter school, with the assistance of our proposed ESP, K12 Virtual Schools LLC ("K12"), a wholly owned subsidiary of Stride, Inc.(NYSE: LRN). Students will have the chance to embark on a future career path while still in school with the wraparound services they need to achieve their goals.

Our K-12 grade virtual school will immerse students, starting in kindergarten, in experiential learning linked to Career Readiness. The School's curriculum aligns with Hawaii Subject Matter Standards for grades K-12. It will provide a project-based and collaborative environment with virtual and hands-on experiences for students at every developmental stage. Lima No'eau will meet all the standards and

requirements put forth by the Hawaii State Department of Education for a student to obtain a high school diploma.

The Applicant Governing Board of Lima No'eau believes that high school should no longer be a choice between college or career but preparation for both. The SCP approach is more comprehensive than the vocational training of the past and much broader than what is traditionally referred to as Career Technical Education (CTE):

- Students complete core academic subjects alongside applied learning experiences that provide the skills needed to thrive in high-growth industries in both virtual and blended settings.
- Coursework is combined with real-world experience working with industry partners in internships or project-based learning opportunities.
- Students learn in the same environment that today's professionals experience. The environment is rich with professional skills development, virtual interaction, and problem solving and networking opportunities.
- Graduates enter the next phase of their lives with more than just a diploma, whether they're off to college, entering the workforce – or both.

Lima No'eau's career readiness program will help ensure students enter their post-high school period with a plan that is both informed and well-formed, where going to college can be the right choice, but not the only choice. The School's students can participate in real-world learning experiences, like in-person and virtual internships, externships (short, practical experiences provided by employers), summer jobs, and apprenticeships, that allow them to apply the technical skills they've learned in school and develop professional skills like teamwork and critical thinking that drive long-term career success. Most real-world experiences will take place during our students' junior and senior years or during summer breaks. Industry partnerships will be built by dedicated ESP staff members and members of an industry Advisory Council. Counselors will be charged with matching students to real-world learning opportunities.

The traditional education environment mirrors the work experiences of the past, while the SCP environment creates the new work environment today's students will enter after they graduate.

The curriculum is designed to meet all of Hawaii's requirements. It will provide a project-based and collaborative environment with virtual and hands-on experiences for students at every developmental stage.

The Applicant Governing Board believes that the ability to participate in authentic, meaningful college and career preparation opportunities and to earn college credit and/or an industry certification while still in high school is likely to encourage students to persist with their education at Lima No'eau. We plan to provide challenging college-level experiences through dual credit course offerings to our students in all geographic areas where they reside including opportunities for students to physically attend postsecondary institutions.

Hawaii continues to see population decrease(https://www.civilbeat.org/2022/01/hawaiis-population-drain-outpaces-most-states-again/) and "brain drain of young, educated working-age adults appears to be non-trivial." This is an existential threat to the state, and presents a huge opportunity to ensure our youth can survive and thrive in Hawaii. Initiatives like Promising Credentials (https://hawaiicareerpathways.org/resources/work-based-learning/career-exploration/promising-credentials/) show that there is a big need for schools to be thoughtful and intentional about how their career readiness programs can best set students up for success in our local economy, with a particular focus on high-demand and high-wage opportunities. It is estimated that more than 80% of good jobs today require a post-secondary credential, including industry-recognized credentials. Yet, national data shows only 18% of credentials earned by K-12 students in the US hold real value to employers. In Hawaii DOE schools, we've seen a steady increase (https://www.hawaiipublicschools.org/VisionForSuccess/AdvancingEducation/StrategicPlan/Pa

ges/SPDR-1.aspx) of career and technical education (CTE) concentrators, but we haven't seen much of a parallel increase in foundational academic proficiency in math, science, or reading. That indicates that there might be a disconnect in CTE programs with how they connect to this foundational knowledge.

In his State of the State Address on January 24, 2022, Governor David Ige focused on the critical need for virtual education and how the State is working to meet this critical need saying:

- *We've long talked about distance learning—but more as an alternative to the traditional classroom. The pandemic made us realize that we could use virtual classrooms to ensure that every student has every opportunity to learn no matter where they live.*

- *We dedicated $5 million for UH to launch a Hawai'i Online Portal for Education, which is developing curriculum for distance learning and additional training for teachers. The projects include everything from STEM education to agriculture. One of these projects is Ka'u Dream, a place-based, community-focused education initiative on Hawai'i island. Educators and the community have worked together to align the curriculum to career and business opportunities in Ka'u. They created enhanced learning activities that will engage and inspire students beyond graduation. This community-led initiative is a model for building thriving communities across the state.*

The traditional way most schools educate our youth has not changed. The Applicant Governing Board is focused on meeting the critical career education needs of the State's students that the Governor pointed out in his State of the State Address. Lima No'eau Career Academy will be an innovator and a catalyst for educational change in Hawaii.

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.

Engaging and involving parents and the community is a crucial component to supporting the success of Lima No'eau students. The School has garnered tremendous support already, including letters of support (see Appendix M) from the International Union of Bricklayers and Allied Craftworkers Local #1 of Hawaii, the Hawai'i Hotel Alliance, and the Pacific Resource Partnership, a nonprofit market recovery trust fund of the Hawaii Regional Council of Carpenters. Each letter expressed their respective organization's opinion that Lima No'eau's program was needed to provide students graduating from high school with the skills needed for industry-focused careers. Over the past 12 months, from January 2021 through December 2021, Lima No'eau Career Academy has received over 1,630 inquiries from families across the state about our proposed online program. These inquires represent the number of interested families and not specific students, so they likely represent a larger number of students since many families are interested in enrolling multiple children. This information was gathered through phone calls, emails, and web-forms submitted to our proposed Education Service Provider by families inquiring about the online educational program to be offered by Lima No'eau Career Academy.

ENROLLMENT SUMMARY

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

Grade Level	Number of Students					
	Year 1	Year 2	Year 3	Year 4	Year 5	At Capacity
K	112	74	69	77	78	See #1 below
1	65	90	77	80	85	"
2	64	70	84	83	86	"
3	77	78	82	96	97	"
4	86	89	91	101	110	"
5	96	100	103	112	119	"
6	54	71	80	94	105	"
7	69	62	74	93	109	"
8	77	73	74	96	115	"
9	99	91	107	113	136	"
10	101	101	117	131	147	"
11	0	101	121	136	155	"
12	0	0	121	138	158	"

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.

Lima No'eau Career Academy's enrollment target numbers and grade levels have been developed taking into consideration the number of families across Hawaii who have expressed their interest in virtual education for their children as well as factors such as observed trends in consumer demand, the competitive environment, general acceptance of school choice, and growth of charter schools in the state as well as in other states that have virtual schools. The rate of overall enrollment growth each year the school is in operation is based on historical trends in similar virtual charter schools. The enrollment plan above is slightly greater than the enrollment projections in the Intent to Apply application submitted two years ago because of the current documented expression of interest from families and the other factors mentioned above (see also the response to Question 2 below and **Attachment A**).

Lima No'eau Career Academy, due to its virtual model, will be able to flexibly grow without major modifications to facilities and other infrastructure, and is not limited in capacity as a brick and mortar charter school might be due to its physical facility requirements. If the School experiences a demand to grow more than the enrollment approved in the charter contract, the Governing Board will welcome the opportunity to meet with the Hawaii State Public Charter School Commission and staff to discuss the steps necessary to permit that growth.

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**.

Lima No'eau Career Academy will be a virtual charter school enrolling students statewide. The School will enroll students in grades K-10 in Year 1 and add one grade level per year until it serves grades K-12 in Year 3. Over the past 12 months, from January 2021 through December 2021, Lima No'eau Career Academy has received over 1,630 inquiries from families across the state about our proposed online program. A small number came from the mainland, for example from military families

relocating to Hawaii. These inquires represent the number of interested families and not specific students, so these 1,630 likely represent a larger number of students since many families are interested in enrolling multiple children. This information was gathered through phone calls, emails, and web-forms submitted to our proposed Education Service Provider by families inquiring about the online educational program to be offered by Lima No'eau Career Academy.

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.

Hawaii faces a critical shortage of workers with the skills and training needed to fill available jobs for instance in Healthcare, Skilled Construction, and Travel Industry Management. The closing of this skills gap is imperative. Achieving this goal requires a new approach to education, Career Readiness Education, which is facilitated by the Stride Career Prep (SCP) model which will be implemented at Lima No'eau with the assistance of our proposed ESP, K12. A Lima No'eau diploma will signify not just completion of past coursework but a true readiness to tackle what comes next. SCP gives students a jumpstart in life after high school. Students have the chance to embark on a future career path while still in school with the wraparound services they need to achieve their goals.

The Stride SCP model focuses on six pillars in order to provide students with a comprehensive career and technical education experience to help jump start their career. The six pillars are:

- **Peer collaboration** – students work together on assignments using tools like Blackboard, Kaltura and Microsoft Teams
- I**ndustry exposure** – students are introduced to various career clusters, professionals and workplaces using Nepris (https://www.nepris.com/home/v4)
- **Project based learning (PBL)** – students collaborate on PBL assignments designed with input from industry experts
- **Work based learning** – school leaders and the advisory council work to develop partnerships with businesses and industry and through Tallo to provide opportunities for internships and apprenticeships
- **Certificates and college credits** – students will be able to earn dual college credit and test for industry recognized certifications
- **Workforce ready** – students will promote their accomplishments and career interests to employers through Tallo

The SCP approach is more comprehensive than the vocational training of the past and much broader than what is traditionally referred to as Career Technical Education (CTE):

- Students complete core academic subjects alongside applied learning experiences that provide the skills needed to thrive in high-growth industries in both virtual and blended settings.
- Coursework is combined with real-world experience working with industry partners in internships or project-based learning opportunities.
- Students learn in the same environment that today's professionals experience. The environment is rich with professional skills development, virtual interaction, and problem solving and networking opportunities.
- Graduates enter the next phase of their lives with more than just a diploma, whether they're off to college, entering the workforce – or both.

Lima No'eau's career readiness program will help ensure students enter their post-high school period with a plan that is both informed and well-formed, where going to college can be the right

choice, but not the only choice. The School's students can participate in real-world learning experiences, like in-person and virtual internships, externships (short, practical experiences provided by employers), summer jobs, and apprenticeships, that allow them to apply the technical skills they've learned in school and develop professional skills like teamwork and critical thinking that drive long-term career success. Most real-world experiences will take place during our students' junior and senior years or during summer breaks. Industry partnerships will be built by dedicated ESP staff members and members of the Advisory Council (see below for details). Counselors will be charged with matching students to real-world learning opportunities. The traditional education environment mirrors the work experiences of the past while the Lima No'eau environment will create the work environment today's students will enter after they graduate.

Lima No'eau will meet all the standards and requirements of the Hawaii State Department of Education for a student to obtain a high school diploma. Our K-12 grade school will immerse students, starting in kindergarten, in experiential learning linked to Career Readiness. It should be noted that the School's instructional program will meet and exceed new requirements of 302(D)-40 regarding computer science which will go into effect in SY2024-2025. The School's curriculum aligns with Hawaii's Subject Matter Standards and requirements for grades K-12. The Applicant Governing Board of Lima No'eau believes that high school should no longer be a choice between college or career but preparation for both. The curriculum is designed to meet all of Hawaii's requirements. It will provide a project-based and collaborative environment with virtual and hands-on experiences for students at every developmental stage.

The Board believes that the ability to participate in authentic, meaningful college and career preparation opportunities and to earn college credit and/or an industry certification while still in high school is likely to encourage students to persist with their education at Lima No'eau. We plan to provide challenging college-level experiences through dual credit course offerings to our students in all geographic areas where they reside including opportunities for students to physically attend postsecondary institutions. During the planning year, the Board will explore available opportunities for dual credit with Hawaii community and technical colleges and four-year colleges and universities, including through the Running Start program with the University of Hawaii System whose dual credit programs align well with the clusters and pathways at Lima No'eau and the School's mission and goals. We expect partnership development to be ongoing and fluid over the years due to the demand of our students, their geographic locations, the pathways the School is providing, and the progression of those pathways into postsecondary institutions. We believe that building partnerships based on our students' needs will be the approach to best serve our students and support the School's mission.

When our students graduate, they will be prepared with industry certifications in specific career pathways while at the same time obtaining college credits in those career pathways, if they choose. Our students will be prepared to enter the workforce or attend a community college, technical institute, or a four-year college or university depending on their chosen postsecondary path.

The traditional way most schools educate our youth has not changed. Lima No'eau will be an innovator and a catalyst for educational change in the state of Hawaii.

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.

Lima No'eau will be a virtual charter school enrolling students from throughout the state of Hawaii including all complex areas (see **Attachment B**). The School will enroll students in grades K-10 in year

one and add one grade level per year until it serves grades K-12. Based on Hawaii State Public Charter School Commission, Hawaii State Department of Education, and National Alliance for Public Charter Schools charter school student data as well as the experience of the proposed ESP, it is expected that approximately 50% of Lima No'eau's student population will be eligible for Free and Reduced Lunch which exceeds the current State of Hawaii percentage of Free and Reduced Lunch eligible students by about 2%; 10.5% will Special Education students; 10% English Learner: 44% Asian/Pacific Islander; 15% Hispanic; 26% White; and the remaining 15% Black, Native American/Alaskan Native, and other races.

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

We understand that each student Lima No'eau serves will be different in how they want to learn, choose to learn, and what they need to learn; therefore, we believe it is important that every course and every supplemental product or tool support that individual personalized learning need. Our goal is to maximize the effectiveness of direct instruction that teachers provide by surrounding students with a wide range of learning experiences that are independent but aligned to direct instruction. Many students will benefit from both direct instruction and online independent learning tools. Some will rely heavily on teachers and, to a lesser extent, Learning Coaches (usually a guardian or parent, but could be any caring adult), while others will be more independent and self-directed. By supporting all these learning preferences, the School will meet the needs of the range of students it serves. Connecting all these learning support sources is alignment to Hawaii's Subject Matter Standards, a range of rigor, and a diversity of content to maximize student engagement.

The learning experiences offered by Lima No'eau through courses, supplemental materials, diagnostic tools, and learning reinforcement tools are each designed to engage students. It is important to recognize that effective teaching and learning is about meeting the student where they are on a continuum of learning within each content area, using technology and teacher expertise. Effective teachers adapt curriculum and instruction to meet the needs of individual students. Personalized learning must be available to every student through each content experience.

Consider a continuum of content, ranging from teacher-led instruction to a completely technology-driven experience. Lima No'eau will offer teachers for every subject/course and every student. Class sessions may be delivered in small group or personalized individual sessions. Regardless of the technology level, the important feature of these personalized experiences is that each one provides learning experiences that meet the specific and unique learning needs of individual students.

Traditionally, CTE programs have been tied to physical locations which have left geographic gaps in choice of learning opportunities for students who live in rural areas and/or do not have access to a CTE center or courses at their local schools. As an online school, Lima No'eau removes these geographic barriers, and students will be able to work remotely to learn skills that align with Hawaii's high demand job forecasts. The School will pair its students with relevant internships to gain hands-on experience in the pathway(s) of their choice in a geographically appropriate area.

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

The Limo No'eau school curriculum has been developed and acquired by Stride Inc. (Stride), the parent company of the proposed ESP. Stride's curriculum and online learning platforms promote mastery of core concepts and skills for students of all abilities. It should be noted that, with this

curriculum, Lima No'eau will meet and exceed the new Hawaii instructional program requirements of 302(D)-40 regarding computer science which go into effect in SY2024-2025. The Stride curriculum platform is designed to allow Lima No'eau's Hawaiian licensed teachers to easily modify the curriculum to personalize the curriculum for each student by adding additional teacher created lessons and content. The curriculum platform is intentionally designed to allow teachers to modify the curriculum to ensure alignment with state standards and to meet the individual learning needs of every student.

The Stride suite of services and instructional curriculum and courseware for grades K-12, collectively referred to as the "Stride curriculum", currently includes Stride, Stride Learning Solutions Online Courses, Middlebury Interactive Languages, LTS Education Systems, and Stride Career Prep (SCP) curriculum. The design, development, and delivery of Stride's curriculum is grounded in a set of guiding principles that promote critical thinking and problem solving skills to prepare students for the demands of the 21st Century. While maintaining a strong alignment to Hawaii Subject Matter Standards, Stride uses "big ideas" in every subject area to organize the explicit learning objectives for each course. Greater instructional effort is focused on the most important concepts and on the most challenging concepts and skills. Stride uses research from experts in the field, internal research feedback from parents and students, and experienced teacher judgments to plan and modify all aspects of the curriculum. The curriculum leverages personalized learning experiences tailored to each student's specific needs—unique strengths, weaknesses, aptitudes--and interests to ensure that every student receives the instructional support needed to master Hawaii's Subject Matter Standards. In addition to the Hawaii Subject Matter Standards, courses within the Stride curriculum align to the Virtual Learning Leadership Alliance (VLLA), Quality Matters' National Standards for Quality Online Courses (formerly iNACOL National Standards for Quality Online Courses), and Universal Design for Learning (UDL) Guidelines.

Elements of games are applied to learning activities and, alongside other strategically integrated multimedia, students use a wider range of multiple intelligences than traditional teaching methods, are more motivated to learn, and better retain information. Examples of multimedia include:

- *Audio*: maximize the learner's ability to process information without being overwhelmed by visuals
- *Photographs/illustrations*: help represent, organize, and interpret the content
- *Interactive activities*: used to segment content, personalize learning, promote agency in learning, and offer the opportunity to engage in activities incrementally increasing in cognitive difficulty (see Interactive Framework, below)
- *Technology-Enhanced Item (TEI) types:* offer students the opportunity to demonstrate varying depths of knowledge mimicking high-stakes testing demands
- *Animations/Videos*: used as concrete modeling of behavioral learning objectives, hooks to introduce real-world applications, and bring instruction to life

The Stride curriculum provides an interactive framework designed to enable students to fully reap the benefits of the personalized online learning environment. Many digital curriculum courses created by other curriculum providers are simply online textbooks and lack robustness and implementation support. The Stride course experience is designed expressly for a digital learning environment that follows careful instructional design principles and is packed with rigorous content so that the learning experience creates a full story arc. Stride courses follow a framework of interactivity that is peppered with over 100,000 engaging media components, video and interactivity, fully using technology to enhance learning and engage students. Courses match interactivity level to the cognitive level of the task at hand based on research-backed principles of cognitive science, feedback from the students in the schools and programs served by Stride, as well as feedback from parents and teachers. In addition to the online curriculum, the Stride curriculum provides students with interactive offline learning in a number of ways:

- Multiple ways to complete questions, self-assessments, and study guides
- A variety of hands-on materials (textbooks, workbooks, CDs, math and science equipment, etc.) and supplies sent to students to encourage investigation and make the course as much about offline learning as online learning
- Live web-based teacher-student interactions provide for 1:1 and/or group learning. These activities generate opportunities for student communication through remediation, practice, critical thinking, short projects, and more.

ELEMENTARY AND MIDDLE SCHOOL CURRICULUM

Families with students enrolled in elementary grades begin the school year with the Introduction to Online Learning course. New middle school students attend "Online Learning: Middle School", which introduces them to the online learning platform. Returning students attend "Welcome Back: Middle School" which includes time management skills. From Kindergarten through 8th grade, Stride courses are categorized into eight major subject areas – math; science; English/language arts (ELA); history and social sciences; art; music; world languages; and health and physical education – plus adaptive supplemental courses. The proprietary elementary and middle school curriculum includes the courses that students need to complete their core kindergarten through eighth grade education, with more than 700 engaging lessons in each subject. These courses focus on developing fundamental skills and teaching the key knowledge building blocks or schemas that each student needs to master the major subject areas, meet state standards, and complete more advanced coursework. The curriculum includes assessments (both formative and summative) built in at regular intervals appropriate to each course and subject to ensure mastery and provide for remediation or enrichment where necessary. For career awareness, elementary students will also use Big Universe (https://www.biguniverse.com/) and Nepris or successive software. The *Career Exploration* phase of the middle school program will allow students to focus their experience by selecting an exploratory course to begin the journey of more in-depth investigation of the specific careers in a cluster. (see Question 5 below). phase of the middle school program will allow students to focus their experience by selecting an exploratory course to begin the journey of more in-depth investigation of the specific careers in a cluster. (see Question 5 below).

HIGH SCHOOL CURRICULUM

The "Online Learning" course is an introduction to the virtual learning environment for high school students with information for Learning Coaches. Math, English, Science, and History courses are offered in a range of levels (Core, Honors, and Advanced). Unlike other programs, where a student must be on a particular "academic path," the Stride curriculum allows students to chart their own course, choosing from a variety of levels of courses designed to match various aptitudes and goals. A wide array of electives will be offered that enrich students' education in essential areas—including those identified by the 21st Century Skills and STEM initiatives—and will prepare students well for the world beyond high school. Elective curriculum includes courses in World Languages; Science; Social Science; Fine Arts; Technology and Computer Science; Business; Health and Physical Education; Communications; Finding Your Path which includes Stride's school-counseling tool; and Reaching Your Academic Potential and Achieving Your Career and College Goals. Students may also get valuable work experience and school credit for projects they design themselves in Service Learning. Foundational and credit recovery courses are offered to meet the needs of diverse learners.

The Stride Project Based Learning (PBL) courses currently include a variety of the School's pathways including Business; IT; Agriculture, Food, and Natural Resources; Health Science; Criminal Justice and Community Services; Arts, AV Technology and Communications; and Manufacturing. These offerings will continue to expand to cover other pathways as Stride continues to develop this curriculum. All PBL courses are organized around 3-4 projects which contain the following features: alignment with standards (state, national, and/or industry), real-world work scenarios, student collaboration, professional communication skills (including writing and speaking), engaging multifaceted challenges,

and cycles of revision and reflection. Each project is designed to create the "need to know" for students to learn the targeted content of the course. They are built to meet the industry metric HQPBL Framework (https://hqpbl.org/about/) with input from both PBL experts and content experts.

Stride currently has over 250 SCP courses that Lima No'eau is able to utilize. Of these, 57 are fully integrated PBL courses. A compelling aspect of the PBL courses is the ability for the School to partner directly with local industries to integrate projects into courses based on the real industry needs of that partner. This makes learning relevant for students; provides an opportunity for students to work within the standards of the business world; provides exploration of various aspects of career development; and provides opportunities for local industries to meet our students for future employment. All SCP courses, including PBL courses, are set up to engage local, state, and national business and community partners. This is done through a series of online platforms including Zoom, Tallo, and Nepris or successive software.

CAREER LEARNING PARTNERS

Tallo (www.tallo.com) is an online platform that connects talent with opportunities. The Tallo app assists students in designing a career pathway, educators in recruiting top talent to their schools, and employers in developing a stable, continuous talent pipeline. Students (ages 13+) and professionals showcase their skills and abilities in their online profile, connect directly with companies and colleges looking for the next generation of talent, and match with over $20 billion in scholarships.

Nepris (www.**nepris**.com) connects educators and learners with a network of industry professionals, virtually, bringing real-world relevance and career exposure to all students. Nepris also provides a skills-based volunteering platform for organizations to extend education outreach, and build their brand among the future workforce.

Naviance (www.naviance.com) is the leading college, career, and life readiness (CCLR) platform, equipping over 10 million students in 40% of U.S. high schools with the skills they need to reach their future goals.

MedCerts (www.medcerts.com) MedCerts is a national online certification and career training school helping students gain entry to new in-demand careers in healthcare and I.T. MedCerts delivers short-term training through 12 Elements of eLearning that include HD-quality video-based instruction, virtual simulations, games and animations, and on-the-job clinical training.

   PATHWAYS TO CAREERS

We know that a virtual learning model can incorporate the primary features of career readiness education. As a result, Lima No'eau will offer a high school program as a part of its virtual learning model that allows students to pursue a distinct academic pathway based on the national Career Cluster Model designed by the National Association of State Directors of Career Technical Education Consortium (Advance CTE) which the Hawaii CTE program is also aligned to. Utilizing recently published industry data from the website http://hirenethawaii.com, which curates information from the Hawaii Workforce Infonet, implementation of the following career paths that prioritize support of local infrastructure followed by connection to the tourist industry are under consideration.

   Year 1-2
   1. **Healthcare**: 3.6% Growth over previous year. This area of industry has the largest number of jobs currently open and the largest potential growth by 2028 with a projection of 10,870 new jobs in the healthcare and social assistance industry.
       - Healthcare Practitioners and Technical Projected Growth, 10.3%
       - Healthcare Support Projected Growth, 18.5%

2. **Skilled Construction**: 6.6% growth over previous year. 120 jobs open now and a projection of an additional 2,350 jobs by 2028. Recommended focus on supporting affordable housing initiatives and infrastructure development and maintenance.
    - Construction & Extraction Projected Growth, 6.2%
    - Installation, Maintenance, & Repair Projected Growth, 2.2%
3. **Agri-Business**: 9.3% Decline over previous year. This area of industry is in decline currently, but would greatly benefit from a local skilled workforce focused on recovery and future growth opportunities. Recommended focus on partnership with Native-Hawaiian Agriculture groups to identify areas of need and development of relevant career focused course sequences.
    - Farming, Fishing, & Forestry Projected Growth, 8.4% Decline

<u>Year 3 and beyond (with the advice and support of the Advisory Council)</u>
4. **Travel Industry Management:** 3.1% Growth. Recommended focus on careers in Travel Industry Management that lead to living wage jobs, primarily in the areas of Food Preparation & Serving, and Management.
    - Food Preparation & Serving Related, 7.5% Growth
    - Management, 4.5% growth
5. **Information Technology:** 6.2% Decline over the previous year. While this area of industry has declined in the past year, it is projected to grow. As this area of industry grows there will be a need for a local skilled workforce to meet industry demand.
    - Computer & Mathematical Projected Growth, 7.1%
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.

A summary of the curriculum proposed to be offered at Lima No'eau is in the preceding **Question 2** above.

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.

In addition to the Stride curriculum described above, the Governing Board of the School desires to offer Hawaiian culture curriculum. Given the relatively short time between charter approval and the opening of the School, the School will initially offer existing third-party Hawaiian culture curriculum when school opens and will then begin working with Stride which has the ability to develop a Hawaiian culture curriculum customized for the School. This plan is also stated in **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.

Lima No'eau will be different from a "typical" school. The Project-Based Learning (PBL) instructional delivery model will begin in elementary school and run through both foundation and career readiness coursework. PBL projects are built from the intersection of learning standards and real-world challenges. Students develop and practice professional skills while learning academic content and professional competencies. Many projects, like the authentic challenges they incorporate or simulate, exist across content areas and are best built through an interdisciplinary approach. Hallmarks of the quality of PBL that will be required include student engagement through relevance; alignment to standards; authenticity; opportunities for sustained inquiry; student voice and choice; critique, revision, and reflection; collaboration; and public exhibition of knowledge and skills.

Elementary school will be focused on Career Awareness. Two primary tools that will be used are Big Universe (www.biguniverse.com) and Nepris or successive software. Big Universe is a literacy library that will be available to students and accessible via their Online Learning System (OLS) account that

allows parents and teachers to ensure students have access to appropriately leveled reading materials. These reading materials, under the direction of the teacher and/or Learning Coach can be used to access career related content, facilitating student awareness of career opportunities that can be intentionally aligned to industry gaps, areas of industry growth in the state and/or region where the student resides. Career Awareness can be further facilitated by means of the Nepris platform, which is a web-based platform with over 13,000 industry aligned videos that also allows teachers and school administrators to curate student access to live industry chats in a virtual assembly type setting. Prerecorded videos can be previewed by teachers to ensure alignment to intendent instructional outcomes and then utilized within an instructional experience to engage students in gaining awareness, building prerequisite knowledge, summarizing content in written form, or engaging in a group project that demonstrates proficiency.

