



‘Aha Kula Ho‘āmana¹

Hawai‘i State Public
Charter School Commission

Strategic Plan

(Adopted on January 23, 2025)

VISION²

To empower our communities to create public schools of excellence.

MISSION³

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

¹ **‘Aha** means “commission.” **‘Aha** also refers to courage. **Kula** is the Hawaiian way of saying “school.” **Kula** also means “uplands.” We are trying to take education in Hawaii to a higher level. **Ho‘āmana**--the literal translation means “to authorize.” The other meaning is to “empower.” It is our intent to empower our communities to create schools of excellence. --Dr. Peter Hanohano

² A statement portraying an organization in its ideal form, illustrating an organization at its best and the greater good it serves.

³ A statement of an organization’s purpose. It describes what the organization does and for whom, to realize its vision.

‘Aha Kula Ho‘āmana: Hawai‘i State Public Charter School Commission

Logo Design by Haunani K.M. Bush



No Nā Haumāna

Our logo tells the story, the **mo‘olelo** of hopes, dreams, who we the Commission are, and our sense of place in the islands.

In 1840 Kauikeaouli, Kamehameha III, established in Hawai‘i, the oldest public education system west of the Mississippi and the only one established by a sovereign monarch.

To explain some of the images found within our logo we start with the sun at the top of the circle. **Ua ao Hawai‘i ke ‘ōlino nei mālamalama** (‘Ōlelo No‘eau #2773). Hawai‘i is enlightened for the brightness of day is here. Hawai‘i is in an era of education.

The **pueo**, or owl, in Hawai‘i is a beloved **‘aumakua** for many families. It is also an internationally recognized symbol for education and wisdom. On the chest of the **pueo** are eight markings that represent our islands. The wings spread across the islands represented by the **pali** in the background establishing our place in the Pacific, the islands united by education. The **pueo** is poised and watches over the book of wisdom, our Charter Schools, who educate our students allowing them to voyage into the future, lifelong learners and explorers of knowledge, following in the wake of Polynesian ancestors who made their own voyages of discovery.

While the **pali** represent our islands being united through education, they hold multiple meaning. It is the first site the voyager sees rising up from the ocean. There is always a sense of pride and awe at the breathtaking beauty they possess. They rise like ancient guardians who anchor us to this place and at the same time they serve as a reminder of the motto of Queen Kapi'olani, **Kūlia i ka nu'u** ('Ōlelo No'eau #203), *strive to reach the highest*.

The **wa'a**, canoe, representing the students, sail from out of the pages of the book of wisdom—each on their own individual journeys, some taking them far beyond the shore on an ocean that connects us to the world. They sail in different directions emphasizing **'A'ohe pau ka 'ike i ka hālau ho'okahi** ('Ōlelo No'eau #203), not all knowledge is taught in the same school, which characterizes the individualism and innovation of our Charter Schools.

The **kapa** design that bridges the center of the circle represents the islands and the generations that live here—our past, present, and future—our communities which benefit and nourish our children with shared wisdom and knowledge.

The **kalo** represents our **keiki** and remind us of how we are all connected through the 'āina to Hāloa, traditionally our first ancestor and his older brother the kalo that nourishes and sustains the people.

Beneath the **kalo** are renderings to represent the currents, the big currents and the little currents, **'ike i ke au nui me ke au ike** ('Ōlelo No'eau #1209), knows the big currents and the little currents, meaning one is well versed. In deciding what to put here there was some thought and some direction based on a couple different uses of the big and little currents. With respect to teaching, **E kuhikuhi pono i nā au iki a me nā au nui o ka 'ike** ('Ōlelo No'eau #325), an admonition to instruct well in the little and large currents of knowledge, the small details are as important as the large ones. This applied to our schools as well as our work at the Commission. There is an **ōlelo no'eau** that touches on learning the big and little current, learning the details, **he alo a he alo, face to face**. Lastly, the phrase **aia no i ke kō a ke au** ('Ōlelo No'eau #69), whichever way the current goes, time will tell.

The ornamentation along the edges of the circle are simple, but they are reminders of the lashings on our canoe. **"Pilina,"** which is similar to **Pili**, means to bind. **Pilina** is association, relationship, and connection. The lashing of a canoe, **"aho hoo wa'a,"** is a complex process, and a sacred process. It is both an art and a science in that it needs to be strong enough to withstand thousands of pounds of torque from rough smashing waves in open ocean, tight so there is no give, but allow some flexibility without too much wobble. And yet, it can be beautiful in its connections and geometric configurations. We are tied together for our journey, the Commission and the Charter Schools, as we voyage into the future sharing innovative education with the State and possibly beyond.

Pono is embedded into the design, a balance between light and dark, a balance of the elements, straddling between western thought and traditional beliefs creating a bridge between near and far, what is past, present, and future.

The last item, the words printed at the bottom of the circle, students are at the heart of everything we do. We exist in a circle of unity with the goal of our **keiki** receiving an education so they can travel, adventure, explore into the future, and thrive not just here in the islands but in the wide world beyond. **No nā haumāna**.

VALUES⁴

The Commission adopts the following values that helps describe the Commission’s beliefs and ethos when authorizing, assessing, and acclaiming high-quality charter schools of excellence within the portfolio. It is our belief that when we are tied to our schools (pili) both in accountability and uprightness (pono), our work results in the blossoming of our schools and students (mohala).

<i>Pili</i>	<i>Pono</i>	<i>Mohala</i>
We are tied to our schools	We do this work for accountability and uprightness at all times	We believe that our work results in the blossoming of our schools
<i>Pili ‘ohā, he kāmau mai mawaho.*</i>	<i>He ‘ike ‘ana ia i ka pono.*</i>	<i>Mohala i ka wai ka maka o ka pua.*</i>
<i>A taro off-shoot relationship added to the outside of the corm.</i>	<i>It is a recognizing of the right thing.</i>	<i>Unfolded by the water are the faces of the flowers.</i>
One who was not a relative, yet is a member of the household.	One has seen the right thing to do and has done it.	Flowers thrive where there is water, as thriving people are found where living conditions are good.
#2652	#620	#2178

*Pukui, Mary Kawena. *‘Ōlelo No‘eau, Hawaiian Proverbs and Poetical Sayings*. Bishop Museum Press. Honolulu, Hawai‘i. 1983

ALOHA SPIRIT (Hawai‘i Revised Statute § 5-7.5)

At the foundation of our adopted values is the **Aloha Spirit**. As the Commission is a Hawai‘i state agency, we understand our responsibility, obligation, and service to the people of Hawai‘i and believe that our Commission values (pili, pono, mohala) provide intent and purpose to the Aloha Spirit: **Akahai** (kindness with tenderness), **Lōkahi** (unity with harmony), **‘Olu‘olu** (agreeable with pleasantness), **Ha‘aha‘a** (humility with modesty), and **Ahonui** (patience with perseverance).

⁴ Beliefs which provide a foundation of an organization’s ethos or expressions of the ethos.

GOALS⁵

The Commission's four goals for implementing its Strategic Plan embodies a continuous and sustained improvement process, within each goal and among all four goals, moving it to higher and greater efficacy.

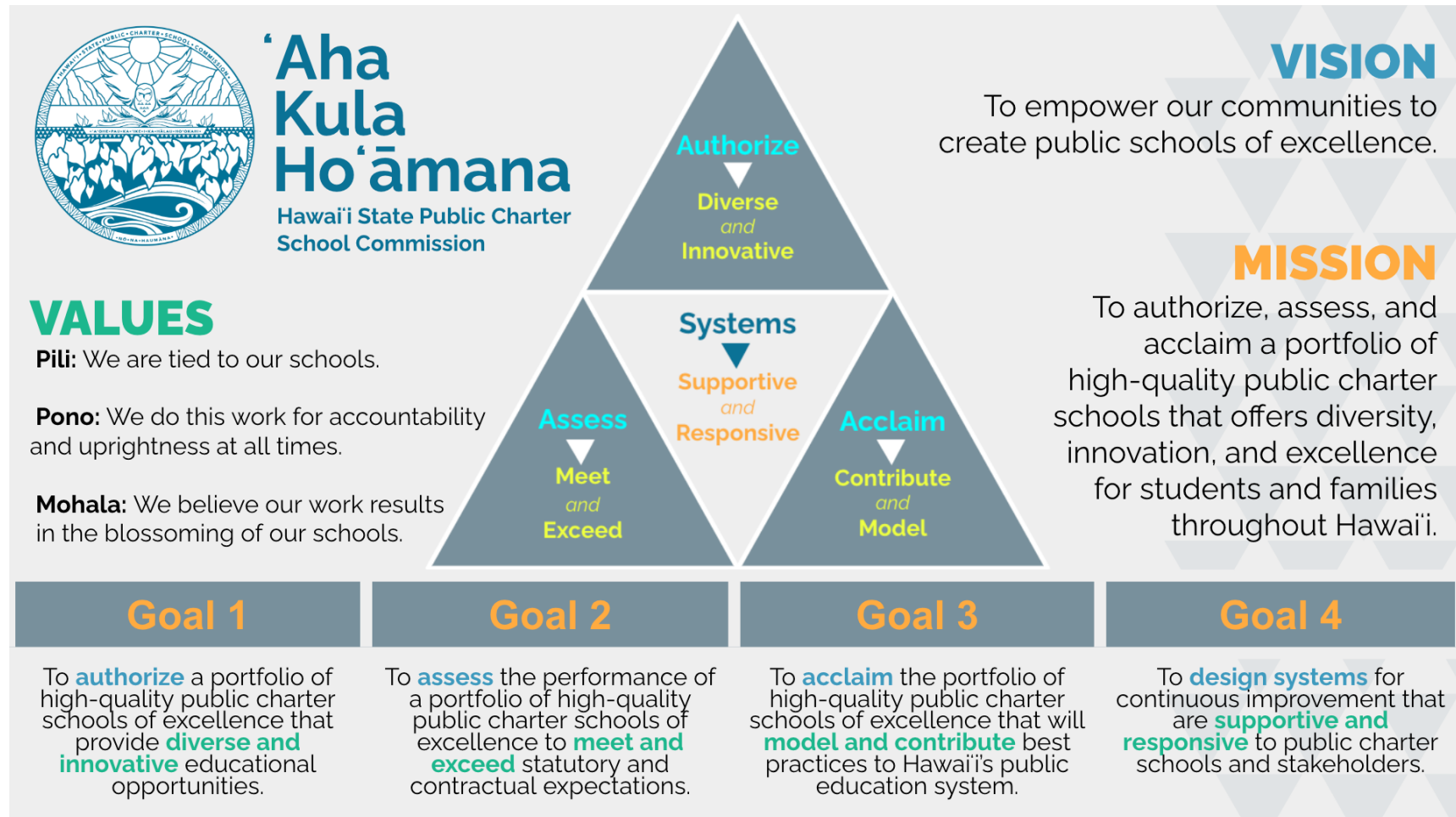
We believe that each of the goals are broad enough to encompass the statutory functions of the Commission, providing guidance and direction to fulfill its vision and mission. Goals 1 – 3 reflect the Commission's mandate through Hawai'i Revised Statute §302D and BOE Policy E-700 to authorize and provide high-quality public education for the students and communities they serve and contribute to public education in Hawai'i. Goal 4 provides the systems and structures to support Goals 1 – 3 for continuous and sustained improvement to better meet the needs of the charter schools and students (see diagram on p. 5).

Goal 1	Goal 2	Goal 3	Goal 4
To authorize a portfolio of high-quality public charter schools of excellence that provide diverse and innovative educational opportunities.	To assess the performance of a portfolio of high-quality charter schools of excellence to meet and exceed statutory and contractual expectations.	To acclaim the portfolio of high-quality public charter schools of excellence that will model and contribute best practices to Hawai'i's public education system.	To design systems for continuous improvement that are supportive and responsive to public charter schools and stakeholders.
<i>Diverse and Innovative</i>	<i>Meet and Exceed</i>	<i>Model and Contribute</i>	<i>Supportive and Responsive</i>

⁵ An ambitious, usually aspirational, outcome of the organization's pursuit of its vision and mission. Goals represent the ultimate desired state of the organization in relation to its clients and may not be restricted by time. Goals are student focused, but also include an operational goal or two.

COHESION of VISION, MISSION, VALUES, and GOALS

The Commission is committed to connect and articulate how the values ground us in our work to fulfill the vision and mission through the four goals. The diagram below provides a framework of how each of the goals are supported through a systems design approach for continuous and sustained improvement. The order of the goals does not denote an order of importance. Rather, we believe each goal is essential to the work of the Commission and when fulfilled, allows our portfolio of charter schools to thrive.



ENABLING ACTIVITIES⁶ and INTERIM MEASURES of PROGRESS⁷

The Commission intends to implement these enabling activities to achieve its goals. To deploy the enabling activities, the Commission has set the following interim measures of progress as benchmark indicators to meet its goals.

Goal 1 – To authorize a portfolio of high-quality public charter schools of excellence that provide diverse and innovative educational opportunities.

Outcome:		Strategy:		
By the end of three years, the Commission will authorize and oversee a portfolio of high-quality public charter schools, promoting diversity, innovation, and excellence.		If we clearly define what it means to be a “high-quality” school and what “excellence,” “diverse,” and “innovative” schools look like, then we will have shared understanding from the Commission, charter schools within the portfolio, potential charter applicants, and all other stakeholders.		
Desired Outcome	Enabling Activities	Timeline (School Year)	Accountability Leads	Interim Measures of Progress
Terms and definitions are clear and consistent, and applied to all aspects of the charter contract, specifically in the Performance Frameworks (Academic, Financial, Organizational).	1. The Commission clearly identifies characteristics of what “high-quality” and “excellence” means.	2025 - 2026	Enabling Activities 1-2	<ul style="list-style-type: none"> BOE Annual Report Charter school surveys CNA: Comprehensive Needs Assessment Alignment (Title Schools) CAP: Comprehensive Academic Plan (Title Schools) Two site visits/year (Frameworks) NIEER Annual Report (Early Learning)
	2. The Commission will update and identify characteristics of what “diverse and innovative” educational opportunities means.	2025 - 2026	<ul style="list-style-type: none"> Executive Director Executive Team <ul style="list-style-type: none"> Exec. Dir. Deputy Dir. Fin/Admin Dir. Dir. of Ops Program Leads <ul style="list-style-type: none"> Comms/Services Early Learning Federal Program Fiscal & Admin Frameworks Operations 	
	3. The Commission will update and align all relevant documents for clarity and consistency. <ul style="list-style-type: none"> a. Charter Contract <ul style="list-style-type: none"> i. Academic Framework ii. Financial Framework iii. Organizational Framework b. Applications 	2025 - 2026	Enabling Activity 3 <ul style="list-style-type: none"> Executive Director Executive Team Frameworks Applications 	

⁶ Describes what an organization will do to move closer to achieving a goal. Enabling activities tell how an organization gets from “here” (the current state), to “there” (the ideal state as represented by the organization’s vision).

⁷ An incremental step in implementing a strategy, usually a year in duration. An interim measure of progress is typically non-quantitative and descriptive.

Goal 2 – To **assess the performance of a portfolio of high-quality public charter schools of excellence to **meet and exceed** statutory and contractual expectations.**

Outcome:		Strategy:		
By the end of three years, the Commission will authorize and assess a portfolio of high-quality public charter schools, monitoring statutory and contractual requirements.		If we create an efficient and accurate data collection and evaluation system to monitor and assess each charter school and how they meet and exceed statutory and contractual expectations, then the Commission will be able to make informed and comprehensive evaluations and decisions of public charter school performance.		
Desired Outcome	Enabling Activities	Timeline (School Year)	Accountability Leads	Interim Measures of Progress
The Commission will make decisions that are data-informed to promote clarity and consistency, especially when making renewal, non-renewal, or revocation decisions.	<ol style="list-style-type: none"> 1. The Commission designs a data dashboard system to collect and display key data points as it pertains to the contract frameworks. 2. The Commission designs a data-informed decision-making framework to guide how charter schools are renewed, non-renewed, or revoked. 3. The Commission shares the data-informed decision-making framework to all stakeholders. 	<p>2025 - 2026</p> <p>2025 - 2026</p> <p>2025 - 2026</p>	<ul style="list-style-type: none"> Executive Director Executive Team Data Analyst Frameworks Team Fiscal Programs Communications 	<ul style="list-style-type: none"> BOE Annual Report Data inventory Contract alignment to statute Align risk assessment dashboard (Federal Programs) Kuleana Portal monitoring (Frameworks) Early Learning data (CLASS, ECERS, TSG)

Goal 3 – To **acclaim the portfolio of high-quality public charter schools of excellence that will **model and contribute** best practices to Hawai‘i’s public education system and beyond.**

Outcome:		Strategy:		
By the end of three years, the Commission will have multiple platforms to widely share out the diverse, innovative, and high-quality model schools and become a model authorizer.		If we effectively implement Goals 1 and 2, then we will be able to identify high quality schools, models, and practices to share with various stakeholders and contribute to Hawai‘i’s public education system, and beyond.		
Desired Outcome	Enabling Activities	Timeline (School Year)	Accountability Leads	Interim Measures of Progress
The Commission will elevate charter school practices that are in line with NACSA’s* principles and standards for high-quality authorizers.	1. The Commission will identify how Hawai‘i public charter schools contribute to the public education system through the annual report.	2025 - 2026	<ul style="list-style-type: none"> Executive Director Executive Team Data Analyst 	<ul style="list-style-type: none"> BOE Annual Report Website redesign Ka ‘Elele monthly newsletter entries by commission staff Conference presentations (national & international)
	2. The Commission will design a communications system that provides opportunities to share out and inform charter stakeholders.	2025 - 2026	<ul style="list-style-type: none"> Communications 	<ul style="list-style-type: none"> Hawai‘i charter school annual conference Charter leader quarterly virtual meetings
	3. The Commission will seek opportunities to present at various conferences to elevate the portfolio of high-quality, diverse, and innovative public schools of excellence.	2025 - 2030	<ul style="list-style-type: none"> Executive Director Executive Team Frameworks Team Federal Programs Early Learning 	<ul style="list-style-type: none"> Commission annual spring training Monthly commission team highlights

*NACSA (National Association of Charter School Authorizers) [Principles & Standards for Quality Charter School Authorizing](#) is designed to help authorizers set high expectations for the schools within their portfolio.

Goal 4 – To *design systems* for continuous improvement that are *supportive and responsive* to public charter schools and stakeholders.

Outcome:		Strategy:		
By the end of three years, the Commission will have systems designed for continuous and sustained improvement practices to strengthen the effectiveness of the Commission to better authorize and implement all goal areas.		If we design systems for continuous improvement to support Goals 1-3, then the Commission will be efficient and better able to respond and serve all charter school stakeholders (e.g. applicants, current charter schools, public community, Board of Education, and legislators).		
Desired Outcome	Enabling Activities	Timeline (School Year)	Accountability Leads	Interim Measures of Progress
The Commission will develop systems to improve efficiency and impact for all goal areas to provide clarity and consistency as it pertains to statute and contract language.	1. The Commission designs a stakeholder engagement protocol that implements evidence-based practices to promote and strengthen engagement and feedback processes.	2025 - 2026	<ul style="list-style-type: none"> Executive Director Executive Team 	<ul style="list-style-type: none"> BOE Annual Report Website redesign Executive Director Reports Ka 'Elele monthly newsletter entries by commission staff Stakeholder engagement process shared to stakeholders CNA: Comprehensive Needs Assessment Alignment (Title Schools) CAP: Comprehensive Academic Plan (Title Schools) Contract alignment to statute
	2. The Commission redesigns the complaint process so that steps are clear for all stakeholders.	2025-2026	<ul style="list-style-type: none"> Deputy Director 	
	3. The Commission will create an updated organizational chart to define roles and responsibilities.	2025-2026	<ul style="list-style-type: none"> Executive Director Director of Operations 	
	4. The Commission creates a crosswalk system to regularly review documents so that statutory language and expectations are clear and consistent.	2025-2026	<ul style="list-style-type: none"> Frameworks Team Executive Team 	
	5. The Commission will engage in a process to identify the SEA (State Educational Agency) v the LEA (Local Educational Agency) to clarify roles and responsibilities.	2025 - 2026	<ul style="list-style-type: none"> Executive Director Executive Team 	