

**FIRST AMENDMENT TO THE ALAKA'I O KAUA'I PUBLIC CHARTER SCHOOL MARCH 06, 2017 2.0  
CHARTER CONTRACT**

**I. Background**

This Amendment to the Charter Contract commencing on March 06, 2017 and ending on June 30, 2023, (the "First Amendment"), is by and between the State Public Charter School Commission previously located at 1111 Bishop Street, Suite 516, Honolulu, Hawaii, 96813 (the "Commission"), and ALAKA'I O KAUA'I PUBLIC CHARTER SCHOOL, (the "School"), whose mailing address is 5650 Kaehulua Road, Kapaa, HI, 96746, (the "School" or "Alaka'i"), (collectively the "Parties").

**WHEREAS**, the Parties entered into a 2.0 Charter Contract commencing on March 06, 2017 (the "Charter Contract") for the purposes of authorizing Alaka'i O Kaua'i as a public charter school in the state of Hawaii;

**WHEREAS**, the School transitioned from its pre-opening two (2) year start-up contract to an operational five-year contract in School Year 2018-2019; and

**WHEREAS**, all new charter schools received five year contracts, the School's contract is effective from July 01, 2018 through June 30, 2023 (the "Charter Contract"); and

**WHEREAS**, Exhibit "A" was still in development at the start of the School's five (5) year contract; and

**WHEREAS**, the Commission on November 19, 2018 approved the Exhibit "A", Educational Program, the Academic Performance Framework targets, and a Value Added Measure (VAM), as part of the APF to be effective starting July 01, 2017; and

**WHEREAS**, the Commission has relocated from its former address, at 1111 Bishop Street, Suite 516, Honolulu, Hawaii, 96813, to its current address at 1140 Bishop Street, Suite 1100, Honolulu, Hawaii, 96813; and

**WHEREAS**, effective July 01, 2017, the parties agree to amend the Charter Contract and to the following terms and conditions set forth in this First Amendment, it is hereby understood and agreed as follows, in replacement of the corresponding portion of each section or exhibit referenced below:

## II. Amendments

### Address Changes:

All reference in the July 01, 2017 Charter Contract, including the preamble and in any exhibits thereto of the principal place of business and mailing address for the State Public Charter School Commission shall be amended in their entirety and replaced with "1164 Bishop Street, Suite 1100, Honolulu, Hawaii, 96813."

### Terms:

The following amendments are agreed to by the parties and added to the Amended July 01, 2017 Charter Contract, in replacement of the corresponding portion of each section or exhibit referenced below:

**Exhibit "A" Educational Program Section:** All of the information describing the unique characteristics of the school's educational program and the key elements of its model and other basic information about the school are as follows:

## EXHIBIT A

### EDUCATIONAL PROGRAM

SCHOOL INFORMATION		
<b>School Name:</b>	Alaka'i O Kaua'i Charter School	
<b>Shortened School Name:</b>	Alaka'i O Kaua'i	
<b>Grades Served in School Year:</b>	2018-2019: K-5 2019-2020: K-6 2020-2021: K-6 2021-2022: K-6 2022-2023: K-6	
<b>Grade Levels that Comprise Each Division:</b>	Alaka'i is an elementary school with grades K-5 in SY 2018-19 and grades K-6 beginning with SY 2019-2020	
<b>Mission and Vision:</b>	Our mission as a project-based K-6 school is to provide a progressive, innovative curriculum that prepares students for a successful future. We are committed to interdisciplinary instruction with equal emphasis on teaching to the whole child. Our students will learn and perpetuate the cultural traditions and values of Hawai'i while acquiring and demonstrating 21st Century skills that are needed to lead productive lives and contribute meaningfully to society.	

