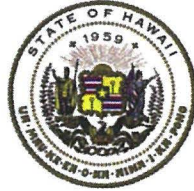


DAVID Y. IGE
GOVERNOR



DEPT. COMM. NO. 186
JOHN S.S. KIM
CHAIRPERSON

STATE OF HAWAII
STATE PUBLIC CHARTER SCHOOL COMMISSION
(‘AHA KULA HO‘ĀMANA)

<http://CharterCommission.Hawaii.Gov>
1164 Bishop Street, Suite 1100, Honolulu, Hawaii 96813
Tel: 808-586-3775 Fax: 808-586-3776

November 24, 2020

The Honorable Scott K. Saiki, Speaker
and Members of the House of Representatives
Thirty-first State Legislature
State Capitol, Room 431
Honolulu, HI 96813

Dear Speaker Saiki and Members of the House of Representatives:

As required by Section 93-16, Hawai‘i Revised Statutes, I am transmitting one (1) printed copy of the State Public Charter School Commission’s 2019-20 Annual Report. In accordance with Section 93-16, Hawai‘i Revised Statutes, I am also informing you that an electronic version of this report is available at:
<https://www.chartercommission.hawaii.gov/reports>

Sincerely,

A handwritten signature in black ink, appearing to read "Yvonne W. M. Lau".

Yvonne W. M. Lau
Interim Executive Director

Enclosure

The seal of the State of Hawaii is circular. It features the state flag of Hawaii in the center, which consists of eight horizontal stripes of red, white, blue, and yellow, with a red triangle at the top and a blue triangle at the bottom. The flag is flanked by two palm trees. Above the flag is a sunburst with the year "1959" in the center. The words "STATE OF HAWAII" are written in a circle around the top, and "1959" is repeated at the bottom. The outer ring of the seal contains the text "HAWAIIAN ISLANDS" and "JANUARY 21, 1959".

STATE OF HAWAII
STATE PUBLIC CHARTER SCHOOL COMMISSION
(‘AHA KULA HO’ĀMANA)

November 24, 2020

Yours truly, Sam

Enclosure



State Public Charter
School Commission
‘Aha Kula Ho‘āmana

Annual Report

2019-20



Approved on November 12, 2020

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Executive Summary

This annual report is the ninth issued by the Hawai'i State Public Charter School Commission (Commission) since its inception in 2012 and provides information on Hawai'i's public charter school system for the 2019-20 school year.

During the 2019-20 school year, 37 public charter schools were in operation, and no new charter applications were approved.

Charter School Performance

The contracts of all of Hawai'i's charter schools include a performance framework that the Commission uses to evaluate schools' performance in three areas: academic, financial, and organizational.

Academic Performance

The Commission annually evaluates the academic performance of all public charter schools in Hawai'i using its Academic Performance Framework (APF), which is the Commission's academic accountability system. In the current version of the APF, which was first implemented in school year 2017-18, the majority of the measures are the same as those in Strive HI — the accountability and improvement system for Hawai'i public schools — plus information related to school-selected measures approved by the Commission and included in a school's Charter Contract. The APF contains two sections:

1. Student Academic Outcomes
2. Value Added

Student Academic Outcomes consists of a variety of measures that focus on a fairly standard set of student outcomes — those that are required by Act 130, Session Laws of Hawai'i 2012, and drawn from Strive HI, as well as other optional measures of a school's choosing — and corresponding performance targets for each year of the contract, which are developed by charter schools in consultation with Commission staff.

Value Added measures or goals capture the work that a charter school is doing to impact student academic performance through mission-aligned initiatives. The measures focus on the unique aspects of a school's model that may not be captured by the Student Academic Outcomes portion of the APF or Strive HI and are intended to help to assess a school's effectiveness in fulfilling its mission and achieving the desired results of its educational program.

Due to the impacts of COVID-19, statewide assessments were not administered during school year 2019-20, so much of the data that would be used to measure a school's academic performance are unavailable. There are no APF data for:

- Student academic proficiency
- Student academic growth
- Achievement gaps in proficiency between high needs and non-high needs students
- 11th grade ACT

Additionally, many schools were unable to report on the status of their value added measures for school year 2019-20. For the Value Added results for all charter schools, see Appendix B.

Financial Performance

The Financial Performance Framework incorporated a risk-based assessment to measure financial performance for Hawai'i charter schools. Utilizing this method of assessment, the Commission was better able to assess the potential risk of fiscal insolvency for each school using a balanced weighted formula that incorporated six fiscal measures.

The results of the risk assessment were encouraging as no charter schools received a "High" risk rating in school year 2019-20. Nineteen charters were assessed a risk of "Low", the lowest measure of risk for the assessment. Another fifteen schools received a risk rating of "Acceptable" and appear to have a solid fiscal foundation for sustainability. Three schools received a risk rating of "Moderate" for 2019-20.

Organizational Performance

For the 2019-20 school year, the Organizational Performance Framework monitored nine indicators that required submissions through the Commission's online compliance management system in order to verify a school's compliance:

1. List of Key School Employees/Contacts
2. Uniform Information Practices Act: Annual Log and Semi-Annual Summary Log
3. Governing Board Membership Roster
4. Teacher Licensure Task- Commission
5. Student Admission Packet Material for Upcoming Student Application Period
6. Annual Fire Inspection Report
7. Statement of Assurances
8. Policies and Procedures
9. Executed School Leases

For the 2019-20 school year, the Commission received submissions from all charter schools for the above tasks.

Commission’s Priorities for the 2020-21 School Year

Following its strategic plan goals, the Commission and its staff teams will continue to exercise its authorizer functions of oversight and accountability, while guiding schools into compliance with their charter contracts and the Commission’s performance expectations.

Health and Safety

With the onset of the worldwide pandemic of COVID-19, the health and safety of public charter school students, staff, and faculty has become even more of a priority for the Commission. In collaboration with Hawai‘i State Department of Education (DOE) Superintendent Christina Kishimoto and her leadership team, as well as the State Department of Health, the Commission will continue the communication of procedures and processes that inform health and safety policy and guidelines for public charter schools and their facilities. Ensuring that all public charter schools have access to and receive their designated supply of personal protective equipment to address COVID-19 while operating our schools is an added reality to the operations of our public schools, and one which requires additional coordination and regular communications between our public charter schools and the DOE’s Office of Facilities and Operations. The Commission will continue to communicate, implement, and support charter school compliance with health- and safety-related requirements and gather data that will inform the Commission’s future policies and advocacy on these priority issues.