The goal of the middle school will be to create an experience that allows students to explore a number of careers and industry sectors, while understanding personal strengths and interest and potential intersection of these personal attributes and the workforce. By engaging students early and often, they will have the opportunity to create a vision for their high school years and beyond. There will be two stages to middle school career readiness: *Career Awareness* and *Career Exploration*. During the *Career Awareness* phase, students are exposed to a wide variety of career clusters as a foundation for future learning. Students will take part in awareness coursework, including introduction to career clusters, PBL, and professional skills development. They will also be exposed to virtual work-based learning via Nepris sessions. Students in grades 7-8, as appropriate, will begin to take part in **Career Technical Student Organizations** (CTSOs) (https://www.ctsos.org/) including HOSA, FFA, FBLA, DECA, BPA, Skills USA and others. All these elements will begin to develop culture and community around discussion, collaboration, and reflection, preparing students for the high school SCP experience. The *Career Exploration* phase of the middle school program will allow students to focus their experience by selecting an exploratory course to begin the journey of more in-depth investigation of the specific careers in a cluster. During Career Exploration, students work with counselors, teachers, and administrators to become more active in their planning towards high school graduation and professional skills development. Students will take part in exploration coursework, which will include a deeper focus around career clusters of interest, professional skills, and PBL. This coursework will set the stage for students to plan which pathway(s) and certification(s) they want to pursue in high school. Virtual work-based learning will be facilitated by Nepris and other appropriate virtual work-based learning opportunities, all focused on the student's chosen career cluster. Students in grades 7-8 will continue to have opportunities to participate in CTSOs, as appropriate. In the second semester of grade 8, students will be introduced to Tallo, allowing them to begin building their personal portfolios and developing their network.

High school students will engage in an academic program they find relevant to their future. High school students enrolled in Lima No'eau will earn a high school diploma while having the opportunity to study in career clusters developed based on Hawaii's skills gap research and market demand data. Throughout high school, our students will be part of a cohesive career readiness experience blending PBL courses; career exploration tools; CTSOs; career counselors; National Career Readiness Certificate/Test Prep; work-based experiences; industry partnerships; college credit as available; dedicated employees who hold licenses required for their role; and a statewide Advisory Council. Upon graduation, students will be prepared to pursue a specific career and/or postsecondary education. All of this will be grounded in a sound foundational education utilizing the ESP's research-based curriculum. Students and teachers will interact online in whole group, small group, and one-on-one scheduled sessions utilizing a web-conferencing tool (e.g., Kaltura https://corp.kaltura.com/). They will also communicate via telephone, email, Zoom, instant messaging, and in person. Hawaii licensed teachers will be assigned to each course and will be directly responsible for the engagement, instruction, and

learning of their students.

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 instructional materials have been selected. A description and explanation of how they support the Academic Plan are in **CURRICULUM AND INSTRUCTIONAL DESIGN Question 2** above.

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.

Our goal is to further expand CTE opportunities in the state so unserved and underserved areas and students will have access to educational opportunities that best serve their learning styles and effectively prepare them for their postsecondary plans – whether that's college, career, or both. Lima No'eau's model will be unique to the Hawaii education landscape. Many Hawaii schools offer electives, activities, and course programs aimed at encouraging students to think about future careers. The comprehensiveness of these programs varies widely. Those with robust career readiness programs are site-based and only accessible to students who can physically access the schools daily and often don't offer the holistic career focused/college readiness program that Lima No'eau proposes. Additionally, the challenges to educating Hawaii students that the COVID-19 pandemic has presented demonstrate the importance of having high-quality, scalable options to serve students and families while at the same time sharing best practices among public educators who are experienced with traditional educational delivery methods. As the only Hawaii online charter school focused holistically on CTE, Lima No'eau will serve an important and timely role. The Board pledges to work with its peers in the charter and traditional public school world to share best practices and help foster innovation.

The most compelling reason to provide a statewide virtual career readiness charter school is that studies show CTE programs effectively engage students, lead to long-term positive outcomes for students and the economy, and are highly valued by students and parents. Nationwide, the graduation rate for students who concentrate in a career readiness pathway is about 90 percent, roughly 15 percentage points higher than the national average for all high school graduates.[1] The estimated impact of achieving a 90 percent graduation rate nationwide is a $5.7 billion increase in economic growth and $664 million in additional federal, state, and local taxes.[2]

Students who participate in career readiness programs may also be less likely to be displaced by automation. Per a report by the McKinsey Global Institute, within 60 percent of jobs, at least 30 percent of activities could be automated. Automation will affect some of the largest occupational categories in the U.S., including office support, food service, production work, and customer service and retail sales. Individuals with a high school degree or less are four times more likely to be in a highly automatable role than individuals with a bachelor's degree or higher.[3] A high-quality career readiness education program will help students develop skills that will serve them even in the age of automation, and the professional skills and self-reliance students will learn during the program will help them adapt to the changing nature of work as they move through their careers.

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[1] "About CTE", AdvanceCTE. https://careertech.org/cte.

[2] Based on class of 2015. "The Graduation Effect: Every Student's Potential to Impact a Community". Alliance for Excellent Education. November 2017. http://graduationeffect.org/US-GradEffect-Infographic.pdf.

[3] "The Future of Work in America". McKinsey Global Institute. https://www.mckinsey.com/featured-insights/future-of-work/the-future-of-work-in-america-people-and-places-today-and-tomorrow.

In terms of how parents and students value career readiness education opportunities, a study by Advance CTE with support from the Siemens Foundation found that 93 percent of parents and students say, "finding a career that I/my child feels passionate about is important", and 82 percent of CRE students are satisfied with their ability to learn real-world skills in school, compared to only 51 percent of non-CRE students.[4]

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.

Hawaii Subject Matter Standards define the knowledge and skills needed in college and careers when students graduate. The adopted Hawaii standards are clear and consistent, include rigor and higher-order skills, and are evidence-based. To determine pupil performance required at all grade levels, Lima No'eau will use the Hawaii Common Core Standards for English Language Arts/Literacy and Mathematics; Next Generation Science Standards; Hawaii Core Standards for Social Studies (HCSSS); CSTA K-12 Computer Science Standards; and Hawaii Content and Performance Standards for Career and Technical Education, Fine Arts, World Languages, and Physical Education.

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 the response to Question 1 above. As stated on the Hawaii Department of Education webpage: *Standards are not curriculum, but expectations of what students should know and be able to do at each grade level.*
https://www.hawaiipublicschools.org/TeachingAndLearning/StudentLearning/Pages/standards.aspx
Lima No'eau does not plan to adopt or develop additional learning standards beyond the Hawaii DOE Subject Standards as also stated in **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.

Lima No'eau does not plan to adopt or develop additional academic standards beyond the Hawaii DOE Subject 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.

Report cards for grades K–12 will be issued for each grading period and/or semester. Students' grades are based on online school grades/progress completed; assessment scores of online lessons; teacher graded assessments; monthly work samples; and participation. Grades for students receiving

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[4] "The Value and Promise of Career Technical Education: Results from a National Survey of Parents and Students". AdvanceCTE. https://cte.careertech.org/sites/default/files/files/resources/The_Value_Promise_Career_Technical_Education_2017.pdf.

special services through Direct Instruction (DI) will be given grades in Literature, Writing/Composition and/or Math based on attendance in required DI sessions, works samples, assessments, and participation. Students who do not complete assigned work samples and/or required assessments will be placed in tiered escalation support. Report cards will be sent at the end of each semester (typically in January and May).

Homeroom teachers will manage courses in Gradebook. Lima No'eau will use Gradebook to provide students and their Learning Coaches a 24/7 live view of their weighted grades. Students and Learning Coaches can access Gradebook through the student's Online School (OLS) in the School's Learning Management System.

Promotion and graduation criteria will be communicated to parents and students through the Graduation Path Plan/Personal Transition Plan; in the student/parent handbook; by written communication; and in quarterly conferences with school counselors.

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.

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.

Lima No'eau will meet the BOE's graduation requirements in BOE Policy 4540 (see **Attachment F**). Report Cards Grades K–12 for each grading period and/or semester, the letter grade. Students' grades are based on online school grades/progress completed, assessment scores of online lessons, Teacher graded assessments, monthly work samples, and participation. Grades for students receiving special services through Direct Instruction will be given grades in Literature, Writing/Composition and/or Math based on attendance in required DI sessions, works samples, assessments, and participation. Students who do not complete assigned work samples and/or required assessments will be placed in tiered escalation support (mentioned above). Report cards are sent at the end of each semester (typically in January and May.)

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

Lima No'eau students' readiness for college or other postsecondary opportunities will be based on meeting the BOE's graduation requirements and the instructional approach and requirements of the-SCP program which will be informed PBL with integrated professional skills development. The School will provide the components that fit within this framework that make the instructional program robust, engaging, and effective. The SCP Framework components are:

PATHWAYS & CURRICULUM
Provide electives in industry-relevant career fields using web-based, collaboration tools, interactive models and simulations

WORK-BASED EXPERIENCES
Introduce students to various careers, workplaces and professionals through partnerships and opportunities

TEST AND CERTIFICATION PREP
Provide students with opportunities to test and earn industry certifications and/or enroll in dual credit programs

PROJECT-BASED INSTRUCTION
Highly-trained teachers use a project-based learning approach, including in-person and virtual hands-on experiences and support

PROFESSIONAL SKILLS TRAINING
Deliver collaborative environment for students to work on projects that develop learning in several career areas

PARTNERSHIPS
Provide job shadow and internship opportunities to students in their local areas through partnerships

Career Readiness Solution

Career Pathways and Exploratory Courses: In addition to their core education courses, students at Lima No'eau will be expected to complete a sequence of career learning courses designed to provide foundational and advanced learning in specific career pathways. A program of study will be created for each available pathway as part of the student's Personal Transition Plan. Each pathway has one or more foundation courses as well as various pathway electives. Generally, students must complete 3 to 5 courses within a specific pathway to earn an endorsement. Where applicable, students can take concurrent enrollment courses through a postsecondary institution to fulfill a pathway course requirement. Eligibility for enrollment in these courses will be determined based on a student's grade level and academic performance and agreement with a postsecondary institution.

Counseling: Students will have access to a school counselor to assist with necessities such as social and emotional learning, individual and small group counseling, and community resources and referrals. Counselors will work with students to help build career awareness and interest, develop Personal Transition Plans to ensure on-time graduation and career pathway course completion, partner students with internships, and assist with the coordination of dual credit opportunities.

Industry Certification: Depending on the pathway(s) a student chooses with the help of his/her counselor, students may have opportunities to earn industry certifications. The School's program will help prepare students for industry certification tests given by certifying organizations that test students on their abilities to perform the skills needed in a career. For example, by successfully completing Medical Assistant courses in the Health Science Pathway, students may be eligible to sit for the National Healthcare Alliance Certified Clinical Medical Assistant certification test. Each pathway is linked to several certifications.

To earn a certification, students must demonstrate competency in a skill or a set of skills and pass an examination. Additionally, some certifications require students to participate in a requisite amount and type of work experience or training. Through coursework and access to work-based learning opportunities, the School will help prepare students for the certification examinations. Once achieved, industry certifications are recognized in the labor market; are portable across state borders in some cases; and are valid assessments of student skills. Additionally, certifications are incentives for students to stay engaged and develop essential skills such as critical thinking, problem solving, and prioritizing information.

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.

Every high school student will have a Personal/Transition Plan aligned with state graduation requirements to strategically guide and keep them on track towards graduation. As part of a comprehensive instructional model, the School will establish a Multi-Tiered System of Supports (MTSS) approach to the early identification and support of student learning including in the case of students who are at risk of dropping out or not meeting graduation requirements. The model is used to efficiently differentiate instruction for all students and incorporates increasing rigor in instruction, offering specific, research-based interventions matched to student needs. Throughout the MTSS process, student progress is monitored frequently during instruction to examine student achievement and gauge the effectiveness of the instruction. Struggling learners are provided with interventions at increasing levels of intensity to accelerate their rate of learning. Decisions about the intensity and duration of interventions are based on individual student response to instruction and integrated as part of the instructional cycles.

For students who need to recover credits to meet graduation requirements and to be on track to graduate in four years, the School will provide them with several options personalized to their individual needs—a multiple pathway approach—which will work within the School's calendar. Examples could include:

- Credit Recovery Courses: mastery-based courses that allow students to "test out" of content for which they demonstrate mastery, e.g., when students have had exposure to the course content before and have been unsuccessful
- Full course re-takes
- Additional courses added to a student's schedule for students who have demonstrated an ability to keep up with current course work
- Flex schedule providing evening synchronous and asynchronous support for students for whom traditional school day hours are not ideal

Please also see the response to **Performance Management Question 3** which describes the primary interim assessments the school will use to assess student learning needs and progress throughout the school year.

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.

Please see the responses to "Performance Targets" Questions 1, 3, and 4-7 above which address the proposed academic goals and targets for students and the school as a whole. In addition to the interim assessments described, the state required assessments (SBAC) will be administered in all required subjects in applicable grades on the schedule established by the Hawaii Department of Education. State assessments measure student learning and mastery of grade level or content standards for that academic year. Student performance will be shared with each student and his/her parents/guardians annually. Where possible, the School will ask for access to prior results on the state's assessments and other standardized assessments to help develop a baseline for performance measurements.

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.

Please see the responses to **Performance Management Questions 3 and 7.**

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

Please see information about the School's Multi-Tiered System of Supports in **HIGH SCHOOL GRADUATION REQUIREMENTS Question 3; SPECIAL POPULATIONS AND AT-RISK STUDENTS Question 4; and PERFORMANCE MANAGEMENT Question 7.**

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.

The proposed academic calendar (**Attachment G**) for Lima No'eau will closely replicate the Hawaii Department of Education's Official School Calendar as released for the 2024 – 2025 school year, the anticipated first year of operation of the School. There will be approximately 180 instructional days for students with officially recognized and observed state and federal holidays, and sufficient teacher workdays without students to ensure adequate professional development and instructional preparation. This calendar structure reflects the needs of the educational program by allowing our students and families throughout Hawaii to align with their peers and communities following a similar calendar, and provides an ideal structure for the program to deliver high – quality instructional content and opportunities for career – focused learning. Additionally, teacher schedules will be adjusted appropriately for the 2024 – 2025 school year to comply with collective bargaining requirements pursuant to HRS Chapter 89, Collective Bargaining in Public Employment, and will negotiate any supplemental agreements necessary.

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.

Lima No'eau will structure its school day and week to be optimal for student learning while utilizing the proposed ESP's Introduction to Online Learning course for new students and families in the first week of school, along with procedures and accountability measures in place for student participation. Each day will cover the suggested minimum daily hours per grade level for core subjects including additional time and flexibility necessary to meet the needs of students individually. A summary of hours and minutes in a day for core subjects, including start and dismissal times are as follows:

- **K – 5:** 30 – 60 minutes per day on each of the four (4) core subjects (math, science, history, and English Language Arts) depending on student needs and grade level. Start and dismissal times from 8:00 am to 2:30 pm depending on student needs.
- **Middle School:** 30 minutes per day on each of the four (4) core subjects (math, science, history, and English Language Arts) depending on student needs. Start and dismissal times from 8:15 am to 3:45 pm depending on student needs.

- **High School:** 50 minutes per day on each of the four (4) core subjects (math, science, history, and English Language Arts). Start and dismissal times from 8:00 am to 3:30 pm depending on student needs.

An example of the minimum number of instructional hours by grade level are as shown in the following chart:

Grade Level	Required Yearly Hours	Weekly Hours	Suggested Daily Hours
Kindergarten	356	20	4
Grades 1 – 3	712	20	4
Grades 4 – 6	890	25	5
Grades 7 – 8	890	25	5
Grades 9 – 12	1068	30	6

Online Learning

Families are required to participate in a course titled Introduction to Online Learning. This course will appear in the student's daily plan in the OLS and will be the first course that the Learning Coach and the student complete together. The course is intended to be completed during the first three days of School. During this time, the Learning Coach and student will:

- Receive instructions about how to best use the Online Learning System (OLS)
- Review daily attendance and login requirements
- Learn how to use the synchronous tool ClassConnect
- Participate in NWEA diagnostic assessments
- Receive an introduction to all courses
- Get directions on communicating with the teacher via our internal mail system called Student Email

Procedures

- The Highly Qualified teacher will review academic indicators to determine needed support to meet academic standards.
- Instructional groups will be formed based on student data. Instructional goals, instructional time, and assessments to measure progress will be determined.
- The Highly Qualified teacher will notify the Learning Coach and student of the required instructional sessions.
- The Highly Qualified teacher will provide instruction, conduct assessments, and academic document progress.
- This process will repeat as needed to ensure students achieve proficiency with grade-level standards.

The School uses Gradebook to provide students, and their Learning Coaches a 24/7 live view of their weighted grades. Students and Learning Coaches can access Gradebook through the OLS. Courses in Gradebook are managed by homeroom teachers.

Typical Day/School Participation

Participation will count as a percentage of students' total grade and will include, but is not limited to, the following:

- Attendance and active participation in required class connect sessions
- Completion of required assessments (i.e. DIBELS, STAR360, Stride etc.)
- Teacher assigned assessments and assignments, per teacher discretion
- Participation in supplemental programs per teacher discretion

Student lessons will be scheduled by teachers in the OLS through the Teacher Managed Schedule. Lessons will populate on the students' plan each day, and lessons that are not completed on that day will show as Overdue until they are completed. Students may have lessons added or replaced throughout the year to allow time for completion of required assessments. Students are expected to follow the lesson plan as it is scheduled.

All students are required to submit in Reading, Writing, and Math as determined by each grade level and will be part of the Work Sample grades. All submitted work will be evaluated by the student's homeroom teacher. Assignments must be submitted by the due date and meet the objectives to earn full credit. Late or unsatisfactory assignments will affect a student's grade. Teacher-graded assignments provide teachers with valuable information about student abilities and curriculum comprehension. This will count as a percentage of the student's total grade.

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.*

1. 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.

We do not plan to offer summer school programs at this time. Future programs will depend on the availability of funding to support summer school.

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

We will provide our students the opportunity to join the proposed ESP's national student clubs for grades K-12 students, as well as monthly contests and challenges, providing extracurricular activities and a community of support. Clubs and challenges are offered in a variety of topics for students including art, jam/music, theater cooking, DIY (Do It Yourself), LEGO, chess and more. Many of the programs and activities are done in virtual settings. However, dependent on the type of activity that is selected for a given year, the School will budget as a program expense appropriately, and also explore other funding opportunities.

Students may also have opportunities to connect with local clubs hosted by the School. These activities focus on developing a strong sense of community among students and often include a school council, a community service club, and additional clubs depending on student interest (e.g., Art, Music, Debate, Health and Fitness, Robotics, Cooking, DIY, etc.).

National clubs meet online in a web-based classroom using a web conferencing platform. In that setting, clubs encourage students to explore their common interests, work on projects, and share their club creations with one another. School-based club offerings may meet online or face-to-face. For example, a school-based LEGO club may find a central area in which to meet and may have a fun, competition element. Some K12 supported public school-based programs have organized travel clubs with destinations all over the world as well as student councils that attend state conventions and clubs that go to state and national competitions.

Additional student engagement opportunities may be available through local eSports competition programs hosted by the School. eSports programs are structured to be competitive athletic programs where students collaborate as a team and must maintain academic levels, attendance, and school

commitments to compete with their team. School eSports programs are supported by proposed ESP's national programs, and School teams will have the opportunity to participate in national competitions.

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

Social and emotional learning ("SEL") is how children and adults understand and manage emotions, set goals, feel, and show empathy for others, establish positive relationships, and make responsible decisions. Knowing that every student is unique, we will attempt to focus on building authentic relationships with each student, striving to inspire the individual to realize and grow into his/her potential. Social and emotional support is a key aspect to providing a healthy, safe, and supportive learning environment.

As such, an SEL program is intended to help students build resilience and confidence through interactive, engaging discussions with teachers and peers. Providing this support has been found to increase student motivation to grow, learn, and improve self-awareness and confidence. It has also been shown to lead to increased academic achievement for students and decreases in dropout rates, school and classroom behavior issues, drug use, teen pregnancy, mental health problems, and criminal behavior.

As part of Lima No'eau's holistic approach to each student's success, we will offer an SEL program for students with staff that are trained and qualified. An SEL program will ensure students are ready to learn by increasing their self-confidence, resilience, and interpersonal skills.

Through an SEL program, students are encouraged to grow in key social and emotional areas necessary for thriving in school and life, including:

- self-awareness
- self-management
- social awareness
- relationship building
- responsible decision-making

Students are given opportunities to discuss topics relevant to their lives, creating a strong sense of belonging and community among peers, as well as allowing the teacher to learn more about each student on a deeper, more personal level.

As a result of sharing in a respectful environment, where people listen to and value those who contribute, students will discover a vital part of their personal identity—their own voice, leading to improved self-confidence, self-esteem, and a flourishing student in class and beyond.

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

Students will have the opportunity to participate in Career and Technical Student Organizations (CTSOs) (www.ctsos.org). The United States Department of Education has identified eleven CTSOs that provide opportunities for students and teachers to receive support designed to enhance school-based and work-based learning. They provide students with real-world situations that offer opportunities to develop problem-solving skills, participate in teamwork exercises, network with peers and potential future employers, develop professional skills, and participate in local, state, and national events and competitions. CTSOs also provide staff with mentoring and professional development opportunities.

Lima No'eau Career Academy will host a chapter of the CTSO that aligns to the CRE program offerings at the School. For example, a school that has business and marketing programs will likely have a BPA, SkillsUSA or FBLA chapter that has been deemed complimentary based on state guidelines. For a health sciences program you would most often find SkillsUSA or HOSA – Future Health Professionals. SkillsUSA is frequently offered in new programs because it is a broad-based CTSO serving students enrolled in trade, industrial, technical, and health education programs. Examples of other potential CTSOs include BPA, FBLA, SkillsUSA, FCCLA, HOSA, Educators Rising, DECA, FFA, TSA and NTHS. Once a CTSO is

approved within the state for Lima No'eau, students will be able to conduct official meetings, participate in professional development workshops, attend leadership conferences, promote social events and fundraisers, and compete against other students across the state As mentioned above, many of the programs and activities are done in virtual settings. However, dependent on the type of activity that is selected for a given year, the School will budget as a program expense appropriately, and also explore other funding opportunities.

Middle school students will also have opportunities to develop leadership about their individual skills and refine career interests by participating in available high school CTSO experiences or middle school-based chapters if offered at their school.

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.

At Lima No'eau, one of the single most-effective drivers of academic improvement is student persistence; data from our proposed ESP's schools has shown time and again that the longer our students are enrolled consistently in schools, the better they do. The biggest driver of this persistence is the school's culture in the students.

Lima No'eau School will focus on 3 key drivers in creating a strong student culture that promotes student engagement, persistence, and success:

- Ensuring every student in our schools has a strong relationship with a caring adult and with their peers.
- Developing a solid sense of purpose in every student.
- Developing a sense of belonging for every student in their school.

The Lima No'eau team will focus on the important task of supporting students and families from the onboarding process to ongoing engagement and non-academic supports that help students and families persist with an improved focus on academic progress. The team will actively focus on partnering with other schools and regional/national teams to improve the end-to-end student journey and ultimately help transform the virtual school model.

The Social Emotional Learning (SEL) program at Lima No'eau, as described above, will help students build resilience and confidence through interactive, engaging discussions with teachers and peers. Providing this support increases student motivation to learn and improves self-awareness and interpersonal skills. The specific curriculum Lima No'eau will use is 7 Mindsets.

Lastly, the Lima No'eau school handbook should serve as a reference guide for families outlining policies and procedures as they apply to student success in an online school.

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.

Students, teachers, administrators, and parents will all be provided resources and supports starting form the first day of school to welcome them as a part of Lima No'eau's culture and to be successful. No matter the point in which students enroll at Lima No'eau, they will be onboarded and fully supported during their transition with the culture of the School. As described above, the Lima No'eau team will focus on the important task of supporting students and families from the onboarding process to ongoing engagement and non-academic supports that help students and families persist with an improved focus on academic progress.

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.

Please see the section **SPECIAL POPULATIONS AND AT-RISK STUDENTS** below about students with special needs, including students receiving special education services, English Language Learners, and any students at risk of academic failure for further details about how all students will be supported. All students will receive supports and accommodations when coming to Lima No'eau to help ensure a positive and successful experience as part of the school's culture. Also, as previously mentioned in the **SUPPLEMENTAL PROGRAMS AND ACTIVITIES Question 3**, our SEL program will ensure students are ready to learn by increasing their self-confidence, resilience, and interpersonal skills.

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

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.

Lima No'eau welcomes the opportunity to serve students with special needs. We believe strongly that all students have strengths and needs that must be recognized and accommodated in order to reach their full potential as contributing members of society. Lima No'eau will expect and is prepared to serve students in all at – risk and special population categories in accordance with HAR Title 8 Chapter 60 and HRS §302D-30, and at a percentage of the total enrolled student body throughout Hawaii according to the most recent Hawaii State Department of Education enrollment data released in

September, 2021 for students in special education at approximately 10.5%[5] and HIDOE's Trend Report for school year 2019 – 2020 published in December, 2020 that includes English Language Learners at approximately 10.0% of the total student enrollment[6]. The basis for these estimates is that Lima No'eau Career Academy will be available statewide to all students and we anticipate this percentage to be higher for the 2024 – 2025 school year based on the increasing trend of student enrollment.

We will work to accommodate students with all disabilities who are using the proposed ESP's web-based courses in a distance learning setting. Lima No'eau will offer necessary accommodations by procuring the technology and other services required in the student's Individualized Education Program (IEP) to aid students in navigating through their courses. Further, the proposed ESP's experience making web-based content more accessible to students with disabilities includes incorporating audio and video enhancements into the courses and using equivalent alternatives to accommodate various disabilities, such as using text equivalents and various forms of assistive technology. All materials meet the requirements of the National Instructional Materials Accessibility Standards (NIMAS).

Differentiated Learning

Lima No'eau will provide differentiated learning support through assistive technology tools and a tiered system of instruction based on Universal Design for Learning principles (UDL). Assistive technology will be fluidly integrated into daily lessons based on student needs. Through a multi-tiered system of instruction (MTSS), teachers will implement strategies based on UDL and work proactively to design lessons to meet all learner needs through differentiated strategies.

The proposed ESP's product development team strives to align with the Web Content Accessibility Guidelines 2.0 Level AA and has begun the process of working towards Web Content Accessibility Guidelines 2.1 Level AA. By doing this, the curriculum, communication, and resources provide an accessible platform that is compatible with accessibility Application Programming Interfaces, language translation programs and 3rd party assistive technology resources. This platform meets the accessible education media needs of users in accordance with NIMAS. Any resources of the proposed ESP that may result in user challenges due to disability may be reported for investigation and remediation, as appropriate, via www.k12.com/accessibility.

Through the use of the proposed ESP's curriculum, Lima No'eau will have access to a unique approach to educating all students by having the flexibility to provide large group instruction, small group instruction, pre-teaching and re-teaching concepts based on student data, one-on-one tutoring sessions, and through targeted interventions and supports.

Within the proposed ESP's online learning platform, lessons are created with multiple learning styles in mind. Content is rich with visual, auditory, and other student learning supports and the curriculum is able to customize student experiences by using adaptive learning pathways based on student diagnostic assessment data. All lessons provide opportunities for students to engage in remediation or accelerated activities, based on the student's performance data.

Assistive Technology

Due to the unique online nature of the proposed ESP's curriculum, many assistive technology tools can be accessed by all students based on their individual needs. With the support of the proposed ESP's Assistive Technology Resource Library, all staff members will have recommended tools and strategies at

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[5] Hawaii State Department of Education. (2020, December 2). *School Reports. Trend Report: Educational and Fiscal Responsibility*. https://www.hawaiipublicschools.org/Reports/TrendState20.pdf

[6] Hawaii State Department of Education. (2021, September 1). *Department announces 2021-22 enrollment figures for public and charter schools. Official Enrollment Count SY 21-22.* https://www.hawaiipublicschools.org/DOE%20Forms/Enrollment/DOEenrollment2021-22.xlsx

their disposal upon identification of student need. A sampling of differentiation support tools includes but is not limited to, text to speech software, speech to text software, lowering readability of grade level text while maintaining grade level standards, translation tools, highlighting tools, zoom text, visual dictionary, word prediction software, and visual graphs and web support.