	Alaka'i O Kaua'i charter School will provide a comprehensive education through a project-based community of learning that meets the individual needs and potential of every student.	
<b>Essential Term #1:</b>	<p><b>Integrated Learning Block: Project-Based Learning</b></p> <p>PBL is the ongoing act of learning about different subjects simultaneously. During Project-Based Learning experiences, curricular areas and tools such as science, arts, social sciences, literacy, mathematics engineering and technology are integrated for instruction, research and product development. This is achieved by guiding student to identify, through research, a real-world problem (local to global) developing its solution, using evidence to support the claim, and presenting the solution through a multimedia approach based in a set of 21st-century tools.</p> <p>Children show what they learn as they journey through the unit, interact with its lesson, collaborate with each other, and assess themselves and each other. They don't just take a test or produce a product at the end to demonstrate deeper thinking.</p> <p>The components of a PBL unit include:</p> <ul style="list-style-type: none"> <li>● Key Knowledge and Understanding — the learning goals that are the central focus of a project</li> <li>● Success Skills—also known as 21st century skills, including critical thinking, collaboration, problem-solving, making presentations</li> <li>● Challenging Problem or Question—a learner friendly, open-ended question to focus the project</li> <li>● Sustained Inquiry—investigation of a topic in depth over several occasions that involves questioning, finding and evaluating sources of information, posing new questions, and applying what has been learned to the solution of a problem or creation of a product</li> <li>● Public Product—for motivational reasons and to make learning visible and discussible students make their work public in a project, in addition to a formal presentation to an audience could include an online posting, wall display, or providing a product or service that is actually used by people in the real world.</li> </ul>	

	<ul style="list-style-type: none"> <li>● Need to Know—a learner generated list not only of reasons why the project is important but also what they know/need to know about the topic to successfully address it and respond to the challenging question or problem</li> <li>● Authenticity—how real the project is and why it is important for the learners</li> <li>● Reflection—conducted throughout the unit as facilitators and learners reflect what they are learning, how they are learning and what they have accomplished in their project.</li> </ul>	
<b>Essential Term #2:</b>	<p style="text-align: center;"><b>Literacy Block</b></p> <p>During the literacy block we use a structure called The Daily 5. At the beginning, this structure is put into place helping teach learners to be independent on literacy tasks. Once children are taught the behaviors of the tasks and build their stamina for independence, facilitators are able to work with individuals and small groups. We also use CAFE, which is a visual aid for organizing the reading strategies children will be learning to read books at their own level.</p> <p>Once children are taught to build their stamina they will be engaged each day in these research-based meaningful tasks:</p> <ul style="list-style-type: none"> <li>● Read to self</li> <li>● Work on writing</li> <li>● Word Work</li> <li>● Listen to reading</li> <li>● Read to Someone</li> </ul> <p>While students are engaged in their literacy choices, facilitators are teaching small groups and individuals, so everyone can get the just-in-time instruction they need to reach their full literacy potential.</p> <p>CAFE is the organization of the reading strategies taught during the Daily 5 time. CAFE is the acronym for the four major components of reading:</p>	



	<ul style="list-style-type: none"> <li>● C for Comprehension</li> <li>● A for Accuracy</li> <li>● F for Fluency</li> <li>● E for Expanding Vocabulary</li> </ul> <p>Children will learn reading strategies within each category. These strategies will become tools they learn and apply to help them become better readers and writers. Facilitators keep parents and guardians informed through weekly newsletters of the new strategies that are introduced to the whole class. Parents are updated about their child's individual strategies through phone calls, emails, parent pipeline and other communication tools.</p> <p>Classrooms are rich with print from which learners select reading material. Leveled books, books related to topics selected for Individual Learning Plans (ILPs), and magazines aimed at children's interests are available as well as ebooks, adaptive programs such as Velocity or technology based programs such as ABC Mouse, Study Dog Reading, Mr. Nussbaum and others.</p> <p>Key instructional resources include <u>Words Their Way</u>, <u>Lucy Calkins Writing Project</u>, and <u>Fountas and Pinnell Leveled Reading Literature</u>.</p>	
<b>Essential Term #3:</b>	<p style="text-align: center;"><b>Math Block</b></p> <p>Students select from three choices, working independently toward personalized goals, while the teacher meets individual needs through whole-group and small-group instruction, as well as one-on-one conferring.</p> <p>Students select from these three choices:</p> <ul style="list-style-type: none"> <li>● Math by Myself</li> <li>● Math Writing</li> <li>● Math with Someone</li> </ul> <p>Math Daily 3 classrooms produce productive, highly engaged students who are developing a true love of mathematics.</p> <p>There are two main benefits of using Math Daily 3: students develop independence, stamina, and accountability,; and teachers are able to meet differentiated needs, helping to ensure that all students meet standard.</p>	

	<p><u>Georgia Math</u> is a research-based and field-tested curriculum, closely aligned with Common Core Mathematics, that focuses on developing children's understandings and skills in ways that produce life-long mathematical power. The Georgia Mathematics Curriculum focuses on actively engaging the students in the development of mathematical understanding by using manipulatives and a variety of representations, working independently and cooperatively to solve problems, estimating and computing efficiently, and conducting investigations and recording findings. There is a shift towards applying mathematical concepts and skills in the context of authentic problems and for the student to understand concepts rather than merely follow a sequence of procedures. In mathematics classrooms, students will learn to think critically in a mathematical way with an understanding that there are many different ways to a solution and sometimes more than one right answer in applied mathematics. Mathematics is the economy of information. The central idea of all mathematics is to discover how knowing some things well, via reasoning, permit students to know much else—without having to commit the information to memory as a separate fact. It is the connections, the reasoned, logical connections that make mathematics manageable. As a result, implementation of Standards of Excellence places a greater emphasis on problem solving, reasoning, representation, connections, and communication.</p>	
<p><b>Essential Term #4:</b></p>	<p style="text-align: center;"><b>PROGRESS MONITORING and ASSESSMENT</b></p> <p>Academic progress is measured by both formative (progress monitoring) and summative (end of unit or end of year) assessments.</p> <ul style="list-style-type: none"> <li>Alaka'i will use NWEA's Measures of Academic Progress (MAP) to assess earners' entry skills in literacy and math, as well as monitor growth. MAP assessments are computer adaptive and produce accurate, reliable data that reveal the precise learning level of every student, regardless of the student's ability or grade level. MAP identifies areas of strength and opportunity at the goal level of a subject, as well as overall performance. Facilitators use MAP data to inform in-the-moment instructional practices and view grade-independent academic growth. MAPs assessments are given three times per year. Facilitators and the School Director meet</li> </ul>	

	<p>following MAP assessment windows to analyze data, inform instructional decisions, set goals and ensure that appropriate resources are available to meet learner needs.</p> <ul style="list-style-type: none"> <li>● Fountas and Pinnell Assessments of Literacy are used to assess learner skills in the areas of phonemic awareness, phonics, word recognition, vocabulary, comprehension and fluency. These informal assessments are used throughout the school year following instructional periods to ensure learners are mastering literacy skills.</li> <li>● Dolche Word Lists assess sight word vocabulary and are used several times throughout the year.</li> <li>● Reading inventories are authentic assessments conducted several times throughout the year that provide data on learner comprehension, reading rate and decoding.</li> <li>● Everyday Mathematics Ongoing and Periodic Assessments and Progress Checklists provide multiple sources of data to gauge learner progress and design targeted lessons for individuals and small groups.</li> <li>● PBL Rubrics provide data related to specific standards mastery and 21st century skills.</li> <li>● Surveys are used to assess learner and parent satisfaction in relation to the overall school program: progress in academics; social/emotional development; safety; school culture; and other facets of the school experience.</li> <li>● As part of the Strive HI ranking system, learners in grades 3-8 participate in state-wide assessments in language arts and mathematics including SBAC. Learners in grades 4 and 8 also participate in assessing science knowledge via state-wide testing.</li> </ul>	
<b>Essential Term #5:</b>	<p style="text-align: center;"><b>SCHOOL CULTURE</b></p> <p>Alaka'i is intended to be a place learners want to come every day because they feel accepted and are appropriately challenged to grow academically, socially and emotionally. We celebrate the</p>	