The Performance Framework

The process of adopting a new performance framework, while disrupted by the COVID-19 pandemic and the lockdown of all public schools in the spring of 2020, continued through the 2019-20 school year. The revised performance framework is scheduled for adoption by the Commission during the 2020-21 school year. With the cancellation of statewide assessments in the 2019-20 school year, the Commission’s work on the adoption of a new performance framework has become even more meaningful. In its advocacy for multiple measures of student success, the Commission will continue its work with other partner organizations, including the Hawaiian culture-focused charter schools that have collaborated on a multi-year initiative focused on the development of culturally relevant assessments. The Commission will continue to work with all charter schools to support conditions for multiple and alternative academic measures of student success.

The Commission is hopeful that its new performance framework will not only measure the conditions, practices, and systems necessary for learning, but provide other measures that demonstrate the desired student outcomes from a high-quality public education.

Early Learning and a P-3 System in Charter Schools

With the conclusion of the federal pre-K grant awarded four years ago to the Commission, 11 public charter schools established 16 public charter school classrooms across the state, ensuring that our youngest learners begin their life-long learning journey with a strong foundation. This investment by the federal government was followed by the state’s commitment to a high-quality public early learning

system by the enactment of Act 276, Session Laws of Hawai‘i 2019. The state’s commitment resulted in the first state-funded pre-K classrooms in charter schools and the initiation of a pre-K-to-grade 3 (P-3) continuum of learning, which are key components of the Commission’s portfolio strategy. Through state funding, the Commission will be working with these charter schools to establish a P-3 learning system that is designed to build foundational learning for its students and future improvements in student outcomes. While there are multiple facets of P-3 alignment, schools requested support in building or refining effective instructional practices that promote student engagement and learning. This led to the partnership with the Harvard Project Zero Graduate School of Education to build on the instructional practices of our charter schools, as a system-building approach, to sustain and grow school-wide cultures of thinking and learning across all classrooms. The Thinking Classroom program strives toward a strong school network that is grounded in high-quality instruction and thinking practices. The Commission and its partnered public charter schools look forward to the work of the Thinking Classroom and the refined instructional practices of our classrooms. Ultimately, the goal is to improve student outcomes through deeper learning and understanding.

Federal Programs: Titles 1, 2, and 4; Comprehensive Support and Improvement (CSI); and Targeted Support and Improvement (TSI)

A specific focal point of the work in school year 2019-20 was helping charter schools to align their needs assessments with their academic programs in order to determine the most effective spending strategy that will lead to greater student success and overall school improvement. To that end, the Commission provided charter schools with professional development opportunities to support continued improvement efforts in the areas of math and language arts. The focus on culturally relevant teaching and learning also stands out as a bright spot in this cadre of schools. Finally, charter schools sought support for teaching and learning through programs and personnel that would lead to greater student success.

Work continues throughout the Commission’s federally funded school programs in the areas of curriculum, instruction, and assessment alignment, with special attention to data collection, interpretation, and design that is relevant to the uniqueness of each individual school. The Federal Programs Team works in collaboration with charter schools from the starting point of establishing a needs assessment, development of the school’s academic plans, systematic monitoring, and through to reporting that informs growth and achievement gains as well as continuing areas of need. Going forward, attention will be focused on the implementation processes and the data collection and analysis of the specific impacts of the funding.

I. Introduction

This Annual Report is the ninth to be issued by the Hawai‘i State Public Charter School Commission (Commission), which was created under Act 130, Session Laws of Hawai‘i (SLH) 2012 (Act 130), as the State’s only statewide charter school authorizer. This report addresses developments during the 2019-20 academic and fiscal years.

Act 130 established a new charter school law for Hawai‘i, codified in the new Hawai‘i Revised Statutes (“HRS”), Chapter 302D. Among other things, the new law:

1. Assigned to the Commission the mission of authorizing high-quality charter schools throughout the State and envisioned that the Commission focus primarily on its core accountability-related authorizer functions;
2. Mandated that the State Public Charter School Contract (“Charter Contract”) be executed with each charter school and incorporate a performance framework for the schools;
3. Required that each charter school be governed and overseen by its own governing board, with a shift in emphasis from a community and constituency-based board model under the previous law to one that emphasized a more robust governance role with substantive skill sets relevant to effective governance and school oversight; and
4. Required this Annual Report and its contents.

As of November 21, 2013, all 33 Hawai‘i public charter schools then in existence had entered into the first Charter Contract, which incorporated a Performance Framework comprises three substantive areas: Academic, Financial, and Organizational. The Commission’s first Charter Contract was still a work-in-progress because the Hawai‘i State Department of Education’s (DOE’s) new school accountability and improvement system for all Hawai‘i public schools, both DOE and charter — called the “Strive HI Performance System” — had yet to receive federal approval. In order to allow for the development of the Academic Performance Framework, and to allow the Commission and the schools to gain experience with the other Frameworks and Charter Contract provisions, the first Charter Contract had a term of only one year. No school faced potential non-renewal of its Charter Contract for inadequate performance.

During the 2013-14 school year, after extensive meetings with the charter schools, both the Academic Performance Framework and the second Charter Contract¹ were finalized and adopted. The second Charter Contract incorporated the new Academic Performance Framework, a more developed Organizational Performance Framework, and retained the same Financial Performance Framework approved in June 2013. The third Charter Contracts were for three years for 33 schools, from school year 2014-15 to school year 2016-17. Subsequently, charter schools received new charter contracts for terms ranging from two to five years based upon the individual school’s performance under the Performance Framework. This report encompasses the reviews of individual school performances for the school year 2019-20.

II. Strategic Vision

Strategic Vision and Plan Project

The Commission’s strategic vision and planning efforts were triggered by a number of factors, including the BOE’s Fall 2016 Special Review Report. In the spring of 2017, the Commission initiated a Strategic Vision and Plan project and organized a Permitted Interaction Group (PIG) as the project Steering Committee, which periodically reported back to the Commission on the project’s progress. The project scope acknowledged that vision and planning encompassed both chartering and authorizing.

Based on its strategic vision and plan, the Commission implemented project activities that included input from charter school communities, as well as frameworks, plans, and strategies during the 2018-19 school year.