Accommodations

In addition to the team approach to serving students with disabilities, there may be necessary accommodations that will ensure that students have access to grade level curriculum and their educational environment. Accommodations are provided in order to allow access, not to lower or reduce learning expectations. The following table provides examples of guiding questions or needs and sample accommodations that may be considered to address those needs. The chart does not contain an exhaustive list; accommodations should be evaluated on an individual basis.

Sample Access Need	Sample Accommodation
Reading deficit	• Text to Speech technology • Tracking support • Highlighter • Graphic Organizer
Difficulty sustaining attention; Easily Distracted	• Simplify directions • Reminders to stay on task • Allow for breaks • Extended deadlines • Small group or individual support
Fine Motor deficit	• Allow typed or oral response • Adapted keyboard or writing instrument • Fillable notes
Deaf/Hard of Hearing	• Closed Captioning • Sign Language interpreting • Audio amplification device • Preferential seating
Blind, Low Vision, Partial Sight	• Large print/font • Magnification devices • Braille • Screen reader • Text to Speech • Descriptive video
Mathematics difficulty	• Calculator • Visual Supports
Health-Related concerns	• Flexible scheduling • Extended Deadlines • Class recordings • Copies of notes

Lima No'eau will designate a liaison for homeless children and youth. The School's liaison will coordinate services to ensure that homeless children and youths enroll in School and have the opportunity to succeed academically under the McKinney Vento Act – The McKinney Vento Act of 1987, or P.L. 100-77. This will ensure the students of Lima No'eau shall have equal access to the same free, appropriate public education as provided to other children and youth without delay. Lima No'eau may offer school supplies to qualifying students. Determinations of qualifying students are made on a case-

by-case basis. Learning Coaches may review the school Admission of Homeless Children and Youth policy by calling the school office.

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.

Child Find

The Lima No'eau enrollment application, a conference call with the proposed ESP's placement counselor, and conference calls with a Lima No'eau general education teacher will all provide a query for the parent to indicate a disability or special programs student. In addition, a careful review of previous school records, after enrollment approval, by Lima No'eau's special education department will be undertaken upon receipt of such records to identify any students enrolling who have previously been identified as a student with a disability or exceptionality. Lima No'eau's general education teachers will be provided professional development prior to and during the school year about their Child Find responsibilities, including possible indicators of special education and exceptional needs related to achievement and behaviors. Public notification concerning the process for screening and the availability of special services and programs of instruction for students with disabilities and exceptionalities will be on the school website and will be sent via electronic and/or U.S. postal service mail to all enrolled families.

Evaluation

When screening (Child Find) indicates that a student may be eligible for special education services, Lima No'eau will seek parental consent to conduct an evaluation. "Evaluation" means procedures used in the determination of whether a student has a disability and the nature and extent of the special education/related services that the student requires. The evaluation will be completed by a multidisciplinary team which includes a district representative, special education teacher, the general education teacher, other qualified professionals who work with the student, and the legal guardians/parents. The report generated from the evaluation will make a recommendation about a student's eligibility for special education services that must be agreed upon by the appropriate team members. Lima No'eau uses a Multi-Tier System of Supports (MTSS), a multi-tier approach to the early identification and support of student learning, and all students will be served appropriately based on their placement within these tiers.

Parents may request an evaluation if they suspect their child has a disability. Requests for an evaluation should be made in writing to the special education manager. Parents have the right to request an independent educational evaluation if they disagree with the results of the school conducted evaluation. When requested by parents, Lima No'eau Career Academy will provide them with information about where an independent evaluation may be obtained.

Special Programs Enrollment Team

The proposed ESP's special programs enrollment team will work with School leaders to create an effective enrollment plan for students with special needs and/or families who have concerns about their child's possible needs for special education services. The main goal of the special programs enrollment team is to connect with families early in the enrollment process to ensure their questions, concerns, and needs are being met early so students can transition into their classrooms, ready and prepared to reach their maximum learning potential.

The enrollment planning process begins with an initial meeting with the School's Special Programs Administrator and school leaders. Team members will discuss the guidelines for enrolling students with special needs, as pertaining to the state requirements, the Child Find query process, required enrollment documents, and necessary early enrollment talking points for families. Based on this initial meeting, school leaders will provide a statement of usage identifying the steps to enrollment and the parties responsible for each task. The finalized process will assist the enrolling families so they are ready and prepared for learning according to their IEPs.

School enrollment plans will be finalized annually at the beginning of each enrollment year to determine best practices for the upcoming school year. Adjustments will be made annually as needed to better meet the needs of families and school personnel.

Special Education Services and Support

All identified students with a disability will have an IEP meeting upon enrollment with the appropriate team members in attendance. The IEP will include a statement of the student's current level of academic and functional performance and how the student's disability affects his/her ability to progress through the general education curriculum; a statement of measurable goals; and a statement of educational services, program modification(s), and support necessary for the student to be involved in the general education coursework within the new virtual learning environment, including assistive technology. The means for learning and demonstrating proficiency will be aligned to the Hawaii performance standards. Assessment accommodations or alternative instruction procedures will be based on the student's IEP.

If a student has a behavioral need, the IEP Team will meet and determine if a Functional Behavioral Assessment (FBA) is needed, and will create a Behavioral Intervention Plan (BIP) as appropriate. The IEP team will consider strategies including positive behavioral interventions and support to address behavioral needs through the IEP process.

Students with disabilities will be supported by their general education teacher in the least restrictive environment, in addition to receiving the supportive services of a special education teacher. The student's IEP will determine the type and amount of services necessary to meet the goals of the IEP. Related service providers, if required, will be located within the geographical vicinity of the student or services will be provided virtually if appropriate.

Lima No'eau believes that the IEP is a working document that is to be amended to reflect the student's current academic and functional performance. The IEP will be reviewed at a minimum of once per year and upon evaluation/re-evaluation.

Students with disabilities will participate in the general education program to the greatest extent possible offered by Lima No'eau and as determined by the IEP team. The School's special education teachers will support students with disabilities and provide specially designed instruction through synchronous and asynchronous contact which may include phone conferencing, email, and direct "real-time" interaction through web conferencing tools. With web conferencing, the special education teacher/general education teacher can provide real time support to the student and assessment of progress towards IEP goals. In addition, parent education can be effectively delivered using web conferencing.

Students with disabilities will fully participate in all general education classroom activities with their classmates including outings and field trips. If necessary, transportation will be provided to

accommodate the special needs of the student as determined by the IEP team. Lima No'eau will ensure that each student with a disability is placed in the least restrictive environment. Due to the ability of the student to access the general education web-based curriculum at any time, the student receiving special education services or programs within the general education classroom will not miss any general education instruction. Possible exceptions to this would be related services at a provider's office or students who may be better served through a functional or life skills curriculum outside of the general education classroom.

Lima No'eau will follow Indicator 13 guidelines for developing a Transition IEP that puts supports and services in place for students that qualify for an IEP to be prepared for their post-secondary goals and graduate from High School in all four areas of transition planning: education, training, employment and independent living skills. Student participation in the development and implementation of the transition plan will be a focus at Lima No'eau. This will be established by inviting students to their IEP meetings, using transition assessments, and encouraging the students to contribute to and potentially run their IEP meetings. The Transition Plan will encompass the course of study appropriate for the individual student to meet graduation requirements according to the HIDOE requirements. In additional to academic support and services, Lima No'eau will invite outside agencies as appropriate based on indicator 13 guidelines.

Oversight and compliance monitoring in a distance learning setting is assured through many means including detailed monitoring of student progress and achievement both in the general education curriculum and on IEP goals through work sample collection, synchronous instruction and assessment, and assessment data collected through the online school by a highly qualified general education teacher as well as file review and monitoring of timelines by the School's special education manager.

Based on the proposed ESP's experience serving students with disabilities in programs across the United States, Lima No'eau projects that the school will provide special education services across all disability categories as described in HAR §8-60-39, including: autism spectrum disorder, deaf, deaf – blindness, developmental delay, emotional disability, hard of hearing, intellectual disability, multiple disabilities, orthopedic disability, other health disability, specific learning disability, speech or language disability, traumatic brain injury, and visual disability including blindness.

We believe that it takes a complete team of individuals to serve the student with a disability to ensure academic success. As such, frequent and relevant synchronous and asynchronous communication between all parties is delivered through phone conferencing, notes, emails, and web conferencing tools.

Related Services

Special services required in a student's IEP (examples listed below) will either be provided by a licensed therapist or individual employed by or contracted by the School, ensuring that appropriate licensure and background checks are completed. Therapy may be delivered virtually, or face-to-face. Face-to-face services are provided at a neutral location as agreed upon by the family and therapist. If needed, transportation will be arranged by the school in order for the student to attend face-to-face services.

- Orientation and mobility training
- Assistive technology evaluations
- Counseling services
- Psychological services
- Speech and language services
- Occupational therapy
- Physical therapy
- Transportation (when required)

- Interpreter services for the deaf or hard of hearing

Section 504

Using the Child Find strategy previously described, Lima No'eau will first identify students with an active Section 504 plan, or those students in need of a new Section 504 plan as part of the enrollment process. When the decision is made to initiate a Section 504 plan, the parent(s) (or guardian(s), if applicable) will be notified. When a student is identified after enrollment, a Section 504 Referral Form will be completed by the student's teacher(s) with input from others who work with the student, including the parent. the Section 504 evaluation will accurately and completely assess the nature and extent of the disability and the impact of the disability on a specific major life activity. This includes ensuring that the evaluation methods and materials are (a) in the native language of the student; (b) nondiscriminatory; and (c) empirically appropriate to test for the suspected disabilities.

If the committee determines that a student meets the eligibility criteria as defined by Section 504, the committee will determine what services or accommodations are required to enable the student to receive an appropriate education and to provide the student an equal opportunity.

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.

Lima No'eau Career Academy will first identify potential English Learner (EL) students, students whose primary language is not English, during the enrollment and Child Find process. All eligible families will answer a series of online questions as a first effort of Child Find including the Home Language Survey (HLS) questions. The HLS is the first and primary effort to collect required native/primary language information about the student and/or family. Children and families with limited English proficiency will be provided translation and interpretation services to the extent needed to help the family understand the enrollment process and enroll the student in school in compliance with the Civil Rights Act of 1964, Title VI, 42 U.S.C. § 2000d et seq. and the Equal Education Opportunity Act, 20 U.S.C. § 1703. All relevant staff will be provided professional development on EL indicators and their obligation in routing positive responses to the appropriate English as a Second Language (ESL) point of contact. Translation and interpretation services will be provided as needed in all staff meetings with parents, communications, and documents. Additionally, school records will be requested from any student that was previously enrolled in a school within the United States and will be reviewed for EL indicators. Those students with positive responses to any of the HLS questions will be referred to the ESL point of contact. The ESL contact will talk with the family to determine if ESL services were previously received, identify current language needs of the student, and review prior school records, including any previous ESL evaluations, program plans, etc. that could help the school determine next steps. If deemed appropriate based on positive responses to the HLS questions, steps will be taken to screen and then assess the student to determine eligibility status and develop an appropriate English Learning Plan.

A Parent/Guardian Notification Letter in both English and the language of the family is used to notify parents of students that have been identified as EL and their student's placement in a language instruction program. The parent notification letter is sent each year to all identified EL students' parents and specifies the reason for identification of their child as EL and the need for placement in a language instruction program; the child's level of English proficiency; how it was assessed; the status of the child's academic achievement; the methods of instruction that will be used and the program in which the child

will be placed; how the program will meet their child's educational strengths and needs; how the program will help their child learn English and meet age appropriate academic achievement standards for grade promotion and graduation; specific exit requirements for the program; and if the child has a disability, how such program meets the objectives of the individualized education program of the child. Also, parents are notified that they have the right to decline to enroll their child in such programs or to choose another program or method of instruction.

Once students are identified as EL students, Lima No'eau will increase English proficiency and academic achievement of EL students by providing high-quality language instructional programs that are evidence based. The school will employ an appropriately licensed ESL or bilingual teacher, as defined by state regulations, for the EL identified students. The ESL teacher can provide support to the students within the school by: relating background information and experiences to the students to better grasp a concept; scaffolding instruction to aid the students in comprehension; adjusting speech or content; and providing project-based learning experiences, necessary visuals, and in-classroom modeling of best instructional practices for the general education teachers. ESL teachers also provide support through ongoing collaboration with General Education teachers. An annual language proficiency assessment will be administered to all active EL students to monitor individual student language growth and overall program effectiveness. Exit criteria for EL students and monitoring of students after EL program exit will be consistent with state and federal requirements.

Professional development will be provided to all staff on the following: knowledge and use of effective pedagogy in instructing English Learners, methods for implementing instructional strategies that ensure that academic instruction in English is meaningful and comprehensible, and Universal Design for Learning.

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.

Lima No'eau understands that all students learn differently, and that effective instruction encompasses Universal Design approaches. The School will implement a Multi-Tier System of Supports (MTSS), a multi-tiered research-based approach for early identification and support of students' learning and behavioral needs that is aligned with the school's Academic Plan (see **SCHOOL OVERVIEW Question 5**). Through the implementation of a tiered system of instruction and intervention, teachers implement teaching strategies and work proactively to design lessons to meet all learner needs through differentiated strategies. Through the implementation of a Universal Screener Tool, students' academic strengths and weaknesses are identified before the beginning of the school year or after enrollment approval.

Using a multi-tiered approach to efficiently differentiate instruction for all students, Lima No'eau will create systems and procedures for continual data analysis, regular data conferences, and ongoing teacher training. Struggling learners at Tiers I, II, and III will be provided with interventions at increasing levels of intensity to accelerate their rate of learning. Advanced learners will be provided opportunities for enrichment. Data analysis will be used to inform and evaluate each student and their unique learning needs regardless of tiered level. Through the implementation of regular data conferences, students will be identified proactively as at-risk, on track or advanced students. Students identified as at-risk or advanced will have measurable action steps developed in response to the data analysis; action steps will include SMART goals, instructional strategies, and a system for follow-up to monitor progress on each of the identified individual students. Decisions about the intensity and duration of interventions will be based on individual student response to instruction. These services will be provided by a variety of personnel, including general education teachers, special educators, and specialists.

Lima No'eau will have defined tiered system procedures that will be aligned to state requirements. In addition to regularly occurring data team meetings, tiered team members will conduct a deeper data

dive on those students identified in tier II or tier III. Depending on the type of identified need, academic and/or behavioral, needs can be addressed through intervention support and data collection to validate each student's response to instruction. Tiered teams are composed of a diverse background of stakeholders, often including a grade level administrator, math teacher, English teacher, and other content area staff.

Students identified as the most at-risk or students that need additional enrichment are ranked using universal screener data, state assessment data, and teacher recommendation. Tier II supports are created based on individual student needs, with a focus on small group, differentiated sessions aligned to address each identified student need. Interim assessments are utilized to continuously drive instruction and to adjust interventions based on student data and response to instruction. Students that need more intensive supports are supported in Tier III. Tier III students receive individualized targeted instruction in one-on-one or small group settings.

The proposed ESP's online curriculum makes real-time and continuous student data review seamless. Since student progress towards each lesson is recorded and tracked instantly within the online dashboard, teachers and tiered teams are able to analyze and pinpoint specific academic needs of each student. The proposed ESP's courses provide students with diagnostic assessments four times a year that allow schools to track student growth in each subject and to proactively target specific areas of need. In addition to diagnostic assessments, courses have built-in formative assessments throughout each course for continual progress monitoring and student data to drive instruction.

Universal Design for Learning

Universal Design for Learning (UDL) is a set of principles for curriculum development that give all individuals equal opportunities to learn.

UDL provides a process for creating instructional goals, methods, materials, and assessments that are flexible and work for everyone. This approach provides more than a single, one-size-fits-all solution; instead, it supports flexible approaches that can be customized and adjusted for individual needs.

The principles of UDL have been integrated into the Every Student Succeeds Act (ESSA) and into the design and implementation practices in a number of ways at Stride:

- Planning and design of curriculum, instruction, and assessment are promoted in a proactive manner, considering flexibility in presentation, response, and motivation for students in the front end of product development
- Throughout their educational materials and services, Stride's professional development and training, implementation, and evaluation are responsive to students' tiered needs of supports.

UDL principles are also compatible with and facilitate the accessibility compliance of Stride materials and services. Stride design practices take into account students' needs, preferences, and abilities to interact with Stride curriculum. These design practices have positively influenced efforts to meet web content accessibility guidelines and also support individual needs for accommodations and the use of assistive technologies.

Universal Design for Learning has influenced the planning, development, authoring, editing and production of new course development and efforts to improve the access flexibility of existing curriculum assets within Stride products and services. Considerable training and professional development and other resources have been deployed to maximize this type of proactive development strategy and make on-going school services support more effective. Please see Section **CURRICULUM AND INSTRUCTIONAL DESIGN** for information about Stride curriculum.

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.

Lima No'eau will offer a Gifted and Talented Program for all eligible students. The purpose of this program is to increase overall quality and options for advanced learners through the development of consistent procedures and offerings. The benefits of the Gifted and Talented Program will be measured by program satisfaction ratings and retention data about identified advanced learners. Lima No'eau Career Academy and the proposed ESP will partner to provide advanced learners and their teachers with options for differentiating instruction through School level instructional offerings and national enrichment offerings.

At the School level, students will have options for differentiated instruction through individual and small group activities using targeted instruction, flexible progression strategies including acceleration, and extension activities such as Robotics, Odyssey of the Mind, and Lego Competitions.

Students will be selected by their teachers to participate in the program either as enrichable or advanced students having characteristics such as advanced academic skills, independent motivation, curiosity, problem solving, and keen observing and questioning. Students will have access to their local school level clubs, as well as National/International club offerings as they relate to their identified area of giftedness.

Lima No'eau will have a Gifted Committee to ensure that qualified teaching staff is working with students in the area(s) of their gifted identification and that enrichment opportunities are provided. Honors courses and Advanced Placement courses will have qualified teachers assigned to them.

Lima No'eau administrators, as well as the school's Gifted Committee, have access to curriculum data, class attendance and pass rates for all students included those identified as intellectually gifted. Every student identified as Gifted will have an outlined individual plan that will include their identified area of giftedness (intellect, creativity, psychomotor, performing and visual arts, leadership and specific academia) and goals directly related to their identified area. The plan will be updated and reviewed at least two times per school year to ensure progress on the outlined goals. Lima No'eau will also monitor gifted student's growth through benchmark testing completed three times per year.

High school students will be provided opportunities to participate in Honors and Advanced Placement courses.

- Honors courses hold students to a high degree of accountability, and demand independence and self-discipline. Students synthesize and evaluate information and concepts from multiple sources and read texts typically assigned in college-level courses. Students also demonstrate college-level writing in essays that require analysis of primary and secondary sources, responsible use of evidence, and comprehensive citation of sources.

- AP$^®$ courses are college-level courses that follow curriculum approved by the College Board. These courses are designed to prepare students for success on AP Exams, providing students the opportunity to earn credit at most of the nation's colleges and universities. Stride AP courses include a companion AP Exam Review course that provides practice for multiple choice exams and essay writing as well as provides students an individualized study plan based on their results.

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.

Lima No'eau Career Academy will be a virtual charter school recruiting and planning to enroll students statewide from each complex area representing the diverse socioeconomic and demographic student population of Hawaii. The School's recruitment plan will be designed to reach students and families that are interested in a CRE online school program which will expand educational options in Hawaii. Potential families and their students could be seeking more academic challenges and the ability to work independently as well as students who may require additional one-on-one support including academically low-achieving students, students with disabilities, and youth at risk of academic failure. Parents interested in greater involvement with their child may also be good candidates for the School.

While Lima No'eau Career Academy intends to enroll students from each complex area, student recruitment will target students with limited choice options or students who may require a more individualized education than a brick-and-mortar school can provide. We will provide information about the benefits of Lima No'eau and how those benefits meet the needs of the community and prospective families and students.

Following is a representative summary of activities that may be part of Lima No'eau's recruitment plan:

Advertising: may include national television and radio.

Online Advertising: display ads, email, and social media, may be used to complement and coordinate with offline advertising such as television and radio.

Public Relations: The Board and school staff may generate and distribute news about Lima No'eau such as enrollment opening events and back-to-school announcements and respond to media inquiries.

Events & Local Outreach: The School will develop a local engagement plan which may include:

- Strategizing, scheduling, and promoting online information sessions for interested families and the public: During these sessions, prospective families and students will have the opportunity to learn about the curriculum, including lessons and materials, and have questions answered.

- Developing outreach campaigns including online meetings with Lima No'eau representatives focused on organizations, community leaders, groups, and other educational influencers within a targeted area (including minority and low-income areas both urban and rural) to develop mutually beneficial opportunities to promote the School.

Other Information and nurture channels: Several additional non-advertising channels may be used to educate and interest students and parents about the School:

- *Call Center:* The School will have a call center to support the enrollment process and provide information to prospective applicants.

- *Internet*:
  o Lima No'eau Career Academy's Website: Will serve as the primary resource for families seeking to learn more about the School and may include information about policies, instructional approach, curriculum, and FAQs. The site may also include enrollment information, application, procedures, event schedules, a direct login to the Online School, and other tools for prospective and current families. Enrollment applications may also be available upon request from the School's administrative office.
  o Social Media: Lima No'eau Career Academy will have a social media presence (e.g., Facebook) to build awareness of the School and school-related events such as student

registration. K12 will provide comprehensive training to identified school Facebook administrators, provide analytics and recommendations, and other support as needed. K12 will also work with the School to create and post social content to support enrollment, re-registration, and other programming applicable to the School.

- *Email: Email campaigns* will be designed to:
  - o Explain the enrollment process such as steps on how to enroll and key program features and benefits as well as sharing student stories and posting key details in FAQs.
  - o Engage prospective families with timely and relevant articles, invitations to view webinars, links to "how to" videos, detailed information about specific education programs, and student success stories.
  - o Facilitate re-registration by announcing registration opening, explaining the process, sending reminders, and providing other helpful assistance to currently enrolled families to ensure they re-register for the next school year.
  - o Notify prospective or enrolled families of important school news and information.

It's projected that the recruitment and marketing plan described above will reach more than the 1,630 Hawaiian families who contacted the proposed ESP from January 2021 through December 2021 about our proposed online program. A variety of marketing methods, such as national TV and online advertising will support widespread reach across Hawaii. Social, influencer, and grassroots efforts enable direct reach diverse cultural and socioeconomic groups.

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.

In compliance with federal and state law, Lima No'eau Career Academy will not discriminate against any student or limit admission to enroll based on race, color, ethnicity, national origin, religion, gender, sexual orientation, income level, disability, level of proficiency in the English Language, need for special education services, or academic or athletic ability and will be open to any student residing in the state. If the number of students who submit an application exceeds the capacity of a program, class, or grade level, Lima No'eau Career Academy shall select students through a public lottery. Consistent with HRS §302D-34, enrollment preference will be given to students enrolled in the charter school during the previous school year and to siblings of students already enrolled at the charter school. All other applicants will be enrolled on a first come, first served basis.

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

Please see **Attachment K,** a draft Enrollment Policy which the Governing Board will consider for adoption.

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

Lima No'eau's enrollment targets have been developed taking into consideration the number of families who have contacted the proposed ESP directly to express their interest in virtual education for their children (see the **Enrollment Summary** above and **Attachment A**) as well as factors such as observed trends in consumer demand, competitive environment, general acceptance of school choice, and growth of charter schools in the state as well as in other states that have virtual schools. The rate of

enrollment growth each year the school is in operation is based on historical trends in similar virtual charter schools, the highest growth rates being in the first years of operation and gradually decreasing growth rates as the school has been in operation for a few years.

The start-up and five-year operating budgets for Lima No'eau (see Attachment Y) are based on the educational program, projected enrollments, conservative revenue estimates, and careful planning and budgeting of expenses which will enable the School to successfully carry out its mission and realize its vision. The Board will work with the proposed ESP to develop a Contingency Plan for risks and opportunities. The proposed ESP will recommend, assess, and communicate the adequacy and risks of the Contingency Plan ultimately chosen and mutually agreed upon.

While the Board assumes ultimate responsibility for the financial viability of the School, the proposed ESP supports the Board in development of annual budgets and monthly forecasts, management of funding capture and revenue assurance, cost control, working capital and cash flow. The proposed ESP will work closely with School leadership and the Board to report and highlight potential School financial viability issues, risks, and opportunities to allow the Board to react and take action.

During the annual student pre-registration process, actual enrollments and projections are closely monitored in conjunction with teacher ratios to mitigate over-hired situations. In the event of lower student enrollments or higher withdrawals versus those planned, instructional staff would be scaled appropriately. In response to cash flow challenges, if the cash receipts of the School available from time to time would be insufficient to cover payment of expenses on a timely basis, the proposed ESP will advance to the School such amounts necessary to allow payment of such expenses on a timely basis. As described in the EPSA with the proposed ESP, while it will be the goal of the Board to achieve a balanced budget each year, when the School's budget cannot support the standard rates outlined in the Educational Products and Services Agreement (EPSA), the proposed ESP will issue credits against its charges to ensure the school does not end the year with a negative net asset balance: a "Balanced Budget Credit." This financial guarantee is not a loan or reportable liability of the Board.

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:

1. 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.

PARENT AND COMMUNITY INVOLVEMENT

1. Describe the role to date of any parents and community members involved in developing the proposed school.

Individuals and representatives of businesses and industries in Hawaii have been meeting for two and half years with representatives of business and industry to develop the concept of a grades K-12 career readiness school and to plan and submit a charter application for the school to the Hawaii State Public Charter School Commission. Three of the five members of the community group that submitted the Intent to Apply application for Lima No'eau Career Academy are members of the Applicant Governing Board submitting this charter application. Along with two members added after the Intent to Apply application, they represent the diversity of expertise and interests pursuant to HRS §302D-12. Their collective areas of expertise include academic oversight, best practices in nonprofit governance, human resources, community relations, financial management, law, and fundraising. The Board's intent is to recruit other members who share their commitment to Lima No'eau's mission and vision and have a variety of experience and talents.

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 past 12 months, from January 2021 through December 2021, Lima No'eau Career Academy has received over 1,630 inquiries from Hawaiian families about our proposed online program. A small number came from the mainland, for example from military families who are relocating to Hawaii. These inquires represent the number of interested families and not specific students, so they likely represent a larger number of students since many families are interested in enrolling multiple children. This information was gathered through phone calls, emails, and web-forms submitted to our proposed Education Service Provider by families inquiring about the online educational program to be offered by Lima No'eau Career Academy.

Engaging and involving parents and the community is a crucial component to supporting the success of Lima No'eau students. The School has garnered tremendous support already, including letters of support (see **Appendix M**) from the International Union of Bricklayers and Allied Craftworkers Local #1 of Hawaii, the Hawai'i Hotel Alliance, and the Pacific Resource Partnership. Each letter expressed their respective organization's opinion that Lima No'eau's program was needed to provide students graduating from high school with the skills needed for industry-focused careers. Lima No'eau will recruit and enroll students statewide from each complex area representing the diverse socioeconomic and demographic student population of Hawaii. The School's recruitment plan will be designed to reach students and families that are interested in a CRE online school program which will expand educational options in Hawaii.

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.

Parents will be actively encouraged to attend Board and other School meetings and to participate on ad-hoc committees appointed to address specific issues. In addition:

- Lima No'eau may develop a Parent Advisory Organization. This advisory group is typically composed of parents and community members, supported by the School Director, and recognized as the official voice of the School's Learning Coaches. The group serves as a direct communication link between the families and the School and is a resource for parents, both as a source of conveying School information to families as well as relaying parental suggestions to the School administration. The overall goal of the Parent Advisory Organization is to broaden parent and community involvement in the School. To that end, parents are encouraged to share global concerns or ask questions about the School curriculum, instruction, policies and procedures and make recommendations on items pertaining to finance, programs, classes, services and community. Schoolwide Title I programming and decision making is a collaborative process, involving the Board, parents, teachers, and other community stakeholders. The Board will be asked to review and vote on initiatives that the Parent Advisory Organization has an active part in developing.

- Teachers and Advisors will initiate regular conferences and conversations with Learning Coaches about their student's progress and review needs and concerns about the operation of the School. Teachers are trained on how to facilitate welcome calls and customize the learning experience by addressing each student's unique strengths, weaknesses and aptitudes. Parents are free to contact teachers, specialists, and other Learning Coaches to solve problems, give feedback, or pass on ideas and insights to the School community. Ongoing communication can take place via telephone, email, web conferencing sessions, and, where possible, in person. Teachers are expected to respond to parents within 24 hours.

- Parents will help to continuously evaluate the operation of the School both online and offline. The proposed ESP will survey parents online twice a year to determine their satisfaction with their overall experience. Criteria of the survey will include the enrollment process, curriculum, instruction, learning management system, administration, support, quality of materials, student progress, student attitude towards learning, communication, and interaction with other Lima No'eau students and parents. Parents may supply critiques and/or endorsements regarding their experience at the School.

- Throughout the school year, the School Director, other administrators, and teachers will account for contributions that Learning Coaches and community members have made to the business and governance of the School and communicate this to the community through the School website, in print reports, and in face-to-face meetings. New opportunities for Learning Coaches and community members to contribute will always be considered.

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.

To provide a school that is relevant to the students and businesses of Hawaii, the SCP staff at Lima No'eau will establish an Advisory Council which will be comprised of parents, students, and community leaders from industry, business, government, and education from around the state. The Council will be formed in the planning. The School will work with our partners and community leaders in Hawaii to help identify potential members for the Council including Chambers of Commerce. The Advisory Council will serve a complementary role to the dedicated SCP staff by providing market-based expertise, guidance, and assistance around the development, structure, and implementation of the career pathway programs, especially in developing work-based learning experiences and community partnerships. The

initial members and areas of expertise of the Council will reflect the initial pathways to be offered by the School and will evolve with the School.

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.

Lima No'eau's leadership team will include the governing board and the proposed ESP management team. *Section 2. Operations Plan & Capacity: Governance* of this application provides detailed information about the key skills, areas of expertise, and individual and collective qualifications of the governing board members to implement the school design successfully especially in the areas of school leadership, administration, and governance. The proposed ESP is highly qualified in all areas of school management including curriculum, instruction, and assessment; performance management; and student, parent, and community engagement related to schools serving students in the Lima No'eau target community of students enrolled in a virtual CTE school for grades K-12. The Board reviewed the performance of several schools outside of Hawaii who contract with the proposed ESP, including state report card performance, graduation rates, certifications earned, CTE pathways completed, and accreditation (see **Third Party Service Providers Question 1** and **Attachments FF, GG, and HH**). These metrics align with Lima No'eau's mission to graduate its students prepared for their transition into a career or post-secondary education path and ready to achieve optimal individual growth in a diverse and changing world.

Five key members of the proposed ESP management team for Lima No'eau are:

- **Megan Sandoval, Senior Vice President/General Manager, Stride School Services**
  Ms. Sandoval leads and oversees all aspects of twenty-one blended and online schools across ten western states including career and technical high school programs. She provides strategic guidance to regional and school-based leaders with a focus on innovation and performance outcomes; oversees implementation, management and evaluation of the annual school improvement process; nurtures and cultivates relationships with nonprofit school boards and district leaders to identify risks and provide innovative solutions; effectively collaborates and builds partnerships across the organization to ensure aligned efforts in support of school innovation, performance, and growth. Her career in education spans twenty-three years.

- **Cindy Wright, Vice President, Stride School Services: Academics**
  Throughout her twenty-eight year career, Ms. Wright has worked in schools in many roles including special education teacher, middle school math/language arts teacher, Title I coordinator, and lead administrator. She is experienced in school leadership, school start-up, and managing multiple programs having worked with authorizers, partners, and charter school

governing boards. Her goal is to ensure that the schools she supports offer personalized education options that provide limitless learning opportunities.

- **Sheila Shiebler, Vice President, Stride School Services: Compliance, Operations and Partnerships**
Ms. Shiebler works with school leaders and partners to maintain successful and healthy partner relationships. Her work with school leaders ensures efficacy as it related to federal and state compliance, charter and state laws, board policies and meeting critical funding and testing targets. She has worked in the field of virtual education for fourteen years including Executive Director/Head of School, Regional Compliance Director, Regional Deputy Vice President, and Senior Director of Compliance and School Partnerships. She has extensive experience working with charter school boards, school districts, and departments of education.

- **Nicholaus Sutherland, Regional Director, Stride Career Learning**
Mr. Sutherland began his career in education as a middle school band director at a public charter school in Hawaii on the island of Kauai: Chiefess Kamakahelei Middle School. In addition to current position, his career in virtual education with Stride includes Assistant Principal/Director of Special Programs, Washington Virtual Academies; Head of School, Wisconsin Virtual Academy where he launched Destinations Career Academy of Wisconsin providing access to career pathways; and Insight School of Wisconsin providing credit retrieval opportunities.

- **Randall Greenway, Vice President, Stride School Development**
As a member of the Stride School Development team, Mr. Greenway is a liaison with Stride School Services and Career Learning on the development of new virtual charter schools and programs. He began his thirty-seven year career in education as a public school teacher and coach, then principal. He then founded the Arkansas Department of Education Charter School Office, developing the state's related rules and regulations; providing technical assistance to charter school applicants and operators; and overseeing the assessment and accountability of charter schools. He subsequently became the Superintendent of the Arkansas Virtual School, a public charter school, where he was responsible for all areas of school operations. He joined Stride in 2002.

See **Attachment P School Management Team Information** for resumes of the above proposed ESP management team members as well as those responsible for Special Education, ELL, and Finance.

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.

Tyler Dos Santos-Tam is a consultant to the Applicant Governing Board, advising on planning and establishing Lima No'eau Career Academy. He is the former Executive Director of the Hawaii Construction Alliance and a current member of the Engineering Academy Advisory Council at a local high school. At the Hawaii Construction Alliance, he was a member of multiple state task forces on CTE programs and supported various job creation and workforce development programs throughout the state. He is well-prepared to draw on his relationships with the local construction industry to support the proposed construction pathway.

As mentioned previously, to provide a school that is relevant to the students and businesses of Hawaii, the SCP staff at Lima No'eau will establish an Advisory Council which will be comprised of parents, students, and community leaders from industry, business, government, and education from around the state. The Council will be formed in the planning. The School will work with our partners and community leaders in Hawaii to help identify potential members for the Council including Chambers of Commerce. The Advisory Council will serve a complementary role to the dedicated SCP staff by providing market-based expertise, guidance, and assistance around the development, structure, and

implementation of the career pathway programs, especially in developing work-based learning experiences and community partnerships. The initial members and areas of expertise of the Council will reflect the initial pathways to be offered by the School and will evolve with the School.

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.

The timeline for recruiting and hiring the School Director is based on the timeline, provided by the SPCSC, of school opening in July/August of 2024. The goal is for the proposed ESP to hire the School Director by fall of 2023. The recruitment process will be managed by the proposed ESP with ample opportunity for input from the Board.

Along with other administrative employees, the School Director will manage the School, handling all day-to-day academic, operational, and management issues. The School Director will be an administrator with demonstrated leadership experience and skill. They will demonstrate expertise in curriculum, instruction, assessment, finance, facilities, business management, governance, and administration.

The School Director will be recruited at job fairs, in well-known education trade publications such as *Education Week*, via online job recruitment sites such as *Indeed* and *LinkedIn*, in social media, and by actively reaching out to qualified candidates. The proposed ESP will also consider referrals from its current employees and draw on its partnerships with various universities and alternative certification providers (ACPs) to source qualified candidates. The School Director will meet all state requirements related to licensure and certification.

Needs Assessment and Screening: the Hiring Manager (the proposed ESP's regional Senior Vice President/General Manager and/or the regional Vice President of Academics) conducts the School Director needs assessment in conjunction with key stakeholders, creates a search plan and timeline, and identifies panel interviewers and executive leadership interviewers. Potential candidates are recruited, leveraging referral sources, networking, job boards, pooling postings, internal employee resource groups, and other organizations to source top candidates. Then the identified reviewers evaluate interviewees to create a two-dimensional, behavioral-based profile using a research-based approach for identifying effective school leadership qualities.

Interview and Selection: the Hiring Manager and interviewer team evaluate the top four recommended candidates to validate and achieve consistency around preferred characteristics. A panel telephone interview is conducted with the top candidates to identify a minimum of two finalists. Those two finalists then interview with the proposed ESP's executive leadership and stakeholders to evaluate the strength of prospective employees and provide an enterprise opinion of strengths and weaknesses. After all interviews and evaluations have been complete, the interviewers make a recommendation to the Hiring Manager.

Offer and Onboarding: following selection, the proposed ESP's recruitment team makes a formal offer to the candidate, including benefits, equipment, and expectations. Following acceptance, onboarding begins, inclusive of the New Leader Induction Program and a suite of leadership essentials and support

provided by the proposed ESP's executive leadership, human resources, and the Talent Development team to prepare leaders for the rigors of leading the School.

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.

The proposed ESP provides and assigns dedicated support both from a regional perspective and a national/corporate perspective to schools to assist in implementation of all programs and systems. Each of the School Supports provide additional support to help ensure successful implementation of administrative and business services.

Regional Supports: Lima No'eau will have a dedicated regional support team that is assigned to support the School to support the efforts and implementation of the School functions and duties. Some of the regional support team members are an extension to larger national teams that help to support the overall larger programs within the proposed ESP. Compensation for regional support is effectively included in the ESP's administration fees.

National/Corporate Team Supports: The following list represents and describes the national supports from the proposed ESP that are additionally available to support the School in implementing its academic program and business services. Compensation for national/corporate team support is effectively included in the ESP's administration fees (see Account 100.31).

- **Services Team**: The Related Services Team will provide support to the School upon request by locating therapists, tracking service delivery, provider contract management, therapist credential tracking, invoice verification and development of effective processes surrounding the provision of related services to eligible students. The main goal of the Related Services Team is to ensure that students are receiving their therapy services as assigned and that the School is compliant in the provision of these services.
- **Operations Team**: The Operations team will provide supports and services for schools to establish clear procedures and ensure that systems are set up.
- **Academic Services:** The Academic Services team helps to provide support and resources to school's academic programs to ensure implementation of sustainable academic plans are in place at the schools.
- **Teach 360 Team:** The Teach 360 team is dedicated to providing supports and training for teachers and ensure teachers have the dedicated support needed.
- **Product Management:** The product management team helps in ensuring that employees are trained and have the dedicated support on new products and courses.
- **Customer Support team:** The Customer support team provides 24/7 support to families and students for a variety of issues categorized into customer care and technical support.

Please also see the responses to Questions 1 and 4 above and **Attachment P**.

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.

After the charter is approved, until the school commences operations in its first full academic year in SY2024-2025, the ESP's regional management team (see responses to **Questions 1 and 4** above), the School Director, and School administrative staff will work with the Governing Board to lead the development of the School. Assuming the draft Educational Products and Services Agreement (see **Attachment II**) between the ESP K12 and the Governing Board is executed, the Board has the option to

use ESP advances to support start-up costs (see Year 0 Budget in **Attachment Y**), subject to the terms of the Agreement.

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.

The Board of Directors of the registered nonprofit business in Hawaii, Leaders for Hawaii's Future (LFHF), is Lima No'eau's Applicant Governing Board. According to the Bylaws, LFHF's purpose is to operate *"exclusively as an educational and charitable organization"* and including but not limited to *"managing, operating, guiding, directing and promoting a Hawaii Public Charter School."* LFHF filed Articles of Incorporation with the Hawaii Department of Commerce and Consumer Affairs May 11, 2020, and received a Certificate of Good Standing from the Department of Commerce and Consumer Affairs.

It is the goal of our Applicant Governing Board that its members will represent diversity of expertise and interests pursuant to HRS §302D-12 including teachers, parents, community members, and business leaders. The current Board members each have a track record which demonstrates successful performance in at least one of the following areas: academic and financial management and oversight; best practices in nonprofit governance; human resources; fundraising; legal expertise; community relations; and facilities development. The Board's intent is to recruit other members who share their commitment to Lima No'eau and have a variety of experience and talents.

Current Applicant Governing Board members (further details provided in **Attachment R**):

- **Nona Tamanaha (Chair)** – Areas of expertise include: Human Resources; Academic Oversight; Community Relations; Best Practices in Nonprofit Governance.
- **Robin Gomes** – Areas of expertise include: Academic Oversight; Community Relations; Best Practices in Nonprofit Governance; Fundraising.
- **Jeffrey Masatsugu** – Areas of expertise include: Legal Expertise; Financial Management and Oversight.
- **Colin Hayashida** – Areas of expertise include: Financial Management and Oversight; Best Practices in Nonprofit Governance; Human Resources; Legal Expertise.
- **Corey Campbell** – Areas of expertise include: Academic Oversight; Human Resources; Community Relations; Best Practices in Nonprofit Governance.
  Oversight of School's Academic Quality

The Board will be responsible for overseeing Lima No'eau's academic quality, but it will be the

responsibility of school leadership to institute and execute upon the School's Academic Plan to drive student engagement and success. The Board will evaluate school management, provide constructive feedback, and – if necessary – make personnel changes necessary to improve School performance.

Board Evaluation of School Management

The Board will monitor the School Director and administrative employees through a variety of tools, including, among other things: administrator evaluations; frequent direct reporting from the School Director and Academic Administrators/Principals; suggestions from the school community; parent surveys; and multiple data collecting/reporting tools which will be built into the School's technological frameworks.

The School Director will deliver a report at each board meeting that provides information regarding finance, academics, and enrollment. Establishing a strong line of communication and partnership among the Board, the School Director, the proposed ESP, the authorizer, and other parties associated with the operations of the School will be vital to the success of Lima No'eau.

The Board intends to use all applicable Hawaii standards including the proposed ESP's Leadership Excellence Framework to evaluate the School Director and other School leaders. The standards will be used as a tool to recruit, develop, retain, promote, and leverage school leaders in service of all stakeholders including students, parents, teachers, and employees. Specifically, these standards will:

- Guide the professional development and continuing professional development for new and existing school leaders.
- Serve as a tool in developing, coaching, and mentoring supports for school leaders.
- Focus the goals and objectives of the Board in supporting, monitoring, and evaluating leadership performance.

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 for an organization chart for Lima No'eau that illustrates the School's governance, management, and staffing structure, as well as the external ESP's organization that plays a role in managing Lima No'eau.

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.

There have been two changes to the Applicant Governing Board since the Intent to Apply. Members Philip Hasha and Rhoberta Haley decided to step away from Lima No'eau's Applicant Governing Board due to personal reasons, but continue to support the mission and vision of Lima No'eau Career Academy as a reality for the students and families of Hawaii. However, members Corey Campbell and Colin Hayashida have since joined the Applicant Governing Board and bring considerable experience and skills necessary to oversee a high-quality charter school.

4. Provide, in **Attachment R**:
    a. A list of all current proposed school governing board members and their intended roles;
    b. 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;

    c. Completed and signed Board Member Information Forms (<u>Exhibit 3</u>) and resumes for each proposed governing board member,

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).

Lima No'eau's Applicant Governing Board operates under the provisions of its currently adopted Bylaws and will develop processes that adhere to the requirements of HRS §302D-12(h) for all public meetings during the start-up and throughout the school year.

The current Bylaws state that the Board of Directors is responsible for the overall policy and direction, and will delegate authority of day-to-day operations to the head of the charter school. The Board will appoint or elect the Chair, Vice Chair, Secretary, Treasurer, and others, and it consists of at least 3, but no more than 9 members, excluding ex officio members. New or replacement board members will be filled for the balance of the term in the event of a vacancy and at any regular or special meeting as outlined in the Bylaws. Terms of the members are staggard so that one third will expire each year. Members may resign at any time, and the resignation is effective upon receipt. The Board will hold regular annual meetings with special meetings held at notice by the Board Chair or by two Directors. Notice of Board meetings will be provided in writing to each member at least seven days prior to the meeting, and will be provided either in person, overnight courier, telegram, fax, email, or first class mail to the home or business of the member. Participation in Board meetings by its members can also be conducted by conference telephone, and similar communications, and will be considered as participating. At all Board meetings or Committee meetings, each voting member gets one vote unless there is an equality of votes, the Chair will have an additional or deciding vote.

Committees of the Applicant Governing Board can be organized as one or more standing committees including a fundraising committee. The standing committee members are appointed by the Board with the Chair of the committee being a member of the Board. Additional committees will be established as necessary to further carry out objectives. Members of any additional committees will be appointed by the Board, and the committee will exist only until it has accomplished its objective. Additional committees are required to have at least two members from the Board.

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.

One Applicant Governing Board member, Colin Hayashida, is a Hawaii state employee. In compliance with HRS §84-14(a), the Board member will disqualify themself from situations presented with a conflict of interest with the Governing Board. The Board will follow its Code of Ethics and Conflict of Interest Policy and its Procedures for Addressing a Conflict of Interest.

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.

New Board members will be recruited by posting on the Lima No'eau website. Referrals will also be accepted. Persons interested in serving on the Board will complete an application.

Board Member Orientation

Board member development will be a priority of the School's Board and will focus on developing skills in the areas of academic, administrative, fiscal, and operational accountability as they apply to the School. Board members will attend, as appropriate, mandatory and other training for charter school board members. Trainings may include school board and charter school conferences; curriculum training; school funding training; team-building sessions; school mission and vision reviews; review of Board and officer job descriptions; leadership training; new Board member orientation; and committee and task force assignments. Board skills will be developed continuously and comprehensively according to the Board training requirements. Each governing board member will complete all required training.

Ongoing Board Development

After the initial training, each member will be required to complete all required training and minimum hours of training required as specified by Hawaii. Board member development will be a priority of the School's Board and will focus on developing skills in the areas of academic, administrative, fiscal, and operational accountability as they apply to Lima No'eau. Board members will attend, as appropriate, mandatory and other training for charter school board members provided by the Hawaii Department of Education. Trainings may also include school board and charter school conferences; curriculum training; school funding training; team-building sessions; school mission and vision reviews; review of Board and officer job descriptions; leadership training; new Board member orientation; and committee and task force assignments. Board skills will be developed continuously and comprehensively according to the Board training requirements. Each governing board member will complete all required training.

In addition to the trainings mentioned above, Lima No'eau may contract with or provide a trainer who delivers governance training consistent with the School's governance training plan.

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.

Lima No'eau Career Academy does not have an associated nonprofit organization at this time. A nonprofit organization will be chosen to support our School once the charter is approved.

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.

Lima No'eau Career Academy does not have an associated nonprofit organization at this time. A nonprofit organization will be chosen to support our School once the charter is approved.

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 the event of closure or dissolution of Lima No'eau, a clear and purposeful closure plan will be initiated to ensure appropriate and timely actions are taken pursuant to HRS §302D-19 in collaboration with the authorizer to follow the process below. Lima No'eau will provide written notice within 10 days of the decision to the following, as appropriate: the State Charter School Commission, the State Board of Education, school employees, parents of students enrolled at the School, the School's creditors, the School's leaseholders, the School's bond issuers, and other entities which may have claim to the School's assets. The notice will include the proposed date of closure, the defined plan to assist students to identify and transition into a new school, and the primary contact information for the School during the transition.

We will assist students and families in the identification of locating a new school for each student by providing a comprehensive list of all schools and contact information within the state and their local community. The list will be inclusive of all public schools including charter schools within the state. Also, an employee within the School's administrative office will be identified as the primary contact for questions. A specific record request email will be created and disseminated to families and schools to request student records. In addition, the record request process and email address will be prominently posted on the School's website homepage. FERPA regulations will be adhered to and followed and only guardians, schools with verified enrollment, or parties identified on a guardian signed release of records will have records delivered. Finally, all Lima No'eau students will be monitored to their next school of enrollment through the end of the closure term, as determined by the School Board.

Further, within the first 10 days of the decision to close the School, Lima No'eau will identify a custodian for the maintenance, protection, and proper retention of student files and school business records. In addition, operations will continue throughout the closing, including standard hours of office operations, standard hours of telephone service, telephone voice messaging containing the hours of operation, and a designated employee to address questions during business hours.

Lima No'eau and the Board will maintain insurance coverage before, during, and for 60 days following the closure to minimize risk. Further, the School will complete all fiscal requirements, including financial audits, for the funds received and expended by the School, as well as any other state board procedure defined by state rule. Full transparency of all closure activities and items will be shared with the authorizer who will ultimately oversee the closing of the School, including a detailed and defined budget, which will be explained within the business plan. Employees will be provided a list of open job opportunities within the state including charter schools where they reside. Further, employees will be given a detailed plan including the end of the year expectations to address student needs, as well as a detailed timeline for their last day of employment. A human resource contact will be identified to address any personnel questions throughout the closure and for an extended period following closure.

Upon closing, the School will return all assets remaining and clearly label these reserves in the budget, following all liabilities and obligations are met and closed. Further, the School will comply with all state and federal reporting requirements, as well as submit all reports, both state and federal, as required by the authorizer or state board.

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 Board's ethical standards and procedures will align with that of the Hawaii State Ethics Commission and HRS Chapter 84, State Ethics Code and HRS §302D-8 . As further detailed in

Attachment T, Lima No'eau's proposed Code of Ethics and Conflict of Interest policy will contain appropriate articles including *Duty to Disclose*, *Determining Whether a Conflict of Interest Exist*, and *Procedures for Addressing a Conflict of Interest* for the following purpose: *"to protect Lima No'eau Career Academy's (the "school") interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of a school board member or director of the school or might result in a possible excess benefit transaction. This policy is intended to supplement but not replace any applicable state and federal laws governing conflict of interest applicable to nonprofit and charitable schools."*

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.

One Applicant Governing Board member, Colin Hayashida, is a Hawaii state employee. In compliance with HRS §84-14(a), the Board member will disqualify themself from situations presented with a conflict of interest with the Governing Board. The Board will follow its Code of Ethics and Conflict of Interest Policy and its Procedures for Addressing a Conflict of Interest.

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.

New Board members will be recruited by posting on the Lima No'eau website. Referrals will also be accepted. Persons interested in serving on the Board will complete an application. During the application process, prior to their admittance to the Board, existing Board members will ensure that prospective new members meet the requirements of HRS §302D-12. As previously mentioned, after the initial Board training, each member will be required to complete all required training and minimum hours of training required as specified by Hawaii. Board member development will be a priority of the School's Board and will focus on developing skills in the areas of academic, administrative, fiscal, and operational accountability as they apply to Lima No'eau. Board members will attend, as appropriate, mandatory and other training for charter school board members provided by the Hawaii Department of Education. The timeline for Board training and development will begin promptly during Fall 2022. Trainings may also include school board and charter school conferences; curriculum training; school funding training; team-building sessions; school mission and vision reviews; review of Board and officer job descriptions; leadership training; new Board member orientation; and committee and task force assignments. Board skills will be developed continuously and comprehensively according to the Board training requirements. Each governing board member will complete all required training.

As mentioned in the Board's current Bylaws, vacancies of the Board will be filled in case of death, resignation, or removal of a member at any regular or special meeting. In addition to the trainings mentioned above, Lima No'eau may contract with or provide a trainer who delivers governance training consistent with the School's governance training plan

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.

To provide a CRE program that is relevant to the students and businesses of Hawaii, the CRE employees at Lima No'eau will establish an Advisory Council which will be comprised of community leaders from industry, business, government, and education from around the state. The School will work with our partners and community leaders in Hawaii to help identify potential members for the Body, including Chambers of Commerce. The Advisory Council will serve a complementary role to the dedicated CRE employees by providing market-based expertise, guidance, and assistance around the development, structure, and implementation of the career pathway programs, especially in developing work-based learning experiences and community partnerships. The initial members and areas of expertise of the Body will reflect the initial pathways to be offered by the School.

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.

Lima No'eau will adopt a Student Handbook, which will address grievances and dispute resolution processes for parents and students. This process will have similar language to the following:

Student and Parent Dispute Resolution Policy

Lima No'eau staff recognizes that life at school does not always run smoothly. As problems arise, school personnel and parents must collaborate to seek solutions. Lima No'eau staff also realizes that parents and students do not always know what to do or where to seek answers. Parents often give up and become frustrated if problems remain unsolved. Please follow these procedures for general information or for assistance in resolving a problem:

Step 1: All concerns and issues should first be directed to the student's teacher. If a Lima No'eau teacher cannot resolve the issue (e.g., materials and computer issues) he or she directs the parent/responsible adult to the appropriate contact for assistance. The Lima No'eau teacher will monitor the concern to ensure resolution.

Step 2: If the issue or concern is about the Lima No'eau teacher, parents are advised to contact the Academic Administrator for that particular teacher (see School Directory).

Step 3: If the concern is not resolved at the teacher or lead teacher levels, parents/responsible adults are advised to contact the School Director (see School Directory).

Informal Complaint Process

Anyone may use informal procedures to report and resolve complaints of harassment, intimidation, or bullying. At the building level, programs may be established for receiving anonymous complaints. Such complaints must be appropriately investigated and handled consistent with due process requirements. Informal reports may be made to any staff member, although staff shall always inform complainants of their right to, and the process for, filing a formal complaint. Staff shall also direct potential complaints to an appropriate staff member who can explain the informal and formal complaint process and what a complainant can expect. Staff shall also inform an appropriate supervisor or designated staff person when they receive complaints of harassment, intimidation, or bullying, especially when the complaint is beyond their training to resolve or alleges serious misconduct.

Informal remedies include an opportunity for the complainant(s) to explain to the alleged perpetrator that the conduct is unwelcome, disruptive, or inappropriate either in writing or face-to-face; a statement from a staff member to the alleged perpetrator that the alleged conduct is not appropriate and could lead to discipline if proven or repeated; or a general public statement from an administrator reviewing the school harassment, intimidation and bullying policy without identifying the complainant, parent, guardian, or because Lima No'eau believes the complaint needs to be more thoroughly investigated.

Formal Complaint Process

Anyone may initiate a formal complaint of harassment, even if the informal complaint process is

being utilized. Complainant(s) should not be promised confidentiality at the onset of an investigation. It cannot be predicted what will be discovered or what kind of hearing may result. Efforts will be made to increase the confidence and trust of the person making the complaint. Lima No'eau will fully implement the anti-retaliation provisions of this policy to protect complainant(s) and witness(es). Student complainants and witnesses may have a parent or trusted adult with them, if requested, during any school initiated investigatory activities. The School Director or designated compliance officer (hereinafter referred to as the compliance officer) may conclude that the school needs to conduct an investigation.

The following process shall be followed:

1. All formal complaints shall be in writing. Formal complaints shall set forth the specific acts, conditions or circumstances alleged to have occurred that may constitute harassment, intimidation or bullying. The compliance officer may draft the complaint based on the report of the complainant, for the complainant to review and sign.

2. Regardless of the complainant's interest in filing a formal complaint, the compliance officer may conclude that the School needs to draft a formal complaint based on the information in the officer's possession.

3. The compliance officer shall investigate all formal, written complaints of harassment, intimidation or bullying, and other information in the compliance officer's possession that the officer believes requires further investigation.

4. When the investigation is completed the compliance officer shall compile a full written report of the complaint and the result of the investigation. If the matter has not been resolved to the complainant's satisfaction, the superintendent shall take further action on the report.

5. The School Director or designee, who is not the compliance officer, shall respond in writing to the complainant and the accused within thirty days, stating that Lima No'eau intends to take corrective action; or that the investigation is incomplete to date and will be continuing; or that Lima No'eau does not have adequate evidence to conclude that bullying, harassment or intimidation occurred.

6. Corrective measures deemed necessary will be instituted as quickly as possible, but in no event more than thirty days after the School Director's written response, unless the accused is appealing the imposition of discipline and the school is barred by due process considerations or a lawful order from imposing the discipline until the appeal process in concluded.

7. If a student remains aggrieved by the School Director's designee's response, the student may pursue the complaint as one of discrimination pursuant to Lima No'eau Grievance Policy.

Students will be provided with age-appropriate information on the recognition and prevention harassment, intimidation or bullying, and their rights and responsibilities under this and other district policies and rule at student orientation sessions and on other appropriate occasions, which may include parents. Parents shall be provided with copies of this policy and procedure and appropriate materials on the recognition and prevention of harassment, intimidation and bullying.

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.

K12 will employ and determine the employment terms for administrative personnel and student support staff including the School Director, Academic Administrators/Principals, CRE Administrators, Special Programs Administrator, Special Programs staff, Social Worker, Community Engagement Specialist, Operations Manager, State Reporting/Compliance staff, Testing Coordinator, and HR/Finance/Payroll Specialist and such other staff as K12 deems necessary to deliver the Educational Products and Services. Such administrative personnel and Student Support Staff may be assigned to the School on a full- or part-time basis. K12 will have the sole authority to select, supervise, compensate and determine compensation, evaluate, transfer, promote, discipline and dismiss its staff members.

It will be the goal of K12 to employ the most capable administrators and support employees available. K12 will provide employees as necessary to carry out its contracted services as defined in a services contract, which will be negotiated and executed after charter approval (see **Attachment II**).

The School Director is the chief administrator for the School, implements the School's strategies and budget, and oversees the implementation of School marketing and enrollment initiatives. The person acts as an ambassador with the community and civic groups; ensures compliance with the requirements of federal, state, and local agencies; and selects, develops, and retains highly qualified and effective employees.

The School Director uses data to drive academic decision-making and ensures instruction is targeted to meet students' individual needs. They will develop plans and policies for the educational program and submit them to the Board for approval. The School Director will serve as the School's instructional leader and ensures data is being used to drive all academic decisions. Further, they will ensure teaching employees utilize the curriculum, effective assessments, and targeted instruction to meet the individual needs of each student.

School administrators will have demonstrated leadership experience and skill. Employees will be expected to demonstrate expertise in curriculum, instruction (including PBL), assessment, finance, business management, and administration based on their positions. Administrative employees will meet state requirements related to licensure pursuant to each position when applicable.

If the Board is dissatisfied or concerned about the job performance of a K12 staff member assigned to the School, the Board shall discuss the matter first with the School Director or its equivalent. In the event the Board has a concern or is not satisfied with the School Director's job performance, the Board will provide K12's Regional Vice President with detail setting forth the specific issues and requested action with supporting documentation. K12 shall review such request and respond in a timely manner.

The Board shall employ and be ultimately responsible for the teachers (including general education, special education and career prep) and counselors. Average instructional teacher to student ratios are projected to be 1:30-45 and the ratio of total adults to students for the school 1:20-25. To the extent

not prohibited by any applicable Collective Bargaining Agreement, K12 will assist with recruiting, supervising and disciplining teachers and making recommendations regarding the terms of employment, hiring and firing of teachers. The terms of employment will be set by the Board in consultation with K12. Teachers shall be State licensed or possess the necessary credentials, qualifications, background and conduct checks all to the extent required by Applicable Law and/or the Charter.

Teachers will possess online teaching competencies and qualities identified by research on effective online teaching. Teachers will have a bachelor's degree or higher, required state licensure, and demonstrate competency in either elementary education or in a secondary subject area, depending on the grade level or subject they will teach. Teachers and other employees with English as a Second Language (ESL) endorsements will be recruited and hired as necessary to meet student and school needs. The faculty will include general and special education teachers at all appropriate grade levels to meet the needs of the student population. The number and types of teachers recruited will depend on student needs from year to year. Ongoing enrollment may necessitate hiring throughout the year.

Utilizing leadership, advocacy and collaboration, the school counselor promotes student success by providing preventive services and responding to identified needs through implementation of a comprehensive school counseling program that helps guide all learners in their academic success, personal and social development, and career and college planning and readiness. This individual will deliver individual and group guidance curriculum supporting student development, assist students in course placement and course scheduling, and work collaboratively with teaching employees to develop personalized learning plans. A large focus of the counselor's job will be preparing students for college and career. They will provide academic counseling, including recommendations on career pathways and workplace-based learning opportunities to enrich the student's experience and prepare them for life after high school.

If K12 is dissatisfied or concerned about the job performance of any of the Board's staff assigned to the School, to the extent not prohibited by any applicable Collective Bargaining Agreement, K12 will recommend disciplinary actions (up to and including termination) for prompt action by the Board, approval of which will not be unreasonably withheld.

Professional Development

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

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

The School Director and Academic Administrators will decide, plan, execute, and measure the outcomes of the School's professional development program.

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.

Professional development will be a joint effort between the Board and K12. The Board will provide professional development based on the School's mission, culture, student data analysis, the Board's academic plan, curriculum map, assessment calendar, and state required annual professional development for all teachers and other staff. Professional development will be a year-long pursuit focused on providing teachers with the skills and competencies required to meet the needs of students and their families including data-driven instruction, instructional practices, and instructional leadership. Each teacher will have an Individual Development Plan that is a combination of required professional development as deemed appropriate by their tenure or as identified by an administrator as an area where development is needed and other optional offerings particular to their areas of interest. Lima

No'eau's school-based professional development program will address the needs of experienced as well as new teachers and administrators.

K12 will provide a robust professional development program as it pertains to virtual learning and associated best practices. Since 2017, K12 has partnered with **Southern New Hampshire University (SNHU)** to develop competency-based learning modules, specializations, and a Master of Education (M.Ed.) in Online Instruction degree and six related specializations (see below).

During a teacher's first year, K12 will provide a year-long induction program, giving teachers the tools needed for each stage of development throughout the school year. This includes training in both synchronous and asynchronous teaching models, as well as a focus on targeted instruction. New teachers are partnered with a mentor for ongoing collaboration and partnership. Additionally, teachers will have the opportunity to participate in national, regional, and school level professional development opportunities.

Teacher Training and Support Life Cycle
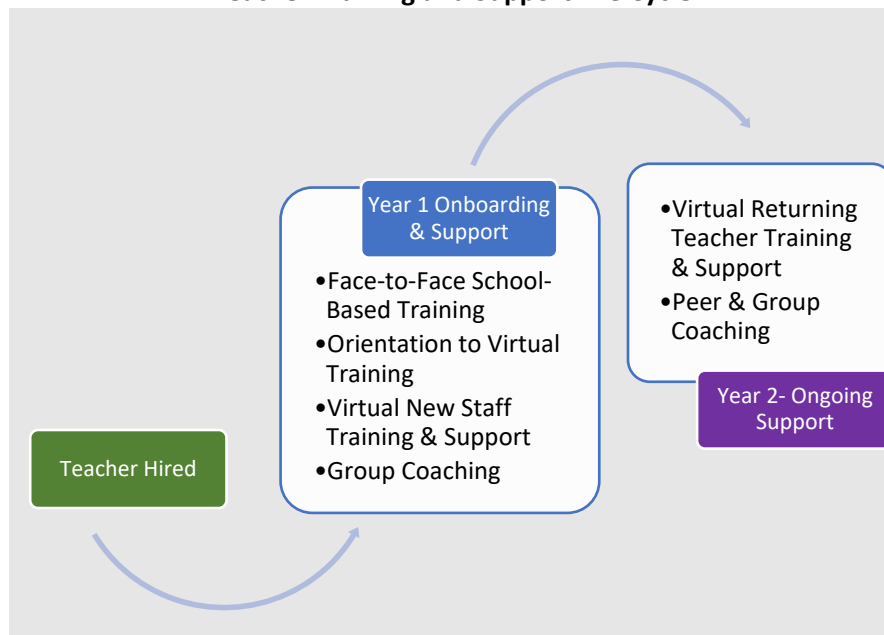
New Teacher/Staff Onboarding (NTO)[7]:

Goal: To provide training for teachers new to virtual teaching in elementary, middle school, and high school grades. Duration: 15 days for the NTO curriculum

New teachers hired at the school will be licensed teachers and generally highly experienced. The New Teacher/Staff Onboarding Program introduces teachers and some staff to the School's model, curriculum, systems, communication, instruction, and community through customizable paths, using synchronous and asynchronous learning. NTO is intended to complement school-specific, school-delivered start-up training for new staff.

This training includes basics for online instruction and teachers' access to competency-based Professional Learning Modules. The synchronous and asynchronous time is also used for teachers to work from their home environments, practicing skills they learn during the training and familiarizing themselves with the tools of the Learning Management Systems such as lesson planning and tracking student progress. At the end of NTO, all new teachers will continue to receive support from   Regional Support Team through customized professional development (as requested by School leaders), live

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[7] Also available to new school counselors, Student Support Team, and administrators.

professional development modules, informal observations, and offline support through an internal platform.

K12 Mentor Training Program

Lima No'eau will participate in the school based Mentor Training Program. The program offers live support to new teachers from experienced teachers, the "mentors". The mentors have access to live and asynchronous training throughout the year to connect mentors across the nation to discuss best practices with the aim to produce mentors that build strong relationships and move beyond "how to" conversations to those that focus on academic results. Lima No'eau will assign a point of contact to run the mentor program. Mentors will also be provided for counselors and other school personnel.

Competency-Based Professional Learning Modules (New and Returning Staff Members)

K12 has worked with SNHU to conduct a research project about the efficacy of online professional development for instructors. It was concluded that competency-based learning was most effective when training staff online. The training modules have been developed to reflect the competency-based approach for online professional development.

The following competency based Professional Learning Modules (PLMs) are available for all teachers and leaders in K12 Training.

- SNHU-Created PLMs
    - Building and Maintaining Learning Coach Relationships
    - Using Data to Differentiate Instruction
- K12 Created PLMs
    - Creating an Engaging Learning Culture
    - Planning Intentional Instruction
    - Intentional Instruction I
    - Math Collaborative Problem-Solving
    - Culturally Responsive Teaching
    - Targeted Instruction Level 1
    - Targeted Instruction Level 2 (in development)
    - Trauma Informed Schools (in development)
    - Reading Foundations Pathway (in development) - a 5 course series
    - Math Foundations Pathway (in development) - a 6 course series
    - Modules Exclusively for Leaders:
        - Strategies for Leadership
        - Core Practices of Instructional Leadership
        - Growth Mindset Series (3 modules that cover Basics, a Growth Mindset for Leaders, and How to Implement in the School)
        - Finding the Time and Priority Management
        - Cultural Levers for School
        - Leadership Precision Series (3 modules that focus on Instructional Planning, Observation & Feedback, and Professional Development)
        - Rigor for School Leaders
        - Data and Leadership (in development)
        - School Needs Assessments (in development)

Teachers of Special Needs Populations

Special programs teachers, including English Learner teachers, special education teachers, and gifted teachers are included in all aspects of K12 professional development. To develop effective learning plans (such as IEPs, Education Plans, and EL plans) with appropriate content, instructional modifications, and measurable goals, teachers must possess knowledge of specific curriculum content as well as intervention and adaptation points within the curriculum to successfully teach their students. In such

situations, learning activities and assessments may require accommodations to meet the terms of a student's IEP. Accordingly, all teachers must become familiar with the full scope and sequence of the curriculum, the goals for each child, and the ways they can best achieve success through content or instructional modifications. Special programs teachers participate in the same NTO as other teachers. They are also assigned one additional module:

Resources for Special Education: While this module is only assigned to special programs teachers, the content is accessible to all general education teachers and includes: accessible materials; accommodations and modifications in the virtual environment; sample accommodations and modifications checklist; alternate format for textbooks; compliance and academic review audit; data collection and progress reporting; due process; extended school year; IEPs (including data collection, progress tracker; measurable SMART goals and objectives; present levels of performance; special factors, and writing intake; special education auditing tools; NIMAS and Bookshare; and the special program teacher's role in related services.

Please see the response to **Staffing Plans, Hiring, Management, and Evaluation Question 4** for a description of the professional development planned for school administrators including the School Director.

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.

The response to Question 2 above describes the professional development that will take place before school opening and will continue as ongoing support. The response includes an explanation of what will be covered to prepare and support the School's teachers who are teaching students at all grade levels in a virtual school.

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.

Professional development will be aimed to develop teachers and school leaders in their professional thinking and practice, with a focus on enhancing the quality of teaching and learning. A wide variety of activities and practices provided should allow for adequate ongoing support and evidence-based reflective practice. Professional development will be aligned to the instructional map and assessment calendar, providing opportunities to instructional and support staff for growth in data-driven instruction, instructional practices, and instructional leadership.

All professional and support personnel will participate in a rigorous, ongoing program of professional learning that:
- aligns with Lima No'eau's purpose and direction
- is based on an assessment of specific needs of the School and staff
- aligns to competencies that correspond to staff needs, interests, and career goals
- is assessed through measurable performance tasks
- encourages reflection on and analysis of own and peer performance
- supports professional practices in virtual education
- builds measurable capacity among staff, and is evaluated through surveys that capture not only overall satisfaction from participants but the implementation of learned skills
- provides opportunities for professional collaboration (purposeful and structured)

Lima No'eau's plan for professional development will be reviewed annually with the School Director and other appropriate administrators. Lima No'eau's professional development will account for approximately 30 hours per year for onboarding and in-year training at the national, regional, School,

department, subject matter, and grade levels. Lima No'eau will provide ongoing development in educational practices through professional learning, application, reflection, and results in enhancing student learning.

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.

The Governing Board has not identified any scheduling conflicts regarding professional development with the Master Collective Bargaining Agreement currently in effect. If conflicts are identified in the Master Collective Bargaining Agreement in effect when Lima No'eau opens in SY2024-2025, the Board will work with the HSTA to negotiate a supplemental agreement with necessary modifications that meet state law, contract requirements, and the charter school's unique needs.

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.

In accordance with the Hawaii plan under the Every Student Succeeds Act, it will be the goal of Lima No'eau to employ the best qualified teachers and administrators available. We will seek to employ only "high-quality" individuals, defined as employees that are properly credentialed and appropriately experienced instructors who value - above all else - meeting the individual learning needs of each and every student by establishing high expectations and creating an engaging and supportive learning environment in which those expectations can be met. With assistance from the proposed ESP, we will use multiple means of communicating with and building relationships with potential candidates including job advertisements rich with content about the School and its online model; best practice employee referral programs; informational webinars and recruiter office hours; college recruiting; job and interview fairs, as well as active and passive candidate sourcing techniques. We will also make use of university relationships, social media, and available talent communities. Our assessment process will incorporate situational, skills, competency, and behavioral methodologies. Candidate assessments will be applied through screening questionnaires as well as digital, phone, and in person interviews.

Teacher Recruitment and Hiring

Lima No'eau will employ teachers that possess online teaching competencies and qualities identified by the proposed ESP's research, conducted in partnership with Southern New Hampshire University, about effective online teaching. Teachers will have a bachelor's degree or higher, required state licensure, and demonstrate competency in either elementary education or in a secondary subject area, depending on the grade level or subject they will teach. Teachers and other employees with bilingual skills will be recruited and hired as necessary to meet student and school needs. The faculty will include general and special education teachers at all appropriate grade levels to meet the needs of the student population. The number and types of teachers recruited will depend on student needs from year to year. Ongoing enrollment may necessitate hiring throughout the year.

Prior to opening in the fall of 2024, the process to advertise for, select, and employ instructional employees for Lima No'eau will take place in the spring of 2024. Lima No'eau will secure a pool of the highest quality teachers. The proposed ESP has developed a teacher recruitment and retention process that nurtures a talent pipeline and structures a robust and consistent hiring process that includes early hiring practices to attract and hire the best teacher candidates. The application process is designed to address and draw out the unique set of skills, aptitudes, and abilities that online teaching requires.

The recruitment and hiring process is coordinated by internal recruiting employees from the proposed ESP with support from talent sourcing specialists and coordinators. Jobs will be posted on

various media, including *Indeed*, *LinkedIn*, *Education Week*, state specific job boards, and social media. The proposed ESP continuously cultivates relationships with universities around the country and will draw upon a database of potential employees from institutions in Hawaii and other states. Lima No'eau branding, social media, and "talent communities" – virtual environments where like-minded professionals can interact with recruiting professionals to learn about the organization and opportunities – provide additional avenues through which qualified employees will be sourced. The proposed ESP also has an active internal employee referral program that enables employees to participate in the recruiting process and to work with talented professionals from their network. In exchange for bringing the highest caliber of talent to the proposed ESP, current employees are paid a bonus in the last payroll of the month following the first 90 days of employment of the new hire they refer.

The recruitment and hiring process has five screening steps that candidates must go through before a determination is made regarding whether or not to hire. The proposed ESP will manage the initial steps of the process to eliminate candidates who are underqualified. Once qualified candidates are identified, Lima No'eau's appropriate administrator(s) will take part in the digital and phone interviews and virtual teacher assessment process:

1. Knockout Screening: initial assessment comprised of close-ended questions to evaluate if a candidate meets the basic qualifications for the position. Questions include certifications, salary expectations, and availability.

2. Qualifications Screening: includes review of the education, years of experience, and skills minimally required to be successful in the position. A resume is reviewed to assess a candidate's work experience and qualifications. The resume combined with the knockout answers provide a recruiter with the information to make an initial determination of whether the candidate is qualified for the position.

3. Digital Interviews: a series of behavioral and competency-based questions in which a candidate records their answers on video or in writing. These digital interviews are evaluated by subject matter experts and school administrators to assess the quality of candidates.

4. Interviews (in-person or via phone): hiring managers have a conversation about the school, position, and expectations. The most common method of interviews is a phone panel of school administrators. Questions are customized to each position.

5. Virtual Teacher Assessment: within the digital interview platform, candidates are asked to present a sample virtual lesson and are asked to review a sample student data set and answer questions using the data that would inform instruction and lesson plan development. School administrators and/or subject matter experts review the recordings based on instructional content and delivery using a rubric.

Teachers will be employed by the Board. Benefits will be secured. Compensation levels (salary and benefits) for Lima No'eau teaching employees will be competitive with starting local salary and benefits.

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.

Please see **Attachment U Staffing Chart.** School administrative staff salaries are included in K12 Administration Fees and referenced in Account 131 in the budget and budget narrative. Average annual General Education and Special Education Teacher staff salaries start at $57,000 and $67,000, respectively, with Counselors at $67,000. Healthcare and retirement benefits are assumed at 0% of salaries. In addition to annual cost of living increases of 3.0% in all Instructional Staff salaries, the budget also includes an annual bonus pool of 5% that would be awarded directly based on annual teacher evaluations. Healthcare and retirement benefits are assumed to be covered by the State per information provided by the Hawaii State Public Charter School Commission**.**

Lima No'eau and K12 will invest in their staff at all levels including targeted professional development programs, mentors for teachers and administrators, internal mobility and opportunities for growth and

advancement, robust benefits, online training resources, annual bonus eligibility, and generous tuition, certification, and professional membership reimbursements. Through an agreement between K12 and Southern New Hampshire University (SNHU), K12 will cover 100% of tuition expenses (excluding graduation fees) for eligible and accepted teachers and administrators who are K12 employees assigned to the School as well as individuals employed by the School's Board who are enrolled in SNHU's M.Ed. in Online Instruction program or who have chosen to enroll in six related specializations designed specifically with online teachers and administrators in mind (see **Professional Development Question 2**).

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

The strategy, plans, and timeline for recruiting and hiring the teaching staff is described in **Staffing Plans, Hiring, Management, and Evaluation Question 1** above.

Like teaching staff, administrative staff will be recruited at job fairs, in well-known education trade publications such as *Education Week*, via online job recruitment sites such as *Indeed* and *LinkedIn*, in social media, and by actively reaching out to qualified candidates. K12 will also consider referrals from current employees and draw on its partnerships with various universities and alternative certification providers (ACPs) to source qualified staff. Administrative staff candidates will be selected and interviewed by the School Director and Academic Administrator. Administrative staff will meet any and all Hawaii state requirements related to licensure and/or certification pursuant to each position when applicable. After checking references for final candidates, the School Director will make hiring recommendations for administrative staff to K12. Employment will be entered into voluntarily and employees will be free to terminate their employment at-will at any time, with or without cause or notice. Similarly, K12 or the Governing Board, as applicable, may terminate the employment relationship at-will at any time, with or without cause or notice, so long as there is no violation of applicable federal or state law.

Lima No'eau will require all employees to submit to a background screening. Employees are required to submit to a name-based screening that complies with the Fair Credit Reporting Act and reviews the national sex offender list, national and local criminal history, and, whenever possible, verifies certificates using state department of education data. Candidates and schools must comply with state laws regarding state-mandated background screenings for school employees. Throughout the entire process, the proposed ESP's team of recruiting and human resources professionals will correspond with applicants regarding the status of their applications.

> 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.

Lima No'eau administrators including the School Director, Principals, and academic leaders will have access to both formal and informal leadership professional development opportunities at the regional and national levels. The goal of K12's *School Leadership Excellence Framework* is that school administrators will demonstrate excellence in the following leadership standards: Strategic Leadership, Instructional Leadership, Communications & Community Leadership, Human Resources Leadership, Organizational Management, and Personal Leadership. Each standard includes specific practices intended to demonstrate an administrator's effectiveness at achieving the goals of the standard. The specific standards and practices that make up the K12 *School Leadership Excellence Framework* are derived from researched-based practices of high performing school administrators across various school models, as well as K12's internal analysis of the organization-specific skills of highest performing school administrators.

The Regional Support Team's focus on school administrator development and school improvement support ensures that every school that works with K12 has exceptional leadership at its helm and, if

needed, a partner to build sustained school improvement in identified areas of need. The Regional Support Team's administrator professional development programs are designed to build and enhance leadership practice and effectiveness through individualized leadership plans, collaborative training and development, and a high level of support and feedback.

New Leader Development

K12's New Leader Program will train, develop, and coach new school leaders, equipping them to be instructional leaders in their schools. Programming includes a New Leader Bootcamp, Training Guidebook, Interactive Online Leadership Training Sessions, Professional Learning Modules, a Face-to-Face Summit, and Regular Entry Planning and Coaching.

Continuing Leadership Development for Existing Leaders

K12's year-long development model for existing School Directors, Principals, and Academic Leaders is designed to support their ongoing growth and development as school leaders. Administrators are offered meaningful professional learning opportunities to sharpen their practice in the K12 *School Leadership Excellence Framework* standards and practices. Programming includes leadership lessons and essentials as an opportunity to reflect upon their current practices and look at areas of growth, as well as opportunities for regional professional learning communities and on demand support.

Emerging Leaders Development Program

The Emerging Leaders Development program is a selective year-long leadership development program for aspiring School Directors, Principals, Academic and Student Support Administrators, and Teacher Leaders. The Emerging Leaders Development program provides school-based leaders with the essentials to hone and advance their leadership skills while preparing for the next level of leadership. Emerging Leaders participate in differentiated professional learning opportunities, face-to-face summit experiences, one-to-one coaching, book studies, professional learning communities, and synchronous leadership sessions. Professional learning content is research based and practical allowing leaders to have immediate impact and maximize their performance in service of the schools and teams they lead.

Ongoing Leadership Support and Collaboration

Peer Mentors

New School Directors, Principals, and Academic Leaders benefit from having an experienced mentor as they work through first year leadership challenges. New administrators may be assigned an experienced mentor upon hire who provides ongoing support throughout the year. Mentors offer support based on identified needs of School Directors, Principals, and Academic Leaders throughout the year. Mentors also help inform program and process improvements.

Stride Annual Promising Practices Conference

The K12 Promising Practices Conference is an opportunity for school practitioners to share their current programs and activities targeting school improvement and student achievement. The format of this conference is virtual, and it highlights the promising practices of schools and individuals engaging in intentional actions to elevate the academic and personal development of all students and staff. Each year a theme is identified by a panel of practitioners. The theme is used to organize the conference subsequently soliciting online teachers and educators to share researched promising practices during the conference.

School Director Evaluation

The School Director will be evaluated twice a year against the standards and practices within the K12 *School Leadership Excellence Framework* and the school's academic, operational, and student retention goals. A draft School Director evaluation tool is provided in **Attachment V**. The evaluation process is designed to assess the School Director's leadership effectiveness and offer targeted professional development and coaching support in areas of need. The School Director evaluation process is noted below.

Baseline Rating and Goal Setting

The School Director will complete a self-rating against the K12 *School Leadership Excellence Framework* rubric at the beginning of the year. Their K12 regional supervisor will also conduct a rating of the School Director's performance in each of the standards and practices within the *School Leadership Excellence Framework*. Together they will identify one growth area in which the School Director would like to sharpen her/his practice as well as an area of strength that the School Director would like to build upon further.

Monthly Coaching and Ongoing Support

The K12 *School Leadership Excellence Framework* is utilized as a guide to enhance and inform regular check-ins with the School Director and her/his regional supervisor. Regional leaders can use this time with their School Director to check on progress against goal attainment, professional development completion, as well as school performance and outcomes. This also allows regional leaders to identify needs and supports and provide timely intervention.

Quarterly Reviews

The School Director will have quarterly check-ins with her/his regional supervisor to receive feedback on performance and explore areas of need, coaching, and support. The quarterly reviews provide an opportunity to target any professional development needs for the School Director as well as highlight successes and leverage any best practices to share with other leaders across the region and country.

End of Year Assessment

Similar to the beginning of year assessment, the School Director will collaborate with her/his regional supervisor at the end of the year to assess their performance of standards and practices. This end of year assessment provides direction in charting areas of support for the upcoming year.

In addition to this process of assessing the School Director's performance, the School Director's and other administrative staff evaluations include Board input.

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.

Teacher Evaluation

Teacher effectiveness at Lima No'eau Career Academy will be measured using a combination of synchronous and asynchronous observation of instruction, as well as a final summative evaluation. The school's teacher evaluation model will incorporate the proposed ESP's Teacher Excellence Framework (TEF), which is a research-based and aligned document that is rooted in a commitment to personalized learning and the primacy of student relationships. The TEF presents standards and practices for highly effective online teachers through an Instructional Rubric by focusing on: Building Relationships, Personalized Learning, Data Driven Practices, and Professionalism. The TEF is based on Charlotte Danielson's *Framework for Teaching* (see **Attachment W**) as is the Hawaii Educator Effectiveness System.

Lima No'eau has entered into discussions with HSTA about approval of a teacher evaluation instrument. At the recommendation of the State Public Charter School Commission, our consultant emailed Ms. Andrea Eshelman at the HSTA on 1.11.22. Based on the response that HSTA sent our consultant on 1.18.22, that HSTA does not approve the evaluation tools for a charter school before becoming operational, we will inform HSTA when the School is operational and will "engage the HSTA in negotiations to develop a supplemental agreement on modifications to the teacher evaluation system that meet state law, contract requirements, and the charter school's unique needs" as Ms. Eshelman recommended. (See email and response in **Attachment W**)

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

Supervisors and employees at all levels will discuss job performance and goals on an informal, routine basis. Timely and regular feedback is key to successful working relationships. Managers are expected to regularly communicate how well employees are meeting expectations in their current jobs, to clarify job responsibilities, and to review progress. If employees have questions or concerns about performance, they should take the initiative to ask their supervisors to discuss their concerns as they occur. Formal teacher evaluations will be performed annually and for our ESP will also follow a formal annual performance review process. This process provides employees and their supervisors with the tools to discuss, explore, and document plans for improvement and advancement.

Progressive discipline will provide managers/supervisors with a consistent and fair process for handling disciplinary issues and protects the legal rights of the employee and employer. Discipline of teachers will be consistent with the terms of the HSTA Collective Bargaining Agreement in effect and Governing Board policies. ESP managers/supervisors will contact and work with the ESP human resources staff when determining the level of discipline, if any, which may be required for ESP staff.

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.

Staffing plans for Lima No'eau will be based on the School's virtual instruction career readiness model. If conflicts are identified in the Master Collective Bargaining Agreement in effect when Lima No'eau opens in SY2024-2025, the Board will work with the HSTA to negotiate a supplemental agreement with necessary modifications that meet state law, contract requirements, and the charter school's unique needs.

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 educational goals 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.

- Lima No'eau will achieve a chronic absenteeism percentage rate less than the Hawaii 2019 state average of 15%.
- The school will open as K-10 and add a grade each year to achieve K-12. Lima No'eau will achieve a graduation rate at or above Hawaii graduation rate in the third year after having a graduating class.
- Lima No'eau will achieve a minimum of one year of academic growth per student in Math and English Language Arts as measured by STAR360, SBAC Interims, and SBAC. Until established by the State, the Median Growth Percentiles will use SBAC Interims and/or STAR 360 to measure this goal.
- Lima No'eau students, who are enrolled for three or more years, will achieve proficiency rates at or above State levels as measured by SBAC.
- Lima No'eau English Learners (EL) students, who are enrolled for three or more years, will achieve proficiency rates at or above State levels as measured by SBAC.

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

The Governing Board of Lima No'eau will evaluate the School's organizational performance based on the indicators in Article VII Section 7.1 of the State Public Charter School Commission's Charter School Contract ("the contract"). As stated in Section 7.2 of the Contract, the School shall:

- Comply with applicable laws, rules, regulations, and provisions of the charter contract.
- Timely complete and submit all necessary document requests from the Commission in its monitoring and oversight.
- Create and implement policies and procedures following general practices and guidelines to manage school operations.
- Maintain and make accessible the policies and procedures as listed but not limited to those found in Section 10.8 School Policies.
- Comply with all material legal, statutory, regulatory, or contractual requirements contained in the charter contract.
- Meet the requirements by other entities to which the school is accountable in addition to the Commission.
- Comply with the Commission as they conduct or require oversight activities including, but not limited to, inquiries, records review, investigations and site visits consistent with HRS §302D-17.

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.

In addition to State mandated assessments such as STAR360, SBAC Interims, and SBAC, student performance will be evaluated continuously throughout the school year in several ways and is designed to inform and evaluate the teaching and learning cycle. These interim assessments may include (subject to state law and regulations as well as the charter agreement):

- A **Readiness Normed-Referenced Growth Measure** used to determine a student's academic strengths and weaknesses. This assessment is administered three times a year to measure growth with the initial test taking place before the beginning of the school year or upon enrollment approval.
- A variety of **Formative Interim Assessments** administered during each instructional cycle which is approximately one quarter of the school year) to assess student mastery of the state standards and objectives taught throughout the instructional cycle.
- **Content-specific Assessments** built into every lesson and unit to guide and tailor the pace of progress to each student's needs.

Growth Measure Assessments. Teachers differentiate instruction based on individual student needs while they assess students' mastery of the state standards. Beginning of the year assessments help to identify strengths and weaknesses in meeting state standards for each student. These assessments offer an initial benchmark for student skill level in each core area which allows teachers to differentiate instruction based on student needs. All students will take readiness assessments. Assessment results will provide data to be used as an indicator of how to group students for each instructional cycle.

Students in grades K-11 will take a growth measure assessment, STAR360, in reading three times a year; students in grades 2-11 will also take one of the above assessments in math three times a year. These assessments will indicate the degree to which students have acquired those skills. If the readiness assessments indicate that there is a deficit in grade-level skills in an incoming class, teachers will use the Online School (OLS) and Online Middle and High School (OMHS) lesson plans to focus on remediation sessions and pace coursework appropriately for those students.

Formative Interim Assessments. Formative interim assessments will be given at the end of each instructional cycle for English Language Arts, math, and any other courses tested by the state. This data is then collected and will be analyzed to determine participation as well as the best intervention/ teaching strategies to employ. Formative interims will be administered to all students and aligned to the state assessment blueprint, state standards, and curriculum. Assessments will test student mastery of material taught in the preceding instructional cycle(s).

Course Assessments. *Lesson Assessment*s are used to verify mastery of the objectives for that lesson, and to determine whether a review of some or the entire lesson is advisable. When content is presented using platforms that support adaptivity, lesson assessments can also determine the learner path, i.e., the sequence of learning objects that make up a particular student's journey through a lesson. *Unit Assessments* show whether the student has retained key learning objectives for the unit and identify specific objectives students may need to review before moving on. *Semester Assessments* verify student mastery of key learning objectives for the course.

Teachers monitor individual student progress by setting goals, grading assignments, giving support and advice, and drawing on their years of experience and training. This approach, combined with integrated assessments and a comprehensive learning system, provides parents and teachers with the support needed to deliver an unparalleled education. Teachers can proactively monitor individual student academic progress through ongoing lesson and unit assessments tracked in "real time" through the learning management systems, the Online School (OLS) for grades K-5 and the Online Middle and High School for grades 6-12.

The proposed ESP's curriculum assessments employ a variety of formats, allowing students to demonstrate what they have learned in a number of ways. Some assessment items are presented, answered, and scored by the computer. Others are short or extended constructed responses that are evaluated by the teacher. Item types include multiple choice, matching, technology enhanced items (drag and drop, sequencing, etc.), short answer, and constructed response items. Multiple choice, matching, and short answer items are most frequently used to assess recall of factual information and understanding of concepts, although some have been designed to address higher knowledge levels. Extended response items are generally used to assess strategic application of concepts and skills and metacognitive knowledge. In simple terms, metacognition is being aware of what you know and don't know, understanding what you will need to know for a certain task and having an idea of how to use your current skills to learn what you don't know. This is how teachers want students to approach new learning, with students feeling empowered and not overwhelmed, armed with a toolbox of strategies that help them tackle new learning and easily make connections to what they already know. Because these strategies do not come naturally to a lot of students, they must be explicitly taught, and research shows doing so makes a big difference in student performance.

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.

Academic Progress will be measured by growth on interim and summative assessments at the Elementary and Middle School level as discussed in Question 3. Progress will be measured by credit sufficiency at the high school level. Credit sufficiency will be defined as 6 credits received per year in High School.

One of the single most-effective drivers of academic improvement at Schools served by the proposed ESP is **student persistence**. Data has shown time and again that the longer students are enrolled, the better they do academically. The biggest driver of this persistence is the culture that the schools develop. Lima No'eau will focus on 3 key drivers to create a strong student culture that promotes student engagement, persistence, and success:

- Ensuring every student in our school has a strong relationship with a caring adult and their peers. Learning happens at schools "*within the social context of a classroom through a set of key relationships a student develops with teachers, peers, and other adults*" (Stafford-Brizard,2016).

- Developing a strong sense of purpose in every student. "Having a purpose is different from being tracked into a specific vocation or outcome— it's being oriented toward a vision of the future; a motivation to help the world around you or both. The goal or purpose itself can be general, and it can be relatively temporary. "*When kids are motivated by a larger purpose, studies show that they have more academic motivation, life satisfaction, identity formation, and vocational success.*" — Angela Duckworth, The Character Lab

- Developing a sense of belonging for every student in their school. "Students with a sense of belonging in school feel socially connected, supported, and respected. They trust their teachers and their peers. They are not worried about being treated as a stereotype and are confident that they are seen as a person of value" (Romero, 2015; Summit, 2017).

Those responsible for the collection and analysis of assessment data will be:
- ESP Data Team
- ESP Regional Academic Teams
- Lima No'eau School Director
- Lima No'eau Principals
- Lima No'eau Teachers
- Lima No'eau Academic Directors
- Lima No'eau Operation Teams

5. Who will be responsible for managing the data, interpreting it for classroom teachers, and leading or coordinating professional development to improve student achievement?
- ESP Data Team
- ESP Regional Academic Teams
- Lima No'eau School Director
- Lima No'eau Principals
- Lima No'eau Academic Directors/Lead Teachers
- Lima No'eau Operation Teams

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

Lima No'eau will consider the following when we are training and supporting the leadership and teachers in analyzing, interpreting, and using performance data to improve student learning:

- State requirements
- School goals
- Data points to determine individual goals
- The National Teacher Competencies aligning to different staff roles at our school
- Ongoing professional development for all staff regarding the support of students served in special programs
- Timeline to review with each teacher
- Participation in local or national book studies and professional learning communities
- Available leadership training opportunities through K12 Training and Skillsoft (in UltiPro)
- Working directly with human resources business partner to create and evaluate training needs
- How leadership and personnel hold one another accountable to high expectations for the professional practice of virtual education
- How leaders support and encourage innovation, collaboration, shared leadership, and rigorous professional growth

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.

Students will be provided a multi-tiered level of support based on MTSS, academic recommendations, and additional supports needed. These supports can include but are not limited to increased communication, required meetings, face-to-face interventions, social-emotional referrals, attendance referrals, etc. These supports will be developed within each academic team. TIER 4 is an escalation to the Student Support Administrator, who will actively work with the student and family to determine what is impeding a student from fully engaging in our online public school.

Tier 1: General Instruction. All students receive general instruction. Initial differentiated instruction occurs in Tier 1. Students do not move through the MTSS Tiers until there is evidence that Tier 1 instruction and intervention has not been effective.

Tier 2: Teacher Support. A student is showing signs of habitual truancy. The student is not engaged in their academics, does not regularly log in to school, misses required class periods during the school day, is not submitting/completing required work, and is declining academically. There is a need for coaching with the student and learning coach on the expectations for schooling. The Teacher will increase connections with this student and family and work to address critical issues to schooling. Any additional supports needed for this student should be identified, and the Teacher should coordinate those supports for the student. The student and learning coach is notified of concerns by the Teacher (email, phone calls, meetings, etc.), and are expected to become active participants in this process as they work toward an understanding of the requirements for an engaged student in our online public school. The Teacher will work with the student and family to create an engagement plan that includes the key requirements for our students. Failure to complete this plan can result in a student being escalated to the TIER 3 level, including communication from the department administrative team.

Tier 3: Teacher and School Administration. The student and learning coach are notified by their Teacher of continued truancy and academic decline concerns. The department administrative teams start understanding what impedes a student from engaging in our online public school. The student and learning coach are notified via phone call/email of an increased risk for a withdrawal from our online public school due to habitual truancy. A plan will be developed with families, and students will be

expected to complete all the attendance and engagement habits needed for success in our school. Students that do not follow through on the expectations will be escalated to the district administrative TIER 4 level. Students and families that do not communicate with the department administrative team can be escalated to the district administration, Tier 4 level.

Tier 4: Administration review of Habitual Truancy. At this point in the tiered escalation process, the academic department teams have exhausted all support to engage a student and provide interventions. The student continues to be habitually truant from our online public school. The student continues to decline academically. At this point, a certified letter will be sent to families notifying them of the school's truancy concerns. The Administrator will create a required meeting and will include school regarding a student will be reviewed, and the family and academic team will determine the next best step for a student and their academic success. If it is determined that a student will continue enrollment at our school, defined expectations will be created. Students that do not adhere to these agreed expectations could be withdrawn from our school for habitual truancy.

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.

    Lima No'eau will be a statewide virtual school with administrative offices located in the O'hau area and close proximity to Honolulu. Informed by a Jones Lang LaSalle real estate brokers' January 2022 market survey, the Board has determined that there will be many viable options. The realtor's January 2022 market survey of the O'hau area identified numerous viable options for Lima No'eau administrative facilities. This survey includes the Average Market Base Rents for seven zones for the Honolulu area including price per square foot per year ranging from $10 – $30. Out of the identified

zones, three potential buildings have been located that are currently vacant with negotiable terms with the following summary of details:

677 Ala Moana Blvd - Kakaako's Business Gateway	1520 Liliha St - Liliha Professional Building	200 N Vineyard Blvd - Castle & Cook Community Center
• SF available: 2,611 • Rent/SF/Yr: $34.20 • Parking: 545 Covered Spaces at $162.30/mo; 43 Reserved Spaces are available • Amenities: banking; bus line; property manager on site; signage	• SF available: 2,187 • Rent/SF/Yr: Withheld • Parking: 194 Covered Spaces are available • Amenities: air conditioning; bus line; drop ceiling; partitioned offices	• SF available: 2,462 • Rent/SF/Yr: Withheld • Parking: 100 free Covered Spaces are available; Reserved Spaces at $75.00/mo • Amenities: bus line; courtyard; property manager on site; waterfront

Upon charter approval, the Board will request an updated market survey and will evaluate the options then available considering factors such as accessibility and requirements of school and employees; projected student home locations; market rates/financial viability; and historical trends with an estimated growth rate of 3%. The Board will negotiate with the landlord to provide a turnkey space and renovate the space to provide any needed modifications. Buildout/renovations to the space may include the following based on projected enrollments and employee requirements: offices; workstations; teaming area; server room; file storage rooms; reception area; small breakroom; board room.

The facility will comply with applicable building codes, fire prevention codes, and local zoning codes as well as health and safety codes, laws, and regulations including the federal Occupational Safety and Health Act of 1970 and the Americans with Disabilities Act (ADA). Any other facility options will likely require the needs/renovations listed above.

     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.

Lima No'eau's facilities will be for administrative purposes only and will not need the space to accommodate for additional students. As previously mentioned, due to its virtual model, the School will be able to grow without major modifications and is not limited in capacity as a brick and mortar charter school might be due to its physical facility requirements. The chosen facility will have adequate space to accommodate for the growth of any additional staff and will identify permits or rezoning as necessary.

START-UP MANAGEMENT PLAN

*In accordance with the start-up charter school process, as shown in **Figure 5**, 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 earliest 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.
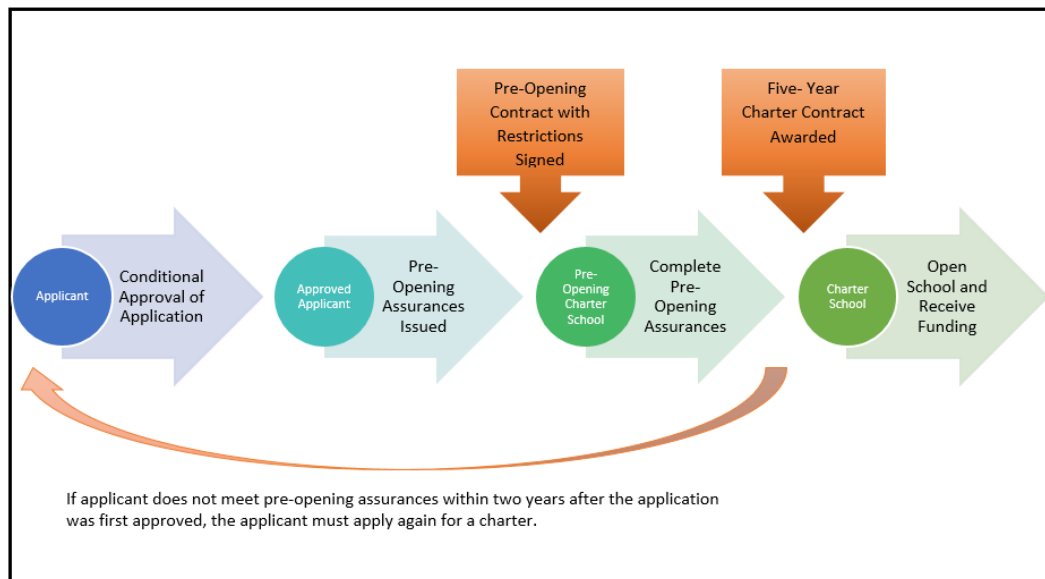

Figure 5: Start-Up Charter School Process

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?

Due to the online nature of Lima No'eau transportation is provided under certain circumstances to support the needs of students and to ensure that transportation is not a barrier to their success. All schools face challenges when it comes to transporting students to and from internships. At Lima No'eau, students may partake in internships in high school or during summer. They may need to provide their own transportation or work with Career Learning staff on alternatives such as a virtual internship. Two integral parts of Lima No'eau's program that are not readily available to most students in other schools is that our students will be trained to work remotely and the connections our School will have with Tallo, Nepris, and the Advisory Council. Together, they will help provide our students in the most rural areas of the state with opportunities to build their skills in virtual internships which represent today's real

approach to work. For students who must have clinicals to receive certificates, Lima No'eau will ensure transportation is not a barrier to their success and will provide transportation options (Uber, taxi, voucher reimbursement, ride share arrangements, etc.) based on individual situations.

Additionally, Lima No'eau teachers, administrators, and other school employees as needed will administer and proctor state assessments at facilities with classroom style settings (local libraries, local schools, and public meeting rooms) within reasonable driving distance of students' homes, maximizing student accessibility to sites. For online tests, Lima No'eau will secure the use of computer labs at sites like community colleges or will bring in mobile computer labs with Wi-Fi hotspots to the regional test locations. These mobile labs will have laptops designated for testing purposes set up and secured to meet test security guidelines. The site locations will depend on the residence and number of students at Lima No'eau who are subject to testing. Parents will be responsible for getting students to and from testing sites and they will have ample advance notice of when/where state tests will be administered. Lima No'eau will ensure transportation options (Uber, taxi, voucher reimbursement, ride share arrangements, etc.) based on individual situations. The School Administrator will work with parents to ensure that transportation is not a barrier to equal access for all students.

Furthermore, arrangements for transporting students with special needs will be made on an as-needed basis pursuant to the students' Individualized Education Program (IEP). Transportation for special education students will be provided in accordance with all applicable state and federal laws. Transportation costs are accounted for in the Special Education Related Services and Testing Line items in the budget.

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.

Lima No'eau considers the safety, security, and overall well–being of students and the security of facilities and property of the School an utmost priority. While the online nature of the School alleviates some concerns for the daily in – person situations that are present in traditional brick and mortar schools, the daily operations of the School will employ policies that address all safety aspects for a safe and successful learning environment.

As previously mentioned in the Facilities section above, the physical location of the administrative building will comply with applicable health, safety, and occupancy codes, laws, and regulations for students, parents, and community members including the federal Occupational Safety and Health Act of 1970 and the Americans with Disabilities Act (ADA), and with a standard security system to protect the School's property. Additionally, the School will implement policies to ensure the overall safety and security of its students including situations that are in – person for student events such as field trips, testing, and graduation ceremonies. These policies will include:

- Crisis Plan
- Student Internet Safety/Cyber Security
- Social Networking
- Drug, Alcohol & Tobacco
- Code of Ethics (staff and students)
- Sexual Abuse/Prevention/Response
- Student Welfare/Safe Environments
- Medical Aids (inhalers, epinephrine, etc.)
- Bullying/Hazing
- Suicide Prevention
- Weapons
- Safety Evacuations
- Proctored Testing Procedures

- Student Data Privacy
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?

School administrators, teachers, counselors, and social workers will work with Learning Coaches and students to ensure student success including monitoring, identifying, and addressing noncurricular issues affecting student attendance and engagement such as food insecurity and poor nutrition. Lima No'eau will work proactively and reactively with the appropriate state agencies to help ensure that students and their families who may need meal assistance are connected with or informed of ways to obtain such meals through existing programs/agencies that serve students and families of public schools.

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:
   - Staffing;
   - Professional development;
   - Performance management;
   - General operations; and
   - Facilities management.

Lima No'eau Operations Capacity

Oversight of Lima No'eau's comprehensive operations plan will be provided by a qualified Board supported by a highly skilled leadership team which will include the Board's attorney, proposed ESP Finance Manager, a School Director, Principals, Operations Manager, Special Programs Administrator, and CRE Administrator. The leadership employees will be charged with fulfilling all responsibilities of the School including start-up, financial management and planning, staffing and professional development, and day-to-day business and academic functions of the online School as well as its administrative office. The proposed ESP will provide support employees and instructional employees to ensure the operational and academic functions of the School flow smoothly and promote student success.

The **Charter School Governing Board** will oversee:
- Ensuring transparency in Governance (e.g., Open Meetings and Open Records)
- Governance Compliance
- Coordination of all Board activity and projects
- Supervision of School Director
  Implementation and assessment of the proposed ESP's contract and reporting to the Board

The **proposed ESP Finance team** will oversee:
- Planning, implementation, and management of finance activities of the School including business planning, budget forecasting, accounting, cash flow, and financial compliance including state, federal, and other restricted funds
- Leadership and direction of the proposed ESP finance and accounting teams
- Development of the processes for treasury accounting, payroll, preparation of all financial reporting, fiscal policies procedures, and funding capture
- Annual financial audit and state/federal tax filings
- Long-term business and financial planning
- Relations with Board and external partners and stakeholders
- Providing reporting, risks/opportunities, and strategic recommendations to the Board

The **School Director** will be responsible for:

- Implementation of the Board's vision and will be assisted by employees (including Principals, Operations Manager, Academic Administrator of Special Programs, CRE Coordinator, and Data and Testing Coordinator) to fulfill the following obligations:
- Academic Achievement and CRE program success
- Student Enrollment and Admissions
- Student Data Collection and Submission
- Employee Data Collection and Submission
- Administrative Management Federal Program Administration (e.g., gathering stakeholder input, submitting required documents and reports)
- Human Resources (e.g., clearance certificates, Family and Medical Leave Act (FMLA))

The **Special Programs Administrator** will have expertise in the following and will oversee:

- Coordinating Service and Compliance Related to English Language Learners
- Coordinating Service and Compliance Related to Students with Disabilities
- Coordinating Service and Compliance Related to Homeless Students
- Federal Program Implementation (e.g., coordinating services to students and families)
- Ensuring Protection of Student Rights (e.g., Family Educational Rights and Privacy Act (FERPA), Protection of Pupil Rights Amendment (PPRA))

The **Operations Manager** will be responsible for:

- Developing and managing relationships with partner districts, state and other education stakeholders;
- Overseeing and maintaining student records and data;
- Creating and documenting processes that ensure student data validity in the proposed ESP and 3rd party databases;
- Acting as point-of-contact and managing reporting issues including all local, authorizer, proposed ESP, state, and federal reporting requirements;
- Working with administrative employees to ensure the School is in compliance with and meets all audit requirements;
- Managing the development of school policies and procedures;
- Assisting in student recruitment and the planning of school events;
- Overseeing communication related to student enrollments, registrations, withdrawals and end-of-year reclamation efforts;
- Supervising and managing office employees and assisting with a wide variety of personnel support issues; and
- Making daily work assignments and monitoring the Enrollment and Registration team's progress toward goals.

Principals will be hired for elementary, middle, and high school grade bands, based on enrollment, and will be responsible for:

- Ensuring conformance of educational programs to state and authorizer standards through evaluation, development, and coordination activities;
- As needed, researching, and implementing non-ESP curriculum resources that meet state standards;
- Managing teaching and administrative employees as well as Master and Lead Teachers and programs;
- Helping to articulate the School's mission and vision with the aim of ensuring all stakeholders have a common understanding and are positioned to work cooperatively to achieve desired results;

- Conferring with teachers, students, and parents concerning educational and behavioral problems in School;
- Coordinating with teacher and Enrollment teams regarding expulsions and withdrawals;
- Ensuring that the School is meeting the needs of students while complying with local, state, and federal laws, including laws pertaining to special education; and
- Developing and overseeing implementation of the School's Academic Improvement Plan.

Dedicated CRE Employees

Lima No'eau will have additional employees to meet the needs of its students and provide them with unique CRE learning opportunities. The following employees will be hired by the proposed ESP specifically to support the CRE program:

CRE Administrator: The CRE Coordinator will be responsible for overseeing the CRE programs. This individual works collaboratively with administrators, student services personnel, and teachers to ensure the delivery of career development services; facilitates linkages with parents, business/industry, postsecondary institutions for dual enrollment, and community organizations to support students' transition to postsecondary education and employment; and assists with ensuring program funding and compliance. This position reports to the School Director.

Counselor: The Counselor is responsible for working with students to develop individual Graduation Plans; career awareness, development and job search counseling/events; matching students with work-based learning experiences; awareness of dual enrollment/college credit program partners; social emotional learning; individual and small group counseling; community resources and referrals; maintaining a database of student academic and employment records; overseeing the alumni network; and working with teachers to implement the middle and elementary school programs. This position reports to the High School Principal but works closely with the CRE team.

Career Readiness Teacher(s): The CRE Teacher is a state licensed teacher and/or alternatively licensed CRE teacher responsible for delivering specific course content in a PBL online environment. The CRE teacher must provide instruction, support, and guidance; manage the learning process; and focus on students' individual needs. Teachers monitor student progress through the ESP's Learning Management Systems; work actively with students and parents to advance each student's learning; and work with Career Counselors to develop and monitor a plan for postsecondary success via online Career Readiness tools like Tallo and Nepris or successive software.

Proposed ESP Corporate Operations Support Teams

In addition to School-based employees and leadership, the proposed ESP provides a wealth of operational support at regional and national levels to help the School meet its academic and financial goals, comply with required reporting and compliance standards, and manage business operations.

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

Traditionally, CTE programs have been tied to physical locations which have left geographic gaps in choice of learning opportunities for students who live in rural areas and/or do not have access to a CTE center or courses at their local schools. As an online school, these geographic barriers will be removed, and students will be able to work remotely to learn skills that align with Hawaii's high demand job forecasts. The School will pair its students with relevant internships to gain hands-on experience in the pathway(s) of their choice in a geographically appropriate area.

Challenges posed to brick and mortar school locations will not be challenges to Lima No'eau's virtual school. The chosen facilities will be for staff and administrative purposes only (see **FACILITIES Question 1** for further information). Natural and/or health related disasters will not require Lima No'eau to close. This is one of the reasons we chose to work with the proposed ESP. During the entirety of the ongoing COVID-19 pandemic, no school that the proposed ESP has provided management services to has

experienced an interruption in student learning except where the state required the school to temporarily close. Lima No'eau will use the proposed ESP's Learning Management System (LMS), which is available for students and parents to log in 7 days a week, 24 hours a day, 365 days a year.

The proposed ESP has a mixture of applications in on-premise data centers and in the cloud. The proposed ESP vigilantly monitors their physical and cloud infrastructure for security, availability, and performance issues. Should a catastrophic natural or man-made event impact system operations at the primary data center or in the cloud, operations can be quickly routed to secondary areas that are geographically separated. All LMS data is replicated in near real time to minimize any data loss or system outage should an event occur. Daily data backups are completed each evening to protect against data loss.

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.

Financial Management

The Board has planned for the financial management of Lima No'eau and intends to engage the anticipated ESP in a services agreement that will support the School's financial management. The Treasurer (or the Board's designee, in conformance with state statutes and rules) will oversee and collaborate with the anticipated ESP's Finance and Accounting Team ("ESP Finance") who will assist with financial management and perform finance-related administrative duties for the School, including assistance with budget planning, accounting, cash flow management, payroll/benefits processing, and financial reporting/compliance services, and will comply with the Board's policies as they pertain to financial and internal controls, policies, and procedures. The anticipated ESP has extensive experience with the financial management and fund accounting for over 70 public and private schools across the country.

ESP Finance's planning and operational skills include establishing the School's chart of accounts and accounting system, payroll and benefits management, inventory/asset management and tracking, invoicing, facilitating/coordinating insurance requirements, financial reporting, and day-to-day business operations. Under the leadership of the Treasurer (or the Board's designee, in conformance with state statutes and rules), ESP Finance will provide Lima No'eau with the financial expertise, personnel, and support necessary to deliver the budgeting, financial reporting, funding capture, revenue assurance, and finance and accounting management services that will be described in the contract between the Board and ESP.

To keep the Board apprised of the financial operations of the School, ESP Finance will attend and report at Board meetings and prepare and distribute reports as needed and as requested.

As part of its financial services support, ESP Finance will provide finance, accounting, and payroll support services and staffing support to ensure segregation of duties to align with Board policies regarding proper internal controls. The Treasurer (or the Board's designee, in conformance with state statutes and rules), will provide oversight of ESP Finance and will make recommendations to the Board to assess and communicate the adequacy and risks of the internal controls ultimately chosen and mutually agreed upon.

Financial controls are further reviewed by ESP Finance's internal audit processes.

Internal Controls

Internal controls are methods and procedures placed at various points in processes to provide reasonable assurance that guidelines are followed and that there is accountability for use of public funds, including:

- Safeguarding of assets
- Ensuring validity of financial reports and records
- Promoting adherence to policies, procedures, regulations and laws
- Promoting effectiveness and efficiency of operations
- Ensuring financial systems are secure and backed up as needed
- Ensuring separations of duties are properly maintained

Control Objectives

- Establish accountability at all points along the accountability chain
- Segregation of duties exist within the revenue/expense approval, data entry, and receipt/disbursement functions
- Transactions and events are properly authorized and recorded
- Responsible staff understand their duties, responsibilities, and accountabilities

Segregation of Duties

Segregation of duties is one of the most important features of an internal control plan. The fundamental premise of segregated duties is that an individual or small group of individuals should not be in a position to initiate, approve, undertake, and review the same action.

At a minimum, the following standards will be upheld:

- A minimum of two ESP Finance employees will be involved in each and every process and/or transaction.
- The employee issuing accounts payable checks cannot sign checks.
- Credit card expenditures will be kept at a minimum and will require prior approval or compliance with stated policy.
- The person receiving cash cannot be the person to reconcile cash.

The Treasurer (or the Board's designee, in conformance with state statutes and rules) will work closely with the ESP, the Board, and the authorizer to navigate requirements for end-to-end finance and accounting business processes and to establish and ensure compliance with the law and the Board's policies. Financial controls and associated processes and procedures will be developed along the following key dimensions:

- Financial Reporting
  - Provide internal reports for school leadership and the Board
  - Manage external reporting to state and federal agencies
  - Prepare custom reports as necessary
- Financial Compliance
  - Support charter agreement requirements
  - Monitor the execution of the services agreement between the Board and the ESP
  - Implement internal controls procedures
- Accounting and Bookkeeping
  - Maintain financial records
  - Safeguard assets
  - Support financial audits
- Financial Planning and Analysis
  - Prepare annual budget and revisions
  - Provide forecasting and financial analysis
  - Manage cash flow and support of Treasury functions

- Finance and Accounting Operations
  - Support funding cycle
  - Support grant fund disbursement and expenditures
  - Ensure timely payments to vendors

The Treasurer (or the Board's designee, in conformance with state statutes and rules), with assistance from ESP Finance, will establish an accounting/bookkeeping software application approach for the School.

Reporting and Budget Process

The Treasurer (or the Board's designee, in conformance with state statutes and rules), will work with ESP Finance to develop annual operating budgets, including revenue and expense input assumptions. Before June 1st of each year, a budget will be prepared and submitted to the Board for review. The budget will be made available for public inspection at least 15 days before the date of adoption. The Board will approve the annual operating budget prior to June 30th of the current fiscal year, in accordance with state law.

ESP Finance will regularly review budgets and forecasts against actual financial results and continuously assess and communicate risks to the School Director and to the Treasurer (or Board's designee) and other Board members. ESP Finance will monitor and ensure financial compliance with the authorizer and Hawaii State Board of Education (BOE) requirements.

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

The Board will have fiduciary responsibilities to provide financial oversight of the School. This will include oversight of the budget, holding the school staff and ESP accountable for budget management, and ensuring financial controls and policies are in place. The Board will maintain ultimate responsibility for the School including the School's finances and will be responsible for adopting the School's annual operating budget.

The Board will ensure that the School complies with all applicable laws, rules, regulations, and provisions of its charter contract relating to financial reporting requirements, including, but not limited to, complete and on-time submission of its annual and revised operating budgets and any applicable program budgets, annual financial audits, and IRS filings. The Board explicitly acknowledges that fiscal procedures will be consistent with Hawaii specific financial management standards and guidelines. Further, the Board commits to securing required and recommended liability insurance to indemnify the School, its Board, staff, and teachers against tort claims.

With its background in school governance, financial management, and non-profit accounting, the Board is well-equipped to lead this effort. Accurate and timely reporting will be key to supporting the programs that will enable the Board to achieve its mission of fostering 100% student learner proficiency and graduating students with workforce-ready skills. Lima No'eau will maintain enrollment and attendance records for all students, including students with disabilities, English Learners, and those eligible for free and reduced-price lunch. All records will be maintained in the strictest confidentiality as required by law and in accordance with the Family Education Rights and Privacy Act (FERPA).

Financial decision making will be, for the most part, the responsibility of the School Director, as long as the budgeted expense target is not exceeded. The ESP will not make any financial decisions without the consent of a senior member of the leadership team of the Board, and the School's policies will reflect this. All non-personnel expenditures will be made via a purchasing protocol as outlined in the Hawaii State Procurement Code.

Financial Management

The Board has planned for the financial management of Lima No'eau and intends to engage the anticipated ESP in a services agreement that will support the School's financial management. The Treasurer (or the Board's designee, in conformance with state statutes and rules) will oversee and

collaborate with the anticipated ESP's Finance and Accounting Team ("ESP Finance") (as described in Question 1) who will assist with financial management and perform finance-related administrative duties for the School, including assistance with budget planning, accounting, cash flow management, payroll/benefits processing, and financial reporting/compliance services, and will comply with the Board's policies as they pertain to financial and internal controls, policies, and procedures. The anticipated ESP has extensive experience with the financial management and fund accounting for over 70 public and private schools across the country.

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

Annual Audit

With input from ESP Finance, the Board shall select and engage an independent financial auditor, a Certified Public Accountant authorized to do business in Hawaii, in accordance with HRS §302D-32 . Once the Board has engaged the auditor, the Treasurer (or Board's designee), in collaboration with ESP Finance, will coordinate an independent audit of the School's financial statements. The annual audit will be conducted in adherence with state requirements, Generally Accepted Accounting Principles (GAAP) for governmental entities, and the accounting and financial reporting standards established by the Governmental Accounting Standards Board (GASB) that follow GAAP. In collaboration with the Treasurer (or the Board's designee, in conformance with state statutes and rules), ESP Finance will assist in coordinating the audit process and liaise with the auditor to ensure timely completion of the required annual financial audit, including communication to the Board. ESP Finance, in coordination with the Treasurer (or the Board's designee, in conformance with state statutes and rules), will also ensure that all necessary School support financial records, documentation, and data required to complete the financial audit are prepared in a timely and accurate manner to ensure on-time submission of the audit to Hawaii DoE.

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.

The school and Board 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 financial report and an annual audit per Hawaii statute §302D-7 and §302D-32, respectively.

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.

Proposed Contracted Service	Criteria for Selection	Budget Template and Narrative Account
K12, as the proposed ESP, would provide Academic, Operations, Compliance, Administration and Technology services as included in the draft EPSA	Experience	131, 162, 261, 266, 268
Special Education Contract Related Services: Vendors TBD	Experience; appropriate Hawaii licensures.	132
Payroll Services/PEO (Professional Employment Organization): Vendors TBD	Experience, cost	142
Auditing: Vendor TBD	Experience; appropriate Hawaii credentials	152

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 amount of $7800. This amount is a projected per-pupil funding amount for the purpose of this application.

1. <u>Start-up and Operating Budgets</u>. Using the Financial Plan Workbooks (<u>Exhibit 4</u>) 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 Financial Plan Workbooks** for Lima No'eau's start-up and five-year operating budgets.

2. <u>Budget Narrative</u>. 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.

Lima No'eau (Lima No'eau) Budget Narrative Overview

I.   Administrative, Instructional, and ESP Staff Summary

The following table outlines Board-employed and ESP-employed staff and provides context for the following Budget Narrative explanations.

Board-Employed Instructional Staff	ESP-Employed Administrative Staff

• Teachers
   • General Education
   • Special Education
   • Career Prep
• Counselors
	• School Director
	• Principals
	• Special Programs
	• Career Prep Administration
	• Engagement
	• Operations/HR/Finance

Please see **Attachment Q** for the full organizational chart.

## II.	Budget Narrative Overview

It is the goal of the Board to maintain balanced budgets. Budget and forecast preparation processes include a detailed, bottom-up approach using budget input assumptions for Funding and Expenses. In collaboration with the Board and School Director, K12's School Financial Services (K12 Finance) staff will prepare the annual budget proposal, as well as monthly forecasts against actual results throughout the fiscal year, taking into consideration any changes to budget input assumptions and drivers based on the most current information available. K12 Finance will communicate regularly with the School Director and the Board and present business drivers and changes, financial results, and risks/opportunities. Key budget/forecast inputs include:

- School Funding: expected student enrollments given approved authorizer caps and withdrawals; state/local and federal funding formulas and associated funds expected to be available to the School.
- School Expenses: Instructional and non-Instructional staff requirements based on student-teacher ratios and other needs including special education compliance requirements; travel; professional development; student testing; curriculum, materials, and student computers; administrative computers; support & technology services; facilities, utilities, insurance, information technology, and infrastructure.

A balanced budget will be achieved each year. The terms of the proposed Educational Products & Services Agreement (EPSA) between the Lima No'eau Board and K12 provide that K12 will provide credits against its administrative and technology fees if necessary. **III. Revenue**

Funding projected for Lima No'eau is estimated based on the $7,800 State Per Pupil Funding Rate included in **Attachment Y, Financial Plan Workbooks**. Generally, and initially, Lima No'eau will rely on this as its primary source of funding. The School budget does not contemplate any other variable income (e.g., grants, donations, fundraising). While Lima No'eau will establish banking relationships, there are, and have been, no resources expected to be available through banks, lending institutions, corporations, or foundations.

While the 5-year budget projections currently do not include incremental grant funding opportunities, the Board intends to apply for available state, federal, and other grants appropriate for the School. K12 Administrative staff will explore and optimize the School's access to appropriate Title funds and other available grant funding, and work with the School Director and Instructional team to coordinate services to students and families.

In addition, the draft EPSA between the Board and K12 provides that K12 may provide advances on behalf of the Board if the available cash receipts of the School are insufficient to cover payment of start-up costs or School expenses.

Planning Year - Financing for Start-up Costs: The Lima No'eau Board may, according to the terms of the draft EPSA receive financing (advances) from K12 to fund its start-up expenses during the planning year, which are expected to include a lease deposit, initial legal fees, liability and property insurance, office furniture, and the onboarding of launch staff. Onboarding costs would include compensation, laptops, and travel expenses. See "Proof of Additional Funding Lima No'eau" **Attachment Z** enclosed with the application submission and IV Exhibit 4a Financial Plan Workbook Year 0, Account 730.

IV. Expenses

Expense projections are based on realistic budgeting for costs. The categories of expenditures as outlined below are also mapped with account numbers and reference descriptions to the format of Attachment 4, Financial Plan Workbooks. They summarized in tables with expanded explanations below the tables, where Blue = Accounts with K12 Fees; Orange = Accounts with Salaries and Benefits.

Hawaii Functional Category	Hawaii Account		Expenses Included
100 Administration			
	111 Governing Board – Contracted Services		Administrator/board travel; Board development & training
	131 Business & Finance – using 131 vs 132 to separate ESP Administration Services from other Contracted Services in 132		K12 Fees: Administration Services
	132 Business & Finance – Contracted Services		Admin temps/contract labor; Consultants; Legal services; Oversight/Sponsor fee
	142 – Human Resources – Contracted Services		Payroll services
	152 – Audit Services – Contracted Services		Auditing – External
	162 – Info Management & Technology – Contracted Services		K12 Fees: Technology Services
	183 – Other Admin – Travel & Other expenses		Admin phones
	184 – Other Admin – Supplies & Materials		Office postage & shipping; Office supplies & equipment

100 Administration

111 Governing Board – Contracted Services
Administrator/board travel; Includes Board development and training.

131 Business & Finance – Contracted Services
ESP-provided School Solutions & Operations Support Services:
> Fees for these services are charged via terms of the Lima No'eau Educational Products & Services Agreement (EPSA) between the Board and K12 and include:
> **Academic Support:** Provides educational program consulting, teacher effectiveness support and intervention support services.
> **Special Education and Programs:** Offer programs that provide direct support to students with disabilities, ELLs, 504 and Federal Title funding. Help ensure policies and procedures are followed.
> **Compliance Support**: Support School with state/district/authorizer reporting, enrollment reporting/funding capture and teacher compliance tracking.
> **Teacher Training and Effectiveness**: Develop new teacher training and ongoing professional development tools for instructional staff.

ESP-provided Other Administrative Support Services include:
> **Business Administration**: Support grant and funding opportunities, assist with Federal Entitlement Programs, provide legal assistance and contract on the Board's behalf, as needed.
> **Budgeting and Financial Reporting**: Assist with annual budget proposals, planning, forecasting, financial reports, working capital financing, treasury services, non-profit filings, and audits.
> **Human Resources and Personnel Support:** Recruit staff for administrative and instructional positions, coordinate background checks, ensure compliance, and support the Board in providing payroll and employee benefit solutions, including with PEOs (Professional Employer Organization).

Compliance and Record Retention: Support the design of the program's financial accounting system and maintain accurate student records on behalf of the Board. Help ensure accessibility of program records to Board, auditors, and state.
Website Support: Develop, design, publish, and maintain School website and web services such as social media.

School-specific Support Services:

Includes the costs of the ESP-employed non-Instructional support staff at Lima No'eau, including salaries, benefits, and bonus, described in the top panel of Attachment Q Organizational Chart
ESP-provided Student, Recruitment & Enrollment Services: Includes student lifecycle care and supports schools, students, and families throughout their education experience, including recruiting, the application process, admission, enrollment, and onboarding.

132 Business & Finance – Contracted Services
Includes legal services, consultants, and contract/temporary labor for administrative support.
142 Human Resources – Contracted Services
Includes payroll and/or PEO services complementary to the ESP-provided Human Resources and Personnel support described in 131 above.
152 – Audit Services – Contracted Services
Includes projected fees for the annual external financial audit and any other-related financial compliance reporting (e.g., annual IRS 990, other).
162 Info Management & Technology

ESP-provided Technology & Reporting Support Services includes:

Fees for these services are charged via terms of the Lima No'eau Educational Products & Services Agreement (EPSA) between the Board and K12 and include:
Educational Systems: Provides the Learning Management System, Student Information System and Course Content Management System to help create a virtual classroom experience.
School Analytics and Monitoring: Maintains the backend services that provide School and student performance insights and analytics. Schools receive access to insights through customized Student Academic Trackers and School Dashboards.
Technology Support: Provide students, staff, and teachers with technology support (e.g., through phone, messaging, or web-based support), as well as onsite support for administration.
Reporting and Records: Supports maintenance and reporting of student and School records, including annual sponsor reports, School reports, and state funding reports, as well as student academic performance, attendance, and progress reports. Data security, confidentiality, and compliance are applied to reporting and record maintenance.
Backend Intelligence: Host Schools' data centers and provide 24/7 monitoring and security.

183 – Other Admin – Travel & Other expenses
Includes administrative phone and travel reimbursements.
184 – Other Admin – Supplies & Materials
Includes office equipment, supplies, postage, and shipping.

Hawaii Functional Category	Hawaii Account		Expenses Included
200 Instructional Services			

	211 – Classroom & Specialist Teachers – Salaries – Teachers, Classroom	Salaries & Benefits– General Education Teachers
	215 – Instructional Leadership – Travel & Other expenses	Teacher Travel, general
	222 – Classroom & Specialist Teachers – Salaries – Teachers, Specialists	Salaries & Benefits– Special Education Teachers
	233 – Other Teaching Services – Substitute Teachers Costs	Instructions Temps and Contract Labor
	234 – Other Teaching Services – Contracted Services	Special Ed Contracted Services & Other Related expenses
	244 – Professional Development – Travel & Other expenses	Conferences, Teacher Training & Professional Development
	251 – Guidance, Psychological & Testing – Salaries – Professional	Salaries & Benefits– Counselors
	261 – Materials, Equipment & Tech – Textbooks & Related Media/Materials	K12 Fees: Instructional Materials
	264 – Materials, Equipment & Tech – General Instructional Supplies	Non-instructional Materials & Supplies
	265 – Materials, Equipment & Tech – Other Instructional Services	Field Trips
	266 – Materials, Equipment & Tech – Classroom Instructional Technology	K12 Fees: Student Computer, Peripherals & Software Lease; Testing Computers & Equipment Service Lease
	267 – Materials, Equipment & Tech – Other IT Hardware	Teacher Laptops
	268 – Materials, Equipment & Tech – Instructional Software	K12 Fees: Curriculum Delivery/Learning Management System/Online School
	270 – Materials, Equipment & Tech – Other	Proctored Exams & Test Administration

200 Instructional Services

211 – Classroom & Specialist Teachers – Salaries – Teachers, Classroom
Staffing for Lima Noʻeau in budget years 1 - 5 is based on historical trends of similarly structured schools, classroom sizes, and course specific requirements.

Average annual General Education and Special Education Teacher staff salaries start at $57,000 and $67,000, respectively, with Counselors at $67,000. Healthcare and retirement benefits are assumed at 0% of salaries. In addition to annual cost of living increases of 3.0% in all Instructional Staff salaries, the budget also includes an annual bonus pool of 5% that would be awarded directly based on annual teacher evaluations. Healthcare and retirement benefits are assumed to be covered by the State per information provided by the Hawaii State Public Charter School Commission

Also see **Attachment U**, Lima Noʻeau Projected Instructional and non-Instructional Staff Summary.

215 – Instructional Leadership – Travel & Other expenses
Includes teacher travel.
222 – Classroom & Specialist Teachers – Salaries – Teachers, Specialists
Includes Special Education Teacher salaries and benefits; see assumptions described in 211 above.
233 – Other Teaching Services – Substitute Teachers Costs
Contract/temporary labor for teaching support.
234 – Other Teaching Services – Contracted Services

Special Education Contracted Services & Other Related Expenses: The budget was developed based on historical trends of special education services that would be required for Lima No'eau students.

Related services help children with disabilities benefit from their special education by providing extra help and support in needed areas, such as speaking or moving. Specific student related service needs are defined as part of the annual student Individualized Education Program (IEP) team meeting.

Related Services required in a student's IEP will either be provided by a licensed therapist or individual employed by or contracted by the School, ensuring that appropriate licensure and background checks are completed. Therapy may be delivered in-home, virtually, or face-to-face. Examples of services would include but not be limited to physical therapy, speech, and occupational therapy.

244 – Professional Development – Travel & Other expenses
The budget provides resources for conferences, teacher training, and professional development.

251 – Guidance, Psychological & Testing – Salaries – Professional
Includes Counselor salaries and benefits; see assumptions described in 211 above.

261 – Materials, Equipment & Tech – Textbooks & Related Media/Materials

ESP-provided Curriculum and Materials: Teachers will receive the complete set of K12-provided curriculum and materials that students receive. Teachers also have online accounts within the ESP-provided Learning Management System (LMS) in order to access a complete set of curriculum, student information system data, test preparation tools, and all other reporting tools.

ESP-provided Student Instructional Materials: In combination with 268 below, K12 sends every student curriculum and materials associated with his/her courses. Every student will be provided a full set of curriculum and access to the applicable Online School account. K12 offers innovative curriculum and corresponding materials to support academic performance. In addition, K12 provides instructional tools, including textbooks and supplies, to students to help ensure they have the materials needed for success.

264 – Materials, Equipment & Tech – General Instructional Supplies
Includes non-ESP-provided instructional materials and supplies. Teachers are provided resources for the purchase of classroom instructional materials, e.g., paper, pens, printer ink, other general office supplies and instructional materials.

265 – Materials, Equipment & Tech – Other Instructional Services

Field Trips/School Events: Lima No'eau will provide various School events throughout each school year. The amounts budgeted for expenses related to these events are based on projected costs.

266 – Materials, Equipment & Tech – Classroom Instructional Technology

ESP-provided Student Computer Lease: Accommodations will be made for students in need of computers, via eligibility for Free and Reduced-Price Meals or otherwise. Those students will be issued a computer and a printer. K12-provided Student Computer Services include:
- Hardware and software management, including licensing, testing, imaging, web filtering software, and anti-virus and anti-malware software.
- Equipment logistics, including shipping and handling charges, and refurbishment.
- Family technical support, including toll-free call center support for any technical issues, as well as free replacement services when issues are not able to be resolved.

ESP-provided Testing Computers, Equipment, Technology Services:
Also includes costs of testing administration: sites; ESP-provided equipment, technology, software, internet access; contract testing proctors; and travel for proctors and staff. See 270 below for other non-ESP-provided testing-related expenses.

267 – Materials, Equipment & Tech – Other IT Hardware

Teacher Laptops: Each teacher is provided a laptop computer and printer, including licensing, testing, imaging, web filtering software, and anti-virus and anti-malware software.

268 – Materials, Equipment & Tech – Instructional Software

ESP-provided Student Curriculum & Delivery: In combination with 261 above, K12 sends every teacher and student, curriculum and materials associated with his/her courses. Every student will be provided a full set of curriculum and access to the applicable Online School account. K12 offers innovative curriculum and corresponding materials to support academic performance. In addition, K12 provides instructional tools, including textbooks and supplies, to students to help ensure they have the materials needed for success.

270 – Materials, Equipment & Tech – Other
Assessments and Proctored Exams and Test Administration: Resources are budgeted for student testing, including facility rentals, information technology infrastructure requirements, testing computers, and applicable software, proctors, travel, and any other state/ sponsor-specific testing requirements.

Includes NWEA or equivalent assessments for growth testing fall, winter, spring; ongoing formative assessments; unit tests; end of course testing; and state testing. Also includes costs of testing administration: sites; ESP-provided equipment, technology, software, internet access; contract testing proctors; and travel for proctors and staff. See 266 above for other ESP-provided testing-related expenses.

Hawaii Functional Category	Hawaii Account		Expenses Included
300 Pupil Services			
	370 – Other		Student internet reimbursement

300 Pupil Services

370 – Other

Student Internet Service Provider (ISP) Reimbursements: Projections include Internet service reimbursement for students eligible for Free and Reduced-Price Meals, or otherwise. Reimbursements are based on a set rate per month outlined in the Parent/Student Handbook. For students residing in rural areas where Internet access is not available or not an option due to financial constraints, the School will make every effort to ensure that the School is accessible to all students with available technology.

Hawaii Functional Category	Hawaii Account		Expenses Included
400 Operation & Maintenance of Facilities			
	415 – Utilities		Water & Electric
	420 – Maintenance of Buildings & Ground		Maintenance/Repair Facilities
	430 – Networking & Telecommunications		Computer equipment & technology; Conference calls/Zoom; Internet connection; Office phones; Teacher phones & internet
	440 – Rental/Lease of Buildings & Grounds		Rent/lease
	445 – Rental/Lease of Equipment		Copier lease

400 Operation & Maintenance of Facilities
Facilities and maintenance projections below are based on estimated market rates and historical trends with a growth rate of 3% per year.

415 – Utilities
Includes water and electric utilities.
420 – Maintenance of Buildings & Grounds
Includes facilities-related maintenance and repair services.
430 – Networking & Telecommunication
Includes office technology infrastructure and equipment, internet/data connection and phone service. Also includes conference call/Zoom/other services and phone service for instructional and administrative staff.
440 – Rental/Lease of Buildings & Grounds
Includes school administrative office space lease expense. See Section **FACILITIES Question 1.b** for further information about prospective facilities.
445 – Rental/Lease of Equipment
Includes printer/copier leases
.

Hawaii Functional Category	Hawaii Account		Expenses Included

500 Benefits & Other Fixed Charges			
	530 – Insurance (non-employee)		Directors & Officers, General Liability, Other Insurance
	570 – Other		Bank fees

500 Benefits & Other Fixed Charges
530 – Insurance (non-employee)
Includes general liability, directors & officers, property, other insurance
570 – Other
Includes applicable bank fees.

Hawaii Functional Category	Hawaii Account		Expenses Included
600 Community Services			
	610 – Community Engagement		School events; Other (e.g., college visits)

600 Community Service
610 – Community Engagement
Includes school events; Other (e.g., college visits)

V. Balanced Budget
The 5 Year Budget projections yield a surplus in each year, subject to unknown risks in enrollment, legislative or authorizer changes to funding formulas and other unforeseen business drivers. In addition, according to the terms of the proposed EPSA between the proposed ESP and the Lima No'eau Board, the proposed ESP will issue credits against its charges to ensure that the School does not end a year with a negative net asset balance -- a "Balanced Budget Credit." This financial guarantee is not a loan, nor is it included in reportable liabilities of the Lima No'eau Board.

Contingency Plan
The Board will work with the proposed ESP to develop a Contingency Plan for risks and opportunities. The proposed ESP will recommend, assess, and communicate the adequacy and risks of the Contingency Plan ultimately chosen and mutually agreed upon.

While the Board assumes ultimate responsibility for the financial viability of the School, the proposed ESP supports the Board in development of annual budgets and monthly forecasts, management of funding capture and revenue assurance, cost control, working capital and cash flow. The proposed ESP will work closely with School leadership and the Board to report and highlight potential School financial viability issues, risks, and opportunities to allow the Board to react and take action.

During the annual student pre-registration process, actual enrollments and projections are closely monitored in conjunction with teacher ratios to mitigate over-hired situations. In the event of lower student enrollments or higher withdrawals versus those planned, instructional staff would be scaled appropriately. In response to cash flow challenges, if the cash receipts of Lima No'eau available from

time to time would be insufficient to cover payment of expenses on a timely basis, the proposed ESP will advance to the School such amounts necessary to allow payment of such expenses on a timely basis.

Per the EPSA with the proposed ESP, while it will be the goal of the Board to achieve a balanced budget each year, when the School's budget cannot support the standard rates outlined in the EPSA, the proposed ESP will issue credits against its administrative and technology fees to ensure the school does not end the year with a negative net asset balance: a "Balanced Budget Credit." This financial guarantee is not a loan or reportable liability of the Board.

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.

Please see **Attachment Z**.

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:

- Financial management;
- Fundraising and development; and
- Accounting and internal controls.

Please see **SECTION 3. FINANCIAL PLAN & CAPACITY, FINANCIAL MANAGEMENT & OVERSIGHT Questions 1, 2 and 3**, as well as above Budget Narrative.

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
   a. Explain why the applicant is seeking to contract with a Service Provider rather than operate the proposed school(s) directly.

Lima No'eau will be a statewide virtual charter school providing students a career readiness education with the goal of closing the skills gap in Hawaii: the shortage of workers with the skills and training needed to fill available jobs. The Applicant Governing Board of Lima No'eau believes that the opportunity to enroll in Lima No'eau should be available statewide to the diverse socioeconomic and demographic student population of Hawaii. Given the scope of the goal, the Applicant Governing Board decided they would utilize the expertise of an Education Service Provider. K12 has decades of proven experience in providing high-quality instruction, supports, and student experiences. K12 has transformed the teaching and learning experience for millions of people by providing innovative, high-quality, tech-enabled education solutions, curriculum, and programs directly to students, schools, the military, and enterprises in primary, secondary, and post-secondary settings. K12 is a premier provider of K-12 education for students, schools, and districts, including career learning services through middle and high school curriculum. During school year 2020-2021, K12 supported over 200,000 students through its full-time public and private school programs. For adult learners, K12 delivers professional skills training in healthcare and technology, as well as staffing and talent development for Fortune 500 companies. K12 has delivered millions of courses over the past decade and serves learners in all 50

states and more than 100 countries. Challenges posed to brick and mortar school locations will not be challenges to Lima No'eau's virtual school. Natural and/or health related disasters will not require the School to close. This is one of the reasons the Board has chosen to work with K12. During the entirety of the ongoing COVID-19 pandemic, no school that K12 has provided management services to has experienced an interruption in student learning except where the state required the school to temporarily close. Lima No'eau will use K12's Learning Management System, which is available for students and parents to log in 7 days a week, 24 hours a day, 365 days a year.

- **b.** 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.

The Lima No'eau Applicant Governing Board does not have first-hand experience using the Stride curriculum, but the Board has met with Stride representatives in Hawaii and has participated in lesson demonstrations of the ESP's curriculum; discussed alignment with Hawaii Subject Matter Standards; discussed the use of live instruction and asynchronous lessons in their instructional program; and other components of a career education program that could be implemented at Lima No'eau. The Applicant Governing Board has met via Zoom with the K12 CTE team to discuss pathways that best fit the needs of business and industries that the Board members represent. They have also discussed Stride's strategic partnerships with Tallo and Nepris and how those programs will benefit Hawaii's students.

It is important to note that the Hawaii Department of Education (HIDOE) has thoroughly vetted the Stride curriculum compared to curriculum available from other providers. Stride was selected by HIDOE as the online curriculum provider for the HIDOE distance learning program they provide to qualified complex areas and their public schools.

- **c.** If the Service Provider is providing academic services, evidence demonstrating academic success, especially in the grade levels the proposed school intends to serve, including academic performance data of all clients of the Service Provider that demonstrates the provider's services lead to *high-quality charter schools*, as defined in the RFP. Provide, as **Attachment 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.

K12 provided consistency for students throughout the pandemic. Except for a few states that required even online schools to close during March 2020, K12-powered schools are among the only schools in the nation that were open every day educating students. Consistent education, attendance and progress tracking, teacher training and expertise in online education resulted in improvements in proficiency on state tests when most states saw major declines in proficiency.

Due to Covid-19, state testing was not administered nationwide in SY 19-20. State testing was administered in SY 20-21, but many states had participation rates lower than 95% so test results were not reported. Section 1 of **Attachment FF** displays state testing proficiency rates for SY 17-18, SY 18-19 and SY 20-21 (Please note that "Dropout Recovery/Alternative Education Focus" schools have been color coded in yellow, while District programs have been color coded in blue, and charter schools are coded in white). Comparing school to state data from 2019 to 2021, grade-level and overall proficiency results show that K12 powered schools:

- Outperformed English Language Arts state proficiency rates in 15.6% measures (47/256).
- Outperformed Math state proficiency rates in 10.3% measures (24/233).
- Outperformed Science state proficiency rates in 27.6% measures (24/87).
- Outperformed Social Studies state proficiency rates in 19% measures (8/42).

In terms of improvement from 2019 to 2021, K12-powered schools:
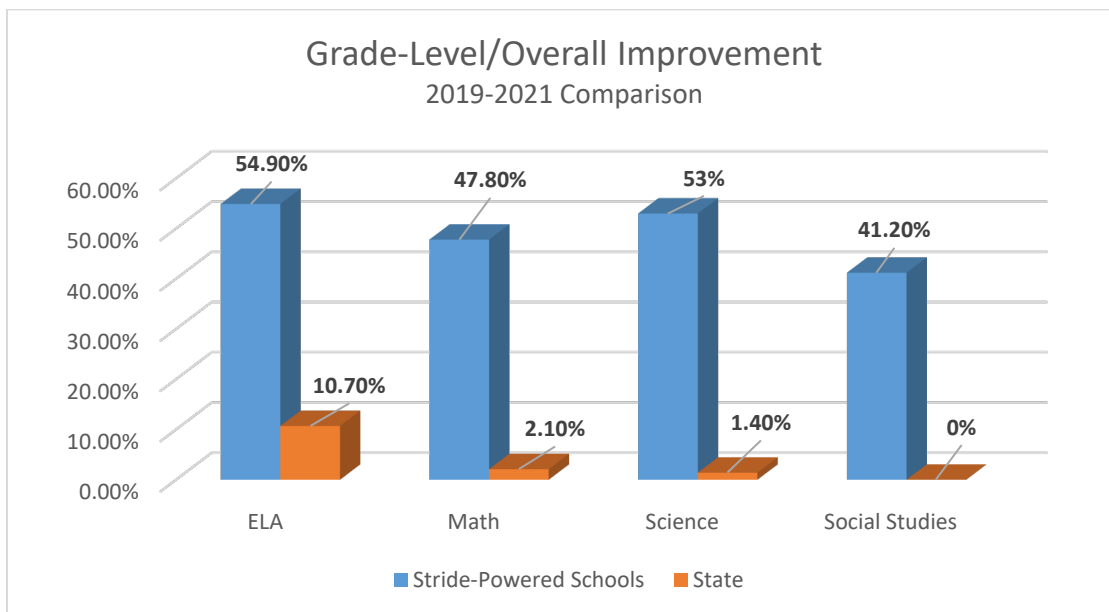
- Improved in 54.9% ELA measures (113/206), compared to improvement by states in 10.7% equivalent measures (23/214).
- Improved in 47.8% Math measures (89/186), compared to improvements by states in 2.1% equivalent measures (4/194).
- Improved in 53% Science measures (35/66), compared to improvements by states in 1.4% equivalent measures (1/69).

- Improved in 41.2% Social Studies measures (14/34) compared to improvements by states in 0% equivalent measures (0/35)

In Section 1, subpopulation data for all ethnicities and "at-risk" populations has also been compiled. The last complete set of data for all states was during the 2018-2019 school year, with no proficiency data for the 2019-2020 school year. In terms of subgroup data, many states did not report subgroup data, either due to insufficient testing or n-size classifications. What was reported has been compiled for review.

In section 2, Graduation rate data has been compiled from Cohort 2019 to current Cohort 2021, with subpopulations added. Many states are releasing 2021 graduation rate data in the upcoming months, so not all schools have 2021 data available at the time of this application. When reviewing Cohort 2020 data:

- 68% of K12 high schools increased their graduation rate from 2019 (avg of +9.89%)
- 7 high schools surpassed their state average graduation rate

K12 works with many types of schools, including alternative education schools and career readiness schools. The academic performance of several schools with a career focus who contract with K12, including state report card performance, graduation rates, certifications earned, and CTE pathways completed, demonstrate strong academic performance and year over year improvement.

Particular attention is paid to Colorado Destinations Career Academy (CODCA), as it is one of the longest running career-focused schools with which K12 contracts. It serves students in grades 6-12 statewide and has an enrollment of 777 students. CODCA experienced significant improvement in academic ratings since transitioning to a career-focused model from a virtual academy in SY2016-2017. Their state report card has improved year-over-year for four straight years. For the last three years the rating has been "Improvement Status". In 2019, CODCA was 1.2 percentage points away from "Performance Status", the highest rating a school can earn in Colorado. CODCA's graduation rate has also steadily increased since moving to a career-focused school. The 2021 four-year graduation rate was 91.4% (above the state average of 81.7%), an improvement of about 40 percentage points since SY2016-2017. Additionally, since the introduction of the career-focused model, the dropout rate has decreased 14 percentage points (currently 1.3%).[8] The number of students that earn certifications and complete a CTE pathway have both increased in the last three years; the number of students earning a certification has doubled year-over-year since SY2016-2017. For 2020 graduates, 100% of the students graduated with either CTE completer or concentrator status as identified by the state.[9]

Utah Virtual Academy (UTVA) is a K-12 virtual academy that restructured their high school to be a career readiness school-within-a-school model three years ago that contracts with K12. Kindergarten through eighth grade still operate as a virtual academy. The school serves students across the state of Utah and has 2,076 students with 1,079 in grades nine to twelve. Since the transition to the career readiness model, the 2021 graduation rate almost doubled to 77% and the school is 1% away from meeting the "typical school" category. UTVA earned a "Commendable" rating for student growth (the highest possible rating).

Cyber Academy of South Carolina (CASC) is also a K-12 virtual academy that transitioned the high school to the career readiness model at the beginning of 2016 and contracts with K12. The 2021 graduation rate was 76.74%--double the rate before the transition. In the high school, 72% of new students entering the high school are below the national average in reading and 53% are credit deficient. In SY2018-2019, 88% of CASC high school students who took all three WorkKeys assessments

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[8] Colorado Department of Education. *School Dashboard – Achievement – CODCA*. https://www.cde.state.co.us/code/schooldashboard

[9] Destinations Career Academy data about certifications and CTE pathways comes from individual schools.

earned a National Career Readiness Certificate and the school received a "Good" rating on the College-and Career-Ready Assessments, the second highest rating possible. During SY2019-2020, the College-and Career-Ready Assessment was cancelled due to COVID, but 83% of CASC's graduating seniors met the College-and Career-Ready Indicator as defined by the state. Forty-one percent of the seniors passed an industry certification exam and twelve students participated in an internship.[10] The high school did improve its report card grade by 15 points moving into the below average range and additional improvement is expected. The middle school earned an "Average" rating overall on the progress indicator on the 2019 state report card. Again, while there were no report cards issued in 2019-2020 due to COVID, numbers indicate that CASC high school and middle school would both be in the "average" range. It is predicted that as students from middle school move into high school, the high school report card grade will also increase due to the strong foundation in middle school. It is also worth noting that 40.5% of the CASC 2020 cohort earned their diploma and a career readiness certification. Finally, 209 high school seniors had some type of work-based learning experience from job shadowing to full internships.

> **d.** A listing and explanation of any management contract terminations, charter revocations, non-renewals, or withdrawals or non-openings that the proposed Service Provider has experienced in the past five years that indicate that the Service Provider lacked the necessary capacity and/or displayed 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.

Public Charter schools are governed by 501(c)(3) non-profit independent Boards. However below is a list of the actions the ESP is aware of:

- The charter of the Insight School of Ohio was allowed to expire on June 30, 2018 by the authorizer, the Buckeye Community Hope Foundation. The authorizer cited academic concerns as the reason for not renewing the charter for the school which was effectively functioning as a dropout prevention school for at-risk students.

> **e.** A list or description of all charter schools operated or managed by the Service Provider that are accredited, 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. If however, the Service Provider does not operate or manage any accredited charter schools then state "NO ACCREDITED CHARTER SCHOOLS" and attach the statement as Attachment HH.

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

The Board will file a full disclosure report with the Authorizer identifying potential conflicts of interest, relationships with the ESP, and relationships with family members who are employed by the public charter school or have other business dealings with the school, the ESP of the school, or any other public charter school.

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

The Stride subsidiaries, including K12 Virtual Schools LLC, are provided in **Attachment Q**. The affiliates related to K12 Virtual Schools LLC that are expected to provide any products or services to the school are:

- K12 Virtual School LLC – Entity responsible le for all products and services to the school.
- Stride, Inc. – Parent company of K12 Virtual Schools LLC; owns patents, copyrights and other intellectual property rights to software and products.
- K12 Services, Inc. – Affiliate; employer of record.

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

K12 will employ and determine the employment terms for administrative personnel and student support staff including the School Director, Academic Administrators/Principals, CRE Administrators, Special Programs Administrator, Special Programs staff, Social Worker, Community Engagement Specialist, Operations Manager, State Reporting/Compliance staff, Testing Coordinator, and HR/Finance/Payroll Specialist and such other staff as K12 deems necessary to deliver the Educational Products and Services in the services contract. Such administrative personnel and Student Support Staff may be assigned to the School on a full- or part-time basis. K12 will have the sole authority to select, supervise, compensate and determine compensation, evaluate, transfer, promote, discipline and dismiss its staff members. It will be the goal of K12 to employ the most capable administrators and support employees available. If the Board is dissatisfied or concerned about the job performance of a K12 administrative or support staff member assigned to the School, the Board shall discuss the matter first with the School Director or its equivalent. In the event the Board has a concern or is not satisfied with the School Director' job performance, the Board will provide K12's Regional Vice President with detail setting forth the specific issues and requested action with supporting documentation. K12 shall review such request and respond in a timely manner. K12 will provide employees as necessary to carry out its contracted services as defined in a services contract, which will be negotiated and executed after charter approval (see **Attachment II**).

The Board shall employ and be ultimately responsible for the teachers and counselors. To the extent not prohibited by any applicable Collective Bargaining Agreement, K12 will assist with recruiting, supervising and disciplining teachers and making recommendations regarding the terms of employment, hiring and firing of teachers. K12 will also assist with recruiting, supervising and disciplining and making recommendations regarding the terms of employment, hiring and firing of counselors. The terms of employment will be set by the Board in consultation with K12. Teachers and counselors shall be State licensed or possess the necessary credentials, qualifications, background and conduct checks all to the extent required by Applicable Law and/or the Charter. If K12 is dissatisfied or concerned about the job performance of any of the Board's staff assigned to the School, to the extent not prohibited by any applicable Collective Bargaining Agreement, K12 will recommend disciplinary actions (up to and

including termination) for prompt action by the Board, approval of which will not be unreasonably withheld.

d. If the proposed school governing board intends to enter into any type of lease, lease-purchase agreement, or any other facility or financing relationships with the Service Provider, draft facility or financing agreements, or other evidence, provided as **Attachment 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.

Provisions for Advances/Loans are included in the EPSA as an option to the Board, and may be activated with appropriate documentation as outlined in the EPSA (see **Attachment II**).

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

Provisions for Advances/Loans are included in the EPSA as an option to the Board, and will be activated with appropriate documentation as outlined in the EPSA.

3. Service Provider's Organizational Structure

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

Section 10 of **Attachment II Proposed Service Provider Agreement** describes the relationship of the Board and K12 as "parties" to the contract but not a division or part of each other's organization and that relationship between the Board and K12 was "developed and entered into through arms-length negotiations. It states:

     10. PARTIES' RELATIONSHIP. K12 is not a division or any part of the Board. The Board is a body corporate authorized under State law, governed independently by its Board and is not a division or a part of K12. The relationship between the Parties was developed and entered into through arms-length negotiations and is based solely on the terms of this Agreement. The Parties are independent contractors. Nothing herein will be construed to create a partnership or joint venture by or between the Board and K12. Neither Party will be the agent of another except to the extent otherwise specifically provided by this Agreement where K12 is authorized to take action on behalf of the Board and the School. The Board and its employees will in no case represent to third parties, and will whenever needed disclaim to such parties, any ability to bind K12 to any duty imposed by contract, other than this Agreement or as otherwise agreed in writing by K12.

As evidence of independent legal representation, the Board is represented by Trevor R. Ozawa as its legal counsel/attorney. Attorney Ozawa does not and has not represented K12 Virtual Schools LLC or any affiliate.

b. A satisfactory business plan that demonstrates the Service Provider will be able to provide the services in the management agreement. The business plan must explain how the

Service Provider will grow, scale, or adjust its operations to ensure quality service to the proposed school.

Leveraging over 20 years of experience with over 2 million students supported, and a scalable education services platform,K12 provides online and blended lifelong learning solutions for public and private schools, school districts, charter boards, employers, government agencies and consumers. K12 has delivered millions of courses over the past decade and serves learners in all 50 states and more than 100 countries. K12's history and depth of experience position it to provide robust supports in Academics, Operations, Compliance, Administration, and Technology that will ensure sustained quality services to Lima No'eau. While the School will have limited administrative offices, due to its virtual model, Lima No'eau will be able to flexibly grow without major infrastructure or modifications and is not limited in capacity as a brick and mortar charter school might be due to its physical facility requirements. As included its current Quarter 2 Fiscal Year 2022 report[11], K12 continues to demonstrate its solid growth and sustainability as a leader in the industry, including:

- Leading education services platform –
  - With scale, expertise and broad, long-term customer relationships
- Sustainable core business –
  - Secular shift toward online and blended education for lifelong learning
- Career Learning growth
  - Leveraging capabilities and assets addressing business needs
- Experienced, diverse leadership
  - Deep educational regulatory & policy expertise with commitment to ESG
- Financial track record
  - Consistent growth in revenue & profitability & strong balance sheet

Additionally, K12's Long-Term Career Learning Growth Drivers as detailed in its Quarter 2 Fiscal Year 2022 reports includes projected increases for Fiscal Year 2025 in Adult Learning Revenue, Career Prep Enrollments, and Career Prep Programs, among other growth factors.

K12 uses its academic expertise to help implement a practice-based educational framework that builds a comprehensive strategic plan, reinforces culture, utilizes data-driven instruction, establishes goals, measures progress, and holds staff and families accountable for success. Through over 20 years of experience, K12 has amassed the expertise necessary to provide guidance on meeting federal and state compliance requirements, including operational and legal commitments, and its long track record can be leveraged to help navigate policies related to school goals.

Comprehensive Support

K12 provides an ecosystem of services to support the schools with which it works:

- Content and Curriculum
- Academics
- Human Resources
- Teacher Training and Professional Development
- Computer and Equipment Fulfillment
- Enrollment
- Data and Security
- Special Education
- Technology Support
- Finance and Accounting Services

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[11] Stride. (2022, January 25). *Events and Presentations*. https://investors.stridelearning.com/events-and-presentations/default.aspx

- Financial security and backing to support start-up costs, deficit protection, and flexible payment options, if necessary.

K12 is continuously innovating to remain at the forefront of effective educational techniques to meet students' changing needs. It continues to expand upon its personalized learning model, improve the user experience of its products, and develop beneficial tools and partnerships to more effectively engage and serve students, teachers, and administrators.

School-Specific Support

K12 provides and assigns dedicated support both from a regional perspective and a national/corporate perspective to schools to assist in implementation of all programs and systems. Each of the school supports provided help to ensure successful implementation of administrative and business services and will be responsive to Lima No'eau's needs, ready to adjust to bring about targeted levels of student learning.

Regional Supports: Lima No'eau will have a dedicated regional support team that will help the School staff implement its academic program and business services.

National/Corporate Team Supports: the following list represents and describes the national supports from K12 that are additionally available to support the School in implementing its academic program and business services.

- **K12 Related Services Team**: The K12 Related Services team will provide support to the School upon request by locating therapists, tracking service delivery, provider contract management, therapist credential tracking, invoice verification and development of effective processes surrounding the provision of related services to eligible students. The main goal of the K12 Related Services team is to ensure that students are receiving their therapy services as assigned and that the School is compliant in the provision of these services.
- **K12 Operations Team**: The K12 Operations team will provide supports and services for the School to establish clear procedures and ensure that systems are set up.
- **K12 Academic Services:** The K12 Academic Services team helps to provide support and resources to the School's academic programs to ensure sustainable academic plans are in place at the School.
- **K12 Teach 360 Team:** The K12 Teach 360 team is dedicated to providing supports and training for teachers and ensuring teachers have the dedicated support they need.
- **K12 Product Management:** The K12 Product Management team helps in ensuring that staff are trained and have the dedicated support necessary to implement new products and courses.
- **K12 Customer Support team:** The K12 Customer Support team provides 24/7 support to families and students for a variety of issues categorized into customer care and technical support.

Furthermore, and as previously discussed, a Contingency Plan will be developed in collaboration with the Board and K12 for risks and opportunities of the School.

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

The Board will annually review K12's performance of its obligations under this Agreement against those sections of the Performance Frameworks (as set forth in Exhibit A of the Charter) that are

applicable to such performance. Promptly after completion of each such review, the Board shall share the results of its review with K12, including providing K12 with sufficient information by which K12 can determine that the Board reached its conclusions. The Board and K12 will discuss the Board's review in a constructive and collaborative fashion with a goal of improving the results in a subsequent review. Within sixty days of such discussions, K12 will provide the Board with written feedback on the Board's review regarding how K12 and the Board can contribute to improving the results of the next review. (see Attachment II Proposed Service Provider Agreement Section 3.6)

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

    All property purchased with public funds shall remain the property of the state, with the exception of leased items, which will be the property of the lessor.

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.

DUE TO THE PAGE LIMITATIONS OF THE APPLICATION, THE RESPONSES IN THIS SECTION WILL, FOR THE MOST PART, REFER BACK TO THE APPROPRIATE RESPONSES TO QUESTIONS IN THE APPLICATION FOR THE INFORMATION REQUESTED BELOW.

Finance and Governance

    1. What are the costs associated with your proposed virtual/blended school and its various components?

    The information requested is found in **START-UP & OPERATING BUDGETS** – 5 year budget **Attachment Y**

    2. How will these costs change over the life of the proposed contract?

    The information requested is found in **START-UP & OPERATING BUDGETS** – 5 year budget **Attachment Y**

    3. How are these costs affected by different student characteristics and contextual factors?

    As Key Budget assumptions might change, i.e. grade band mix, special education populations, Career Prep – the budget will be adjusted accordingly.

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

    The Hawaii State Public Charter School Commission was emailed on 1.23.22 with the following question: *Previous guidance has been to use the per-pupil annual funding amount of $7800 for budgeting purposes for all five years of the budget. Addendum 1. Finance and Governance Question 4 (What are the implications for weights and adjustments in the accountability or funding system due to*

your proposed virtual/blended school?) suggests that there could be variables in funding for virtual schools. Could you please clarify if we should only use the $7800 per-pupil annual funding amount for a proposed virtual school or if there are other variables. The following response was provided by the Commission on 1.24.22: *No variables; utilize the per pupil amount provided.*

5. 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.

The information requested is found in **START-UP & OPERATING BUDGETS** – 5 year budget **Attachment Y**

6. 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.

Lima No'eau will be a virtual charter school enrolling students from throughout the state of Hawaii. The School will enroll students in grades K-10 in year one and add one grade level per year until it serves grades K-12. Based on Hawaii State Public Charter School Commission, Hawaii Department of Education, and National Alliance for Public Charter Schools data as well as the experience of the proposed ESP, it is expected that Lima No'eau's student population will be approximately 50% eligible for Free and Reduced Lunch; 10.5% Special Education students; 44% Asian/Pacific Islander; 15% Hispanic; 10% English Learner: 26% White; and the remaining 15% Black, Native American/Alaskan Native and other races.

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

Lima No'eau will be a statewide virtual school and will serve all communities in Hawaii. Please see **Operations Capacity** response to **Question 1**, and **Financial Management & Oversight** response to **Questions 1, 2, 3, and 4** for detailed descriptions of the School's staffing that will be sufficient to address all of the requirements of reporting and oversight.

8. If you are creating your own curriculum skip to **Instructional Program Quality**.

This question is not applicable because the Governing Board will purchase curriculum for Lima No'eau.

9. If purchasing the curriculum:
   a. explain why you are purchasing the curriculum and identify the company you are purchasing the curriculum from,

Please see **CURRICULUM AND INSTRUCTIONAL DESIGN** responses to **Questions** (1) - (4).

   b. explain how it aligns to your proposed school's mission and vision,

Please see **CURRICULUM AND INSTRUCTIONAL DESIGN** responses to **Questions** (1) – (3).

   c. state the cost as well as the specific services the company will provide, and

Please see **START-UP & OPERATING BUDGETS Questions (1) - (2)** and **Attachment II Proposed Service Provider Agreement Exhibit A Educational Products and Services**.

   d. provide a copy of your proposed agreement with this company.

Please see **Attachment II Proposed Service Provider Agreement**.

10. 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?

Please see the response to **START-UP & OPERATING BUDGETS Questions (1) - (2)** and **Attachment II Proposed Service Provider Agreement**.

11. Have you had prior experience using the curriculum and the provider? Explain.

Please see the response to **Third Party Service Providers Question 1**.

12. What were the academic results for students as measured by a state assessment using this curriculum in other schools or districts?

Please see the response to **Third Party Service Providers Question 1** and **Attachment FF**.

Instructional Program Quality

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

Please see the responses to **CURRICULUM AND INSTRUCTIONAL DESIGN Questions** (1) - (4).

2. 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?

Please see the response to **PERFORMANCE MANAGEMENT Question 3.**

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

The School will attempt to ensure student participation in state required assessments through a variety of mechanisms. As part of the enrollment process, the School will make clear to parents and students that state required assessment participation is required as part of enrollment in the School. Parents will also be asked to sign an enrollment acceptance form acknowledging that enrollment includes participation in state testing. Second, a testing schedule, including state required assessments, will be made available to parents and students as part of the School calendar, which will be available on the School's website as well as in the Parent/Student Handbook. The Handbook will also include a section on state standardized assessments and student participation in them. Finally, prior to the scheduled state required assessment dates, teachers will be in contact with parents and students about upcoming assessments, their required participation, and information on where students will take the assessments.

Lima No'eau teachers and administrators will administer, and proctor state required assessments at facilities with classroom style settings (e.g., local libraries, local schools, public meeting rooms, and other such locations with proper accommodations for special needs students when appropriate) within reasonable driving distance of students' homes, maximizing student accessibility to test sites as permitted by state law and regulations and/or pursuant to the charter contract. For online tests, the School will secure the use of computer labs at sites such as community colleges or will bring mobile computer labs with Wi-Fi hotspots to regional testing location(s). These mobile labs will consist of laptops designated for testing purposes set up and secured to meet testing security guidelines. The site locations will depend on the number of students who are subject to testing and where they live. Parents will be responsible for getting students to and from testing sites and they will have ample advance notice of when/where state tests will be administered. Students will not be permitted to take the state required tests in their homes. The School will ensure transportation options (Uber, taxi, voucher reimbursement, ride share arrangements, etc.) based on individual situations. The School Director will review available resources and work with families to provide transportation if needed to ensure that transportation is not a barrier to equal access for all students. Arrangements for transporting students with special needs will be made on an as-needed basis pursuant to the students' Individualized Education Plans (IEPs) and in accordance with all applicable state and federal laws.

Lima No'eau will follow the guidelines established by the Hawaii Department of Education for proper test administration and security. Testing site coordinators, proctors, and other staff involved in test administration will receive training in proper test handling procedures so that testing security is not compromised. The School will ensure that all appropriate staff have knowledge of ethical testing

practices and procedures and understand how to secure, administer, and handle the state required tests while in their possession.

4. How will the curriculum help your students meet the Hawaii DOE Subject 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.

Please see the responses to **CURRICULUM AND INSTRUCTIONAL DESIGN Question 3** and **PUPIL PERFORMANCE STANDARDS Questions (1) – (3)** as well as **Attachment C Curriculum Overview** which state and demonstrate the alignment of the proposed curriculum to the Hawaii DOE Subject Standards. Student outcome data is provided in the responses to **THIRD PARTY SERVICE PROVIDERS Questions 1 (a) – (c) and (e)** and **Attachment FF.**

Below are links to Stride K-8 and High School curriculum sample lessons. The K-8 lessons are from English Language Arts, Math, History, Social Studies, and Science courses. The high school lessons are from Stride Career Prep Computer Literacy, Healthcare Explorations, and Entrepreneurship 1 courses as well as English, Algebra 1, and Chemistry courses. We can also provide demonstration accounts for complete Stride Career Prep courses upon request.

K-8 sample courses
https://www.k12.com/online-public-schools/k-8-program-courses/sample-lessons.html
HS sample courses
https://www.k12.com/online-public-schools/high-school-program-courses/sample-lessons.html

5. 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?

Please see the responses to **Third Party Service Providers Questions 1 (a) – (c)** concerning the quality of the K12 curriculum including the fact that the HIDOE has thoroughly vetted the K12 curriculum compared to curriculum available from other providers. K12 was selected by HIDOE as the online curriculum provider for the HIDOE distance learning program they provide to qualified complex areas and their public schools.

6. 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?

Please see the response to **PERFORMANCE MANAGEMENT Question 3.** In addition, the state required assessments will be administered in all required subjects in applicable grades on the schedule established by the Hawaii Department of Education. Student performance will be shared with each student and his/her parents/guardians annually. State assessments measure student learning and mastery of grade level or content standards for that academic year. Where possible, the School will ask for access to prior results on the state's assessments and other standardized assessments to help develop a baseline for performance measurements.

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

Please see the response to **Pupil Performance Standards Question 4**.

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

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

Please see the responses to **Staffing Plans, Hiring, Management and Evaluation Question 1**, **Staff Structure Question 2**, and **Educational Program Capacity Question 3**.

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

Please see the response to **Professional Development Question 2**.

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

Please see the response to **Staffing Plans, Hiring, Management and Evaluation Question 4.**

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

Please see the response to **Staffing Plans, Hiring, Management, and Evaluation Question 5** and **Attachment W**.

5. 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.

Please see the response to **Staffing Plans, Hiring, Management, and Evaluation Question 5** and **Attachment W**.

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

Please see the responses to **Staffing Plans, Hiring, Management and Evaluation Question 1** and **Staff Structure Question 2**.

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

Please see the response to **Professional Development Question 1**.

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

Please see the responses to Professional Culture and Staffing-Professional Development Questions 1-5.

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

1. 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.

The information requested is in the **SPECIAL POPULATIONS AND AT-RISK STUDENTS** and will provide further details for implementation of Section 504 and Special Education Individualized Educational Plans.

2. How will IEPs and 504 reviews be held?

The information requested is in the **SPECIAL POPULATIONS AND AT-RISK STUDENTS** and will provide further details on how IEPs and 504 reviews will be held.