	<p>uniqueness of each individual, the cultures we come from, the languages we know and the diversity of our backgrounds.</p> <p><u>The Leader In Me</u> teaches 21st century leadership and life skills. It helps create a culture of student empowerment based on the idea that every child can be a leader. We provide many opportunities throughout the day for learners to collaborate with self-selected partners as well as teams designed by the facilitator in order to grow in</p> <ul style="list-style-type: none"> <li>• Leadership</li> <li>• Responsibility</li> <li>• Accountability</li> <li>• Problem Solving</li> <li>• Adaptability</li> <li>• Communication</li> <li>• Initiative and Self-Direction</li> <li>• Creativity</li> <li>• Cross-Cultural Skills</li> <li>• Teamwork</li> </ul> <p><u>Love and Logic</u> provides a framework for helping learners understand the consequences of their behavior for themselves, their peers and their facilitator. There is also a component for parents to help them understand the mindset at Alaka'i regarding learner behavior expectations and logical consequences that are triggered by both desirable and undesirable learner actions. We foster a mindset of instruction and reinforcement regarding desired behavior vs. punishment and removal from the learning environment for unproductive behavior.</p> <p><b>Individual Learning Plans:</b> During the first six weeks of school, each learner, along with his/her parent/guardian and facilitator, creates an Individual Learning Plan (ILP). The ILP captures 1-3 academic goals and 1-2 social emotional goals the learner chooses to work on throughout the year. Evidence of progress is kept in the learner's leadership notebook. Progress is monitored and reported on regularly.</p>		
<b>Targeted Geographic Area:</b>	Kauai		
<b>Instructional Sites and</b>	2-4035 Kaumualii Highway, Koloa, Hawaii 96756		



Maximum Occupancy			
Educational Service Provider:	N/A		
<p><b><i>For the purposes of this section, a virtual learning program is defined as a form of distance education that uses the Internet and computer technologies to connect teachers and students and deliver curriculum with students fewer than five hours per week of instruction at a supervised brick and mortar school site location.</i></b></p> <p><b>Does the school have a virtual learning program?</b>      <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>Maximum enrollment of the virtual learning program: N/A</p> <p><b>Maximum percentage of total student population enrolled in the virtual learning program: N/A</b></p> <p>Grades served by the virtual learning program: N/A</p> <p><b><i>For the purposes of this section, blended learning is defined as a program where students receive instruction at a supervised brick and mortar school site location for five hours or more per week and in part through a virtual learning program or alternative learning experience in which students have some element of control over time, place, path, and/or pace.</i></b></p> <p><b>Does the school have a blended learning program?</b>      <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>enrollment of the blended learning program: N/A</p> <p><b>Maximum percentage of total student population enrolled in the blended learning program: N/A</b></p> <p>Grades served by the blended learning program: N/A</p>			

**Exhibit B Academic Performance Framework:** the Academic Performance Framework (APF) targets, and a Value Added Measure (VAM), as part of the APF to be effective starting July 01, 2017 for **ALAKA'I O KAUA'I PUBLIC CHARTER SCHOOL** are as follows:

**I. Student Academic Outcomes**

**1. Academic Proficiency**

Subject	TARGETS				
	% Proficient	% Proficient	% Proficient	% Proficient	% Proficient
	SY 18-19	SY 19-20	SY 20-21	SY 21-22	SY 22-23
<b>Math</b>	No Target, establish baseline	TBD	TBD	TBD	TBD
<b>ELA</b>	No Target, establish baseline	TBD	TBD	TBD	TBD
<b>Science</b>	No Target, establish baseline	TBD	TBD	TBD	TBD

**2. Academic Growth**

***SGP = Student Growth Percentile***

Subject	TARGETS				
	Median SGP SY 18-19	Median SGP SY 19-20	Median SGP SY 20-21	Median SGP SY 21-22	Median SGP SY 22-23
<b>Math</b>	No Target, establish baseline	TBD	TBD	TBD	TBD
<b>ELA</b>	No Target, establish baseline	TBD	TBD	TBD	TBD

### 3. College and Career Readiness

#### Chronic Absenteeism

TARGETS				
% Chronically Absent Combined Elementary & Middle	% Chronically Absent Combined Elementary & Middle	% Chronically Absent Combined Elementary & Middle	% Chronically Absent Combined Elementary & Middle	% Chronically Absent Combined Elementary & Middle
SY18-19	SY 19-20	SY 20-21	SY 21-22	SY 22-23
No Target, establish baseline	TBD	TBD	TBD	TBD

### 4. Achievement Gap

*Targets for increasing the proficiency of high needs students in order to close the achievement gap*

	TARGETS				
Subject	% Proficient High Needs	% Proficient High Needs	% Proficient High Needs	% Proficient High Needs	% Proficient High Needs
	SY 18-19	SY 19-20	SY 20-21	SY 21-22	SY 22-23
Math	No Target, establish baseline	TBD	TBD	TBD	TBD
ELA	No Target, establish baseline	TBD	TBD	TBD	TBD

### 5. Optional Student Academic Outcome Measure



## II. VALUE ADDED

Value Added Measures

### **Proposal Template - Pilot**

Hawaii State Public Charter School Commission

*School name: Alaka'i O Kaua'i Charter School*

### **Value Added Measure Statement**

#### 1. Mission Statement

Our mission as a project-based K-5 school is to provide a progressive, innovative curriculum that prepares learners for a successful future. We are committed to interdisciplinary instruction with emphasis on teaching to the whole child. Our learners will understand and perpetuate the cultural traditions and values of Hawaii while acquiring and demonstrating 21st century and social-emotional skills

We believe that "soft" skills, also known as 21st century skills, are as essential to future success in college/career as is content mastery. We selected Critical Thinking and Collaboration/Teamwork because development of these traits impacts all aspects of learning and social development.

Summative assessment, such as SBAC, give a limited picture of learner's achievement. NWEA Measures of Academic Progress were selected as they allow facilitators to track individual learner growth throughout the year in literacy and math. These assessments also allow facilitators to personalize the learning path and differentiate instruction for all learners including subgroups.

#### 2. Value Added Measure

1. Learners will demonstrate proficiency in Critical Thinking by scoring Approaching Standard or higher using BIE rubrics (grades 3-5). Proficiency for grades K-2 is "almost always".
2. Learners will demonstrate proficiency in Collaboration by scoring Approaching Standard or higher using BIE rubrics (grades 3-5). Proficiency for grades K-2 is "almost always".
3. Learners will demonstrate growth in literacy by meeting their projected RIT (Rausch Unit) goal as determined by NWEA Measures of Academic Progress.
4. Learners will demonstrate growth in math by meeting their projected RIT (Rausch Unit) goal as determined by NWEA Measures of Academic Progress.

### 3. Rationale for VAM

1. Development of 21st century skills through project-based learning is the core of Alaka'i O Kaua'i. It is reflected in our Vision, Mission, Academic Philosophy and Key Instructional Design Features of our charter application. The Four Cs of 21st century learning are the four skills that have been identified by the United States-based partnership for 21st Century Skills (P21) as the most important skills required for 21st century education; critical thinking, communication, collaboration, and creativity. The focus of our value added measures are Critical Thinking and Collaboration.
2. To adapt to today's new world and increasingly globalized economy, education must emphasize more than instilling rote knowledge. Students must be prepared to be empathetic, critical thinkers who thoughtfully and significantly engage with the world around them. We know that modern employers prize these skills in the workplace, and research suggests that employees with more highly developed social-emotional strengths earn more and are more productive. According to the nonprofit, nonpartisan think tank **Economic Policy Institute**, focusing on non-cognitive skills may actually further improve reading, writing and mathematics performance in students.
3. Measuring individual learner progress from the beginning of the year to the end paints a more accurate picture of achievement than a summative assessment score would indicate. Research has demonstrated that when teachers use student progress monitoring, students learn more, teacher decision making improves, and students become more aware of their own performance. A significant body of research conducted over the past 30 years has shown this method to be a reliable and valid predictor of subsequent performance on a variety of outcome measure, and thus useful for a wide range of instructional decisions (Deno, 2003; Fuchs, Deno, & Mirkin, 1984; Good & Jefferson, 1998).

### Assessment and Measurement

#### 4. Assessment Tools & Measures

Grade level appropriate rubrics for assessment of Critical thinking and Collaboration/Teamwork will be completed by facilitators and learners in grades K-5. These will be utilized at the conclusion of each project, approximately 3-5 times per year depending on grade level.

BIE Critical Thinking Rubric for Grades 3-5

BIE Critical Thinking Rubric for Grades K-2

BIE Collaboration Rubric for Grades 3-5

BIE Teamwork (Collaboration) Rubric for Grades K-2

The NWEA Measures of Academic Progress (MAP) are administered in the fall, winter and spring. MAP measures growth over time, and the data helps educators project proficiency on state accountability



tests, support differentiated instruction, and serve as an input for program evaluation. Computer adaptive MAP assessments help identify a student's current academic achievement level and what they're ready to learn next, thereby creating a personalized learning path for student. MAP assessments are grade independent and adapt to each student's instructional level.

#### 5. Assessment Reliability & Scoring Consistency

Facilitators completed a 3 ½ day "Boot Camp" (we lost 1 and ½ days due to Tropical Storm Lane). During this training, Project-Based Learning and the targeted 21st century skills were discussed at length. Facilitators viewed demonstration videos, assessed learner work and calibrated results. To ensure scoring consistency, follow-up training will take place monthly, along with additional days in October, January and April. Grade level teams (1st/2nd, 3rd/4th/5th) will collaborate in using the rubrics consistently. Each quarter, rubrics will be assessed and reviewed, with anonymous samples of learner work shared across the teams to promote consistency and discussion of discrepancies. Dr. Thom Markham from PBL Global, a former contributor to BIE and author of PBL Design and Coaching Handbook as well as Redefining Smart, is contracted to work individually with facilitators and grade level teams in October and February to support accurate and effective use of these rubrics.

MAP Growth is a strong predictor of how students will perform on state summative assessments. There is a high correlation between MAP Growth scores and proficiency on the Smarter Balanced Assessment. This information allows Alaka'i O Kaua'i to predict student performance on the summative state assessment from MAP Growth scores, thus identifying students at risk of failing to meet required standards, and allowing facilitators to target instruction and resources to better support every learner's academic performance and goals. MAP Growth scores accurately predicted students' proficiency (Level 3 or higher) status on Smarter Balanced with about 83-89% accuracy, depending on grade and subject.

#### 6. Rationale for Selected Assessment Tool(s)

The Buck Institute of Education ([bie.org](http://bie.org)) has designed rubrics specifically to assess learner progress in the 21st century skills of critical thinking and collaboration/teamwork. The rubrics for grades 3-5 are aligned with Common Core state standards. The rubrics describe what each skill looks like in the context of Project Based Learning and aspects of the skill that apply to tasks found in all projects. Developmentally appropriate rubrics have been created for primary grades K-2 as well as middle grades 3-5. When we expand to 6th grade and middle school we will employ the rubrics designed for grades 6-8.

There is no formal test that we are aware of that generates a quantifiable score for Collaboration and Communication/Teamwork. These traits are observable and can be developed over time. To that end, we believe the rubrics created by the leaders of Gold Standard Project-based Learning are the most useful tool we can use to try to quantify growth over time in these areas.

NWEA, the provider of Measure of Academic Progress (MAP), is a research-based, not-for-profit organization that supports students and educators worldwide by creating computer-adaptive assessment



solutions that precisely measure growth and proficiency—and provide insights to help tailor instruction. For 40 years, NWEA has developed Pre-K-12 assessments and professional learning offerings to help advance all students along their optimal learning paths. Their tools are trusted by educators in 145 countries and more than half the schools in the US.

### **Data and Reporting**

#### **7. Baseline Data**

#### **8. Annual Targets**

Contract Year	School Year	Exceeds Target	Meets Target	Approaching Target	Does Not Meet Target
2	2019-20				
3	2020-21				
4	2021-22				
5	2022-23				

#### **9. Rationale for Targets**

#### **10. Data Reporting**

## Additional Information

### 11. List of Attachments

#### Required attachments:

- a. Raw Data Report
- b. Analyzed Data Report

#### Additional attachments:

1. BIE Critical Thinking Rubric for Grades 3-5
2. BIE Critical Thinking Rubric for Grades K-2
3. BIE Collaboration Rubric for Grades 3-5
4. BIE Teamwork (Collaboration) Rubric for Grades K-2

This First Amendment to the Alaka'i O Kaua'i Public Charter School July 01, 2017 Charter Contract, along with the attached original Charter Contract forms the entire agreement between the Parties. Except as otherwise expressly provided in this Amendment, all of the terms or conditions of the July 01, 2017 Charter Contract remain unchanged and in full force and effect.

State Public Charter School Commission



Signature

Yvonne W.M. Lau

Interim Executive Director

May 25, 2022

Date

APPROVED AS TO FORM



5/25/2022

Deputy Attorney General

Alaka'i O Kaua'i Public Charter  
School



Signature

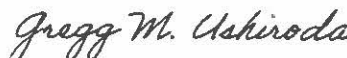
Nicola Sereen (Print Name)

Governing Board Chairperson

May 23, 2022

Date

APPROVED AS TO FORM



May 23, 2022

Deputy Attorney General