Strategic Anchors

The following purposes for chartering in Hawai‘i function as anchors for the Commission’s Strategic Vision and Plan and are in alignment with the BOE’s Philosophy of Education (BOE Policy E-1 and the overall Need for Education by:

- A. **Meeting Family and Community Educational Needs.** To meet the educational needs of families and communities—academically, socially and emotionally with educational *ea* (essence).
- B. **Operating Laboratories of Innovation.** Charter schools are laboratories where action research innovations are hypothesized, researched, designed, implemented, refined and studied to improve the innovation to better meet the needs of families and communities.
- C. **Reflecting Hawai‘i’s Values and Practices.** Charter schools in Hawai‘i reflect family and community choices, values, places, language, culture, practices and whole child perspectives. Project, place, *‘āina* (land), Pacific, Hawai‘i and Hawaiian culture based beliefs, values, principles, pedagogies, mindsets and practices, are mechanisms uniquely valued by island families and communities.

Commission’s Statutory Mission

The statutory mission of the Commission "to authorize high-quality public charter schools throughout the State" (HRS, Section 302D-3(b)) remains unchanged.

High-quality Public Charter Schools

High-quality public charter schools are evidenced by:

- A. **Purpose.** A clearly stated and articulated mission statement (purpose) focused on meeting the needs of families in their communities, with a shared understanding of that purpose throughout the school community, including Governing Board members, administrators, teachers, school community members, students, parents, families, collaborators and communities at large.

- B. **Program.** A holistic programming aligned to the school’s mission including; rigorous academic expectations with whole child perspectives and supports. Iterative, innovative, continuous improvement, action research and data informed approaches for the achievement of targeted academic, social and behavioral outcomes that meet the needs of families and communities.
- C. **Perpetuity.** A long view of the premise and need for education including management of resources (financial, human, social, community) responsibly and prudently with multi-faceted accountabilities. Schools sustain systems of development for leaders and positively influence their communities.

Commission’s Strategic Authorizing Vision

The proposed vision of the Commission is to **authorize, actualize and amplify a portfolio of high-quality community based schools throughout the State that are meeting the educational needs of families and communities.**

The vision of the Commission is to authorize with ALOHA, actualize a learning organization and system, and to amplify its charter school portfolio.

- A. **Authorize with ALOHA.** As a member of the National Association of Charter School Authorizers (NACSA), the belief of improving families’ access to quality schools; providing school communities the autonomy they need for schools to excel; and holding schools accountable for their performance; are shared beliefs, implemented in ways that evidence Hawai‘i’s uniqueness framed in the ALOHA spirit: Akahai (kindness with tenderness), Lōkahi (unity with harmony), ‘Olu‘olu (agreeable with pleasantness), Ha‘aha‘a (humility with modesty), Ahonui (patience with perseverance).
- B. **Actualize a Learning Organization and System.** Authorizers should model learning organization practices by using the “component technologies”: systems thinking, personal (organization) mastery, mental models, shared vision and team (organization) learning. An authorizer that functions as a learning organization is better able to create the conditions and the support for learning and growth mindset environments and practices necessary for portfolio schools.
- C. **Amplify Charter School Portfolio and Practices.** A strategic authorizer recognizes the mission, identity, value and contribution of schools individually, and enables and strengthens individual schools for the collective benefit of the portfolio and chartering in the State of Hawai‘i as a whole.

Strategic Framework

The Commission’s strategic framework operates with an understanding that the authorizer in Hawai‘i operates in the public chartering and choice context within the larger statewide public PK-12 education context. The framework has three dimensions to articulate and frame strategies; and then to enable monitoring and reporting about the progress of the implementation of strategies, tactics and activities of the plan itself.

- A. **Vision for Public Education.** Hawai'i's students are educated, healthy, and joyful lifelong learners who contribute positively to our community and global society (Board of Education Ends Policy E-2).
- B. **Strategic Anchors & Purposes of Chartering.** Meets family and community educational needs; operates laboratories of innovation; and reflects Hawai'i's values and practices.
- C. **Statutory Mission.** The statutory mission of the Commission "**to authorize high-quality public charter schools throughout the State**" (HRS, Section 302D-3(b)) remains unchanged.
- D. **Vision for Authorizing.** Authorize with ALOHA, actualize a learning organization and system, and amplify the charter school portfolio and practices.
- E. **NACSA Beliefs as Framing Guidelines.** Providing better schools to more children by improving families' access to quality schools, provide educators the autonomy they need for schools to excel, and hold schools accountable for their performance. Quality authorizing is essential to ensure access, autonomy and accountability. Authorizers are responsible for the overall performance of their portfolio of schools.
- F. **Time.** The strategic vision and plan is framed within a 5-year vision and three strategy focus areas: portfolio, practice and policy strategies. **Strategies and implementation actions will focus on five years to acknowledge the urgency and focus needed.**
- G. **Strategies.** Strategies for moving from the current "AS IS" state to realize the visions of chartering and authorizing are organized into the following three strategy categories in order of priority:



Portfolio Strategies

Strategies to strengthen and/or risk mitigate individual schools and the portfolio as a collective.

During the 2019-20 school year, the Commission, through its reorganization, focused on improved performance of its portfolio of schools through improved governance by the governing boards. By dedicating four school lead positions that were trained in best practices in board governance and assigning each to a cohort of schools to provide technical assistance in the governance of their respective public charter schools, the Commission was able to establish greater communications and improved performance.

The school leads regularly attended school Governing Board meetings and served as a liaison in communicating between the schools and the Commission office. This position also guided office wide discussions around each school and supported the process review and preparation for schools up for renewal during the school year. In addition to providing all public charter schools this technical assistance for compliance to their respective charter contracts the Commission office provided more focused technical assistance to our schools receiving Federal Title funds. In particular, the Commission's Federal Programs Team worked side by side with the 24 public charter schools that receive Title 1 funding from the U.S. Department of Education, first in the completion of each school's Comprehensive Needs Assessment, and then in the development of school wide plans. The Commission's Federal Programs Team adapted the department public school model to be more public charter school responsive.

The Commission's Federal Programs Team also provided technical assistance for eleven charter schools that were classified as "Comprehensive Support and Improvement" (CSI) schools through the DOE's criteria. These CSI schools were in the third year of a three-year effort to improve their student outcomes and strove to exit their CSI status. Commission staff guided school teams through data analysis and assisted schools in uncovering root causes for low performance, as measured by the Strive HI Performance System. The Commission also offered schools the opportunity to learn and implement effective systemic change practices by partnering with Education Changemakers. This year long professional development gave schools access to five in-person professional development sessions as well as to virtual coaching in between the face to face visits. The training focused on a thirteen-step process to fully implement systemic change in a school. All schools that participated in this program have indicated a desire to continue with the work beyond the 2019-20 school year.

A portfolio priority focused on early learning aimed to strengthen childhood literacy. The Commission partnered with various legislators to pass legislation for the Executive Office of Early Learning (EOEL) to support and fund \$4 million dollars for 18 pre-kindergarten classrooms in public charter schools that will serve up to 360 students. Act 276 provided the Commission the opportunity to partner with EOEL in furthering the development of the structures for this Early Education program. To strengthen literacy in the early years, the Commission has developed a strategy to deliver the up-front resources into the pre-kindergarten program and support it through grade 3 by supplying schools with learning and teaching coaches, structured tools for evaluation, and continuous improvement resources. This P-3 strategy attempts to address potential "drop-off" in student outcomes. The Commission is committed to high quality early childhood education and seeing it through the formative years of elementary education.

In February of 2020, initial cases of COVID-19 began to make its way to Hawai'i. By March of 2020, Hawai'i schools were closed due to the Coronavirus pandemic gripping the world. All industries in Hawai'i were affected and school went virtual as a stay at home order was put in place. The Commission worked closely with the DOE and the Department of Health ("DOH") to gather and disseminate information for our portfolio. Commissioners approved virtual and distance learning options for all schools, no matter their contract language. Commission staff continued to meet virtually with all of their schools and attend Governing Board meetings. Weekly conversations were structured and all School Directors/Principals/Po'o and Governing Board Chairs were invited to attend. These meetings included updates on ever changing guidelines for both organizational, academic and personnel matters. All new learning was put on hold and standardized testing did not take place in school year 2019-20. Between March and June, Commission staff worked to continue developing relationships, communicating effectively and gathering as much data as possible to inform our practice moving forward in the new education landscape. The Commission's staff ended the school year working closely with schools to plan for the reopening of public charter schools, alongside all Department public schools in Hawai'i, in an unknown environment.

Practice Strategies

Strategies focused on the authorizer, its mission/statutory responsibilities and its opportunities to innovate and create conditions for quality chartering and charter schools to thrive.

In keeping with its vision of authorizing with ALOHA and amplifying the work of charter schools, the Commission continued to implement a strengths-based approach toward authorizing that promotes the high-quality programs and models that charter schools offer. The Commission continued to celebrate charter school successes by displaying "bright spots" in its monthly newsletters and sharing positive stories and data about charter schools through social media and press releases to local media. The Commission continues to enhance the public narrative around charter schools and to highlight the contributions of these schools to their communities.

The Commission continues to honor the unique mission and vision of each of its charter schools. The proposition of chartering is that, by implementing an educational model aligned with the school's mission and values that meets the needs of its community. The Commission previously measured performance through operational tasks, financial health, and standardized state assessment of student outcomes. The Commission has taken feedback from portfolio schools, community members, and educational partners and it is the Commission's desire to analyze this data to inform a differentiated performance framework and measurements of success that are more reflective of the school's mission and vision. This strategy is focused on strengthening school accountability and autonomy. The Commission seeks to understand its schools through systems of feedback that enable the conditions and appropriate support for learning and growth. Further, this feedback informs practices necessary for high-quality education.

Policy Strategies

Philosophical, high level policy, legislative, statutory, administrative rule or other strategies to provide a foundation and basis for quality chartering and authorizing.

Early Learning

In school year 2019-20, the Commission worked to support and pass legislation to continue supporting early education. Through Act 276, the Commission was able to advocate for \$4 million to support the continuation of eighteen pre-kindergarten classrooms. Data-driven approaches were implemented, informed by the Classroom Assessment Scoring System or CLASS, that measures the quality of teacher-child interactions, Early Childhood Environment Rating Scale, Third Edition or ECERS-3, that measures that quality and safety of the learning environment, and student outcomes data received from the formative assessment system Teaching Strategies Gold, and anecdotal notes of the individual coaching sessions. This comprehensive approach was used to develop ten professional development sessions for teaching teams and school leaders, and individual coaching focusing on the aggregated and individual needs of the schools in which we support. The Commission also worked with schools to build upon their P-3 (preschool to grade three) alignment that fosters the continued progress of student success horizontally (within grade levels) and vertically, across grade levels, through a system of data-sharing and analysis, and ongoing dialogue focusing on promoting student progress and ‘ohana engagement. To increase the relevance of this learning, the Commission applied visible thinking, culture and ‘āina based approaches allowing students to connect this learning to Hawai‘i, reflective of this place in which we live.

Health and Safety

Safety of students is a priority of the Commission. In collaboration with the DOE, the Commission has developed procedures that are informing policy on safety guidelines for charter school facilities. Charter schools are under-resourced and supported in this area. The Commission has implemented communication and facility requirements. Support for compliance of these requirements is the strategy to inform future policy.

Academic Outcomes

The Commission is advocating for multiple measures of success. Other organizations have partnered with the Commission in looking at culturally relevant measures and assessments. The Commission desires to support conditions for multiple and alternative academic measures for student success.



III. Authorized Charter Schools in School Year 2019-20

In school year 2019-20, there were 37 charter schools operating across the state. A new charter school, DreamHouse 'Ewa Beach, opened its doors to students in the sixth grade, bringing the number of schools on O'ahu to 15. Hawai'i Island was home to 14 charter schools and Kaua'i was home to five charter schools. There was one charter school in operation on the island of Maui and another on Moloka'i, and one charter school operating statewide. Collectively, charter schools enrolled 11,877 students in kindergarten through grade 12, representing a little over 6.5% of the total Hawai'i public school population of 179,331 students, and a nearly 3% increase over the previous year's charter-wide enrollment figure of 11,546 students.

The 2019-20 school year was also the first year in which the Commission's prekindergarten program was a part of the state's early learning system under the Executive Office on Early Learning, following the end of the Commission's federally funded Preschool Development Grant in school year 2018-19. The 11 participating public charter schools on Hawai'i Island, Kaua'i, Moloka'i, and O'ahu collectively offered the opportunity for 360 four-year-old students to engage in public prekindergarten at no cost. These public charter schools were able to enroll 256 prekindergarten students, of which 183, or more than two-thirds, had no prior preschool experience. Thanks to these schools' prekindergarten programs, more students are prepared for kindergarten and have the supports in place to begin their educational experiences ready to learn.

The following chart provides basic information on all charter schools that were authorized to operate in Hawai'i during the 2019-20 school year.

Table 1: Basic Charter School Information for School Year 2019-20

School	Governing Board Chair	School Director	Year Authorized	Grades Served	Total K-12 Enrollment ²	Title 1 Funding? ³	Blended or Virtual Learning?
Alaka'i O Kaua'i Public Charter School	Elizabeth Reeves	Fred Birkett	2016	K-6	149	No	No
Connections Public Charter School	Libby Oshiyama	John Thatcher	2000	K-12	335	Yes	No
DreamHouse 'Ewa Beach	Deborah Zuercher	Alex Teece	2019	6	85	No	No
Hakipu'u Learning Center	Kau'i Pratt-Aquino	Micah Hirokawa	2001	4-12	55	Yes	No
Hālau Kū Māna Public Charter School	Keoni Lee	Brad Kaleo Bennett	2000	4-12	131	No	No
Hawai'i Academy of Arts & Science Public Charter School	Michael Dodge	Steve Hiramami	2001	K-12	710	Yes	Virtual
Hawai'i Technology Academy	Stephen Terstegge	Stacey Bobo	2008	K-12	1,285	No	Blended
Innovations Public Charter School	Jolene Mears	Jennifer Hiro	2001	K-8	242	Yes	No
Ka 'Umeke Kā'eo	Puakailima Naipo	Michelle Nohea Nahale-a	2001	Pre-K-11	213	Yes	No
Ka Waihona o ka Na'auao Public Charter School	Dawn Kau'ilani Sang	Kalehua Krug	2001	K-8	694	Yes	Blended
Kamaile Academy, PCS	Joseph Uno	Paul Kepka	2007	Pre-K-12	878	Yes	No
Kamalani Academy Charter School	Ku'uipo Laumatia	Amanda Langston	2016	K-8	207	Yes	No
Kanu o ka 'Āina New Century Public Charter School	Marion Kanani Kapuniai	Allyson Tamura	2000	K-12	486	Yes	Blended & Virtual
Kanuikapono Public Charter School	Derek Green	Kanoe Ahuna	2001	K-12	225	No	No
Ka'ōhao Public Charter School ⁴	Phil Whitesell	Winston Sakurai	1996	K-6	341	No	No

Table 1: Basic Charter School Information for School Year 2019-20

School	Governing Board Chair	School Director	Year Authorized	Grades Served	Total K-12 Enrollment ²	Title 1 Funding? ³	Blended or Virtual Learning?
The Kapolei Charter School by Goodwill Hawai'i	Malcolm Lau	Wanda Villareal	2016	9-11	140	No	No
Kawaikini New Century Public Charter School	Ku'ulei Hamberg	Jessell Tanaka	2008	K-12	168	Yes	No
Ke Ana La'ahana Public Charter School	Patrick Kahawaiolaa	W. Mapuana Waipa	2001	7-12	41	Yes	No
Ke Kula Niihau O Kekaha Learning Center	Kelley Phillips	Tia (Jamie) Koerte	2001	Pre-K-12	50	Yes	No
Ke Kula 'o Nāwahīokalani'ōpu'u Iki, LPCS	Tricia Kēhaulani 'Aipia-Peters	Kauano Kamanā	2001	Pre-K-8	463	Yes	No
Ke Kula 'o Samuel M. Kamakau, LPCS	Arianne Chock	Meahilahila (Ivy) Kelling	2001	Pre-K-12	122	Yes	No
Kihei Charter School	Michael Sweeney	John Colson	2001	K-12	689	No	Blended
Kona Pacific Public Charter School	Zachary Hosler	Darryl (Phil) Centers	2008	K-8	178	Yes	No
Kua o ka Lā New Century Public Charter School	Kenneth Makuakane	Kapoula Thompson	2001	Pre-K-12	231	Yes	Blended & Virtual
Kualapu'u School: A Public Conversion Charter	Joseph Uno	Lydia Trinidad	2004	Pre-K-6	327	Yes	No
Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS)	Kuulei Kaaumoana	Hedy Sullivan	2001	K-12	33	No (but eligible)	No

Table 1: Basic Charter School Information for School Year 2019-20

School	Governing Board Chair	School Director	Year Authorized	Grades Served	Total K-12 Enrollment ²	Title 1 Funding? ³	Blended or Virtual Learning?
Laupāhoehoe Community Public Charter School	Pam Elders	Kurt Rix	2011	Pre-K-12	346	Yes	Virtual
Mālama Honua Public Charter School	Herb Lee	Denise Espania	2012	K-7	150	Yes	No
Myron B. Thompson Academy	Myron Thompson	Diana Oshiro	2001	K-12	585	No	Blended
Nā Wai Ola Public Charter School	Aumoana Kanaka'ole-Lato	Jason Wong	2000	Pre-K-6	147	Yes	No
SEEQS: the School for Examining Essential Questions of Sustainability	Aaron Levine	Buffy Cushman-Patz Lisa Kimsey	2012	6-8	189	No	No
University Laboratory School	Denise Yoshimori-Yamamoto	Keoni Jeremiah	2001	K-12	443	No	No
The Volcano School of Arts & Sciences	Joan McDonald	Kalima Kinney	2001	Pre-K-8	223	Yes	Blended
Voyager: A Public Charter School	Steve Sullivan	Evan Anderson	2000	K-8	284	No	No
Wai'ālae Elementary Public Charter School	Lianna Lam	John Constantinou	1999	Pre-K-5	496	No	No
Waimea Middle Public Conversion Charter School	Joseph Uno	Janice English	2003	6-8	256	Yes	No
West Hawai'i Explorations Academy	Andi Pawarasat-Losario	Heather Nakakura	2000	6-12	280	No	No



IV. Prekindergarten Program

Building upon Hawai'i's Early Learning System

The federal Preschool Development Grant (PDG) provided significant foundational support to the State of Hawai'i by building upon its early learning system and increasing access to preschool slots not typically found in rural remote areas, particularly on the neighboring islands of Hawai'i outside of O'ahu. PDG allowed public charter schools to begin developing and building upon high-quality prekindergarten programs to contribute to Hawai'i's statewide public pre-K movement. Tom Hutton, the Commission's Executive Director at the time of the PDG proposal development, viewed this as an opportunity for public charter schools. In 2014, together with the Executive Office on Early Learning (EOEL), the Commission developed the initial PDG proposal to include Hawai'i's public charter schools.

In the State of Hawai'i there is no universal preschool or comprehensive, coordinated early learning system. As a result, only 49% of children are able to attend preschool. This lack of access due to lack of seats is even more prevalent in rural areas across the state.⁵ The majority of Hawai'i's PDG sites were intentionally placed in areas with limited availability of early learning seats. The PDG sites were strategically selected to address the disparity between the availability of seats and number of children below six years old in a given community. It is clearly evident that there are not enough seats for all children. In most of the communities where PDG sites are located, there are five to eight children per every one seat available.

A tremendous barrier in Hawai'i is not just the lack of access to preschools, but, more importantly, the lack of access to *high-quality* preschools. In 2014, Hawai'i began its first cohort of public pre-K programs in DOE elementary schools. The PDG added an additional 18 classrooms, or 360 seats, to the EOEL's 44 classrooms. Most significantly, the PDG has increased preschool access for children living in poverty, particularly in rural areas.

Participation in PDG provided Hawai'i's public education system with an amazing opportunity to expand access to high-quality prekindergarten educational programs for our children and families and to build our infrastructure necessary to support and sustain this critical system. This was particularly important since Hawai'i is not a contiguous state and providing statewide access is challenged by our multi-island geography. This geographic challenge limits access to high-quality prekindergarten programs and services

for children and families living outside of O‘ahu. Hawai‘i’s geography is also a barrier that limits access to professional development and higher education coursework for our early learning workforce.

Honoring Hawai‘i’s Two Official Languages Through Public Prekindergarten Opportunities

Participation in PDG also allowed Hawai‘i to offer its first public Native Hawaiian culture and language prekindergarten program located in charter schools across the state. This is critically important as efforts are underway to revive and rebuild Hawai‘i’s indigenous language and culture that was near extinction just a generation ago. This allowed Hawai‘i to honor its two official languages—Hawaiian and English, and offer two pathways of learning for preschoolers and their families. Offering these programs at an early age maximizes the learning opportunities aligned to the critical brain development, particularly language development, that occurs in early childhood (Yoshikawa et al., 2013).

Expanding Enrollment Opportunities

While PDG attempted to increase access to the most at-risk families with incomes at or below 200% of the federal poverty level, it also left many of Hawai‘i’s families under- or unserved. Families above the income guidelines were unable to participate in these high-quality prekindergarten options in charter schools. The Commission received calls from the public thanking us for providing high-quality prekindergarten options in their community where programs such as these are few and far between. The same public voices, though shared concern about Hawai‘i’s high cost of living and the high cost of child care, which simply was out of reach for many of our struggling families, and begged us to be allowed to enroll their child in the PDG programs. Unfortunately, due to the strict PDG eligibility criteria, these families could not be considered for enrollment.

Additionally, though there was strong emphasis to enroll children with Individual Education Plans (IEPs), the eligibility criteria of both programs were not aligned since there is no income criteria to be eligible for special education services. This created a barrier to enrolling those with incomes above two-hundred percent of the federal poverty level to participate in this program.

Educating the Public and Policymakers

To sustain these efforts, the Commission scheduled face-to-face meetings with each legislator and congressional delegate, and revisited with them on multiple occasions across the four years of the grant to begin the road to sustainability. These efforts focused on building relationships and the understanding of early childhood education to maximize brain development and learning potential. We discussed its potential impact and most importantly, to build on the policymakers’ support of prekindergarten to create positive upward momentum. At each of these meetings, the Commission staff also listened—listened for feedback from the policymakers to determine if there were gaps in the information that is needed to increase the understanding of early learning. Based on their feedback, Commission staff crafted one-page flyers of information on our pre-K program that were eye-catching and colorful, and included photos of our keiki of Hawai‘i (with consent for their families). These flyers communicated the main point clearly, concisely and to the point; data was presented pictorially through graphs and tables; and national data and resources were also provided from [Child Care Aware](#)⁶ and [National Institute for Early Education Research reports](#)⁷.

Sustainability Outcomes

The Commission proudly and humbly reports that this relationship-building and informational and educational efforts over the course of the four years of the grant paid off. State funding began in School Year 2019-20. In 2019, these efforts resulted in [Act 276, Hawai'i State Legislative Sessions Law 2019](#)⁸ which provided four million dollars for program implementation beginning in School Year 2019-20, and placed the charter school prekindergarten program under the administrative authority of the Executive Office on Early Learning (EOEL). Act 276 expanded the eligibility to prioritize families with four-year-olds that are eligible – 300% or below of the federal poverty guidelines, who are homeless, children who are in foster care, and/or children who are English language learners. Thereafter, if slots are available, others may be considered. This is a significant win to all families who have limited access to high-quality early learning programs in their communities.

Sustaining High-Quality Practices through Professional Development and P-3 Efforts

Throughout the various iterations of the program in public charter schools, the professional development component remained a critical throughline to build upon and strengthen high-quality data-driven instructional practices that was informed by the Classroom Assessment Scoring System (CLASS), Early Childhood Environment Rating Scale, Third Edition (ECERS-3), student outcomes data using the formative assessment system, Teaching Strategies Gold, and the instructional coaches' anecdotal notes. To support this work, emphasis also focused on each schools' [P-3 system](#)⁹, particularly with the school leaders to support this high-quality instruction. Annual early learning symposia and professional learning sessions were held for teaching teams and school administrators. These efforts promoted continuity and P-3 alignment to sustain the positive trajectory of its students. These P-3 leadership opportunities targeted horizontal and vertical alignment within and between grade levels. Each school developed an individualized three-year P-3 Plan. This Plan identified the comprehensive mapping that schools will implement to strengthen or refine their P-3 alignment between grade levels, and the school and community. Implementation plans also identify steps to ensure in the successful transitioning between programs and grade levels.

The prekindergarten program in public charter schools also emphasized system-building. Over the past five years, P-3 (preschool to grade three) alignment efforts were made to ensure that schools built partnerships with providers in their communities to provide a holistic program for their children and families in which they serve. While there are multiple facets of P-3 alignment, schools requested support in building or refining effective instructional practices to maximize student engagement and learning potentials. This led to the partnership with the Harvard Project Zero Graduate School of Education to build on the instructional practices of our public charter schools, as a system-building approach, to ensure that there are high-quality instructional practices across grade levels.

The State Public Charter School Commission, through the PDG supplemental funds, sent a cohort of 20 participants to attend the 2018 [Harvard Project Zero](#)¹⁰ (PZ). Each charter school participating in PDG was able to send at least one representative. This mixed delivery group included leaders from both Hawaiian and English language schools. Subsequently, this group met for collaborative discussions about relevancy to their schools' mission and vision. All agreed that this way of instructing—by engaging in critical discussion with students and making thinking and learning visible—was relevant to all learning formats.

This was followed up by several collaborative meetings, with some schools attending the [PZ online mini-courses](#)¹¹ to continue their learning. We then analyzed the next steps of implementation. Though schools were excited and intrigued by this approach to instruction, they still did not feel that they had the skills to foster this way of instructing across grade levels, solidifying P-3 alignment.

With the close of PDG, the Commission began to explore ways to use the remaining PDG funds to maximize its impact, focusing on P-3 alignment and effective instructional practices.

Supporting P-3 Alignment and Effective Instructional Practices through Visible Thinking and Learning

With the remaining PDG funds, the Commission put forth a request for proposal to explore how to effectuate this instructional target. A collaborative group of individuals made up of researchers and close collaborators of Harvard Graduate School of Education Project Zero submitted a two-year proposal providing more intensive direct support to interested and committed charter schools. The Commission contracted with this group to execute plans that included both face-to-face and online coaching support. This plan also provided multiple conference-style learning opportunities to expand this approach to all interested schools. These efforts resulted in [The Hawai'i Thinking Classroom](#)¹² experience. This experience includes a combination of coaching opportunities to support our schools to create Thinking Classrooms along with building capacity to sustain and grow a school-wide culture of thinking and learning across all classrooms.

This project was made possible through the remaining funds of the Preschool Development Grant as a mechanism to foster and support P-3 (preschool to grade three) alignment and effective instructional practices through visible thinking and learning. The intent of bringing charter schools together across the leadership spectrum was to build a consortium or community of practitioners and learners to bring their own experiences of thinking to advance that learning and supportive collaboration with one another through this process.

The State Public Charter School Commission will continue to offer sessions like this, through The Thinking Classroom Hawai'i project as an investment in our public charter schools in Hawai'i.

Supporting the Workforce through College Coursework

Aligned with high-quality instructional practices, Hawai'i will continue to focus on workforce development by building instructional practices across the early childhood workforce community. With the remaining PDG funds, tuition support and stipends will continue to be provided to charter school teachers and educational assistants in the Commission's Prekindergarten Program to enroll in higher education and teacher licensure coursework.

The Preschool Development Grant's lasting effects have allowed Hawai'i to continue this great work and has sparked the interest and investment of our state legislature and early learning community to continue this movement to support the success of our youngest citizens.

The details of Act 276 ensure that the number and percentage of eligible children with access to high-quality preschool programs in the State will be maintained in our high-need communities that were initially served by PDG.



V. School Year 2019-20: Year in Review

The Commission worked on numerous issues and projects throughout the 2019-20 school year, acting in its authorizing, oversight, administrative, and advocacy role for chartering in Hawai'i. The major projects and actions taken during the 2019-20 school year were:

A. Authorizer & Oversight Functions

1. Renewal of Charter Contracts for 12 Public Charter Schools with conditions (approved on):

- a. Kua o ka Lā New Century Public Charter School (January 9, 2020)
- b. Kona Pacific Public Charter School (January 10, 2020)
- c. Hālau Kū Māna Public Charter School (January 10, 2020)
- d. Ka Waihona o ka Na'auao Public Charter School (January 10, 2020)
- e. Hakipu'u Learning Center (January 10, 2020)
- f. Laupāhoehoe Community Public Charter School (January 13, 2020)
- g. The Volcano School of Arts & Sciences (January 13, 2020)
- h. Waimea Middle Public Conversion Charter School (January 13, 2020)
- i. Kamaile Academy Public Charter School (January 13, 2020)
- j. Nā Wai Ola Public Charter School (January 16, 2020)
- k. Ke Ana La'ahana Public Charter School (January 16, 2020)
- l. West Hawai'i Explorations Academy (January 16, 2020)
- m. SEEQS: the School for Examining Essential Questions of Sustainability (January 16, 2020)

Due to COVID-19 shut down and disruption of the operations, **the Commission granted the 12 public charter schools a one-year extension** to provide further time to meet the conditions and to craft their new 5-year contracts. (April 23, 2020)

2. **Approved a Request for Proposal ("RFP") for new charter schools** on March 27, 2020, however, due to the COVID-19 emergency and the Governor's Executive Budget Memorandum 20-01 of April 3, 2020 and 20-02 of April 13, 2020, on April 23, 2020, the

Commission suspended the RFP until the appropriate time.

3. **Adopted Online Virtual Blended Guidelines for all Public Charter Schools in its portfolio** (October 18, 2019)
4. **Amended the contract for Kanu o ka 'Āina Public Charter School** to adjust the numbers of virtual and blended learning students between the two programs within their current enrollment count. (August 8, 2019)
5. **Amended the Charter Contract for Ka 'Umeke Kā'eo Public Charter School** to allow for a three-year old pre-K program.
6. **Modified the admissions policy for Voyager: A Public Charter School.** (June 19, 2020)

B. Administrative Functions

1. **Distributed Federal Impact Aid funds** based on a 50/50 disbursement methodology (50% base funding and 50% per pupil allocation) based on the recommendation of the Administration & Operations Committee and the results of the Federal Impact Aid workgroup. (March 12, 2020)

C. Advocacy Functions

1. Since the COVID-19 emergency began in March 2020, the Commission and its staff, at the invitation of DOE Superintendent Dr. Christina Kishimoto has and continues to **collaborate and coordinate emergency response to all public charter schools and ensure that public charter schools are receiving all COVID-19 related information as well as emergency supplies, and personal protective equipment (PPE).**

D. Other Commission Action

1. **COVID-19 Emergency related actions:**
 - a. **Authorized all 37 public charter schools to provide distance, virtual, or other alternative means of learning and enrichment opportunities to its students in response to the COVID-19 threat** and required the schools to follow the guidance and requirements of the DOE and the U.S. Department of Education to ensure equity and access for all public school students. (March 27, 2020)
 - b. **Extended this temporary authorization to provide distance, virtual, or other alternative means of learning and enrichment opportunities to its students for all 37 public charter schools in its portfolio through the end of the 2020-21 school year.** (June 25, 2020)



VI. Academic, Financial, and Organizational Performance of Charter Schools

The academic performance of all operating public charter schools overseen by the Commission, according to the performance expectations for public charter schools set forth in HRS, Chapter 302D, including a comparison of the performance of public charter school students with public school students statewide.

The financial performance of all operating public charter schools overseen by the Commission, according to the performance expectations for public charter schools set forth in HRS, Chapter 302D.¹³

The Commission's accountability system, known as the Performance Framework, comprises three content-specific frameworks: the Academic Performance Framework, the Financial Performance Framework, and the Organizational Performance Framework. Each framework contains measures that the Commission uses to evaluate the performance of the charter schools in its portfolio.

A. Academic Performance

The DOE annually evaluates all public schools statewide through its Strive HI Performance System. The State Public Charter School Commission, as authorizer of Hawai'i's charter schools, evaluates the academic performance of each school annually through its Academic Performance Framework (APF). The APF incorporates data from many of the Strive HI measures, but allows for additional flexibility — such as offering Hawaiian immersion charter schools the option to request the exclusion of English assessment results for grade levels taught primarily in Hawaiian — and includes school-selected and school-developed measures that provide a more comprehensive analysis of charter schools' academic performance, taking into account the unique features and innovative practices of charter schools.

Academic Performance Framework

The Commission annually evaluates the academic performance of all public charter schools in Hawai'i using its Academic Performance Framework (APF), the Commission's academic accountability system. The

current version of the APF, which was implemented in school year 2017-18 uses measures from Strive HI, plus information related to school-selected measures approved by the Commission and included in a school's Charter Contract and contains student academic outcomes and value added measures.

Student Academic Outcomes

This section of the APF typically consists of a variety of measures that focus on a fairly standard set of student outcomes — both those that are required by Hawai'i Revised Statutes and drawn from Strive HI, and other optional measures of a school's choosing — and corresponding performance targets for each year of the contract, which are developed by charter schools in consultation with Commission staff.

Since standardized testing was not administered during school year 2019-20, much of the data that would be used to measure a school's performance are unavailable. There are no data for:

- Student academic proficiency
- Student academic growth
- Achievement gaps in proficiency between high needs and non-high needs students
- 11th grade ACT

Charter school performance on these measures is reported in the tables in Appendix B, as well as in the individual school performance summaries in Appendix A.

Value Added Measures

The purpose of value added measures is to capture the work that a charter school is doing to impact student academic performance through mission-aligned initiatives. They focus on the unique aspects of a school's model that may not be captured by either the Student Academic Outcomes portion of the APF or Strive HI, the state accountability system for all public schools, and are intended to help to assess a school's effectiveness in fulfilling its mission and achieving the desired results of its educational program.

Due to the impacts of COVID-19, many schools were unable to report on the status of the value added measure status for school year 2019-2020. For the Value Added results for all charter schools, see Appendix B.

Strive HI Performance System

In September 2012, the DOE responded to the invitation extended by the U.S. Department of Education to all states to request a flexibility waiver from certain requirements of the federal Elementary and Secondary Education Act (ESEA), also known as the No Child Left Behind Act of 2001 (NCLB). The DOE's flexibility waiver request was approved in May 2013, and the result was a new state accountability system — the Strive HI Performance System — which replaced many NCLB requirements in favor of measures that align with the DOE and BOE joint strategic plan.¹⁴

On December 10, 2015, President Obama reauthorized ESEA by signing the Every Student Succeeds Act (ESSA) into law. This law replaced No Child Left Behind (NCLB), the 2002 reauthorization of ESEA, and began full implementation in the 2017-18 school year.

In order to ensure a smooth transition from the approved flexibility waiver to ESSA, the DOE approved revisions to Strive HI for the 2015-16 school year performance evaluations, the most significant of which was the discontinuation of the Strive HI index score. Instead, each measure was reported with information about the school’s performance in each indicator over multiple years with comparisons to the state and complex areas. The DOE has continued this practice, and the Commission followed suit beginning in school year 2016-17, as Academic Performance Framework scores were no longer necessary for the new charter contracts that went into effect on July 1, 2017.

Strive HI Measures

The Commission’s Academic Performance Framework utilizes state accountability data from four primary areas within Strive HI:¹⁵

1. Student achievement (as measured by proficiency on the statewide assessments)
2. The achievement gap between high needs students and non-high needs students
3. Student growth
4. College and career readiness

Statewide Assessments

The Strive HI academic proficiency metrics present the collective results from a variety of statewide assessments in three subject areas: language arts (which encompasses both English and Hawaiian language arts), math, and science. The achievement gap and academic growth metrics are also derived from statewide assessment data, but focus only on the areas of language arts and math.

Due to the impact of COVID-19, the DOE submitted an expedited waiver request to cancel all statewide assessments for school year 2019-20, which was approved by the U.S. Department of Education in March 2020.¹⁶ As a result, there are no data available for the Strive HI academic proficiency, achievement gap, and academic growth metrics for the 2019-20 school year.

Kaipuni (Hawaiian Language Immersion/Medium) Charter Schools and Kaipuni Assessment of Educational Outcomes (KĀ’EO)

Kaipuni schools,¹⁷ or Hawaiian language immersion/medium schools, deliver instruction in ‘Ōlelo Hawai‘i (the Hawaiian language) — which may include Olelo Niihau or Olelo Kanaka (Niihau dialect) — and, typically, instruction is entirely in ‘Ōlelo Hawai‘i until fifth grade, at which point English is introduced at an increasing rate.

Six charter schools are Kaipuni schools:

1. Ka ‘Umeke Kā’eo Public Charter School
2. Kawaikini New Century Public Charter School
3. Ke Kula Niihau O Kekaha Learning Center
4. Ke Kula ‘o Nāwahīokalani‘ōpu‘u Iki Lab Public Charter School
5. Ke Kula ‘o Samuel M. Kamakau Laboratory Public Charter School
6. Kualapu‘u Public Conversion Charter School

Of these schools, one — Kualapu‘u School — is an English medium school that operates a Hawaiian immersion program. Another — Ke Kula Niihau O Kekaha — has adopted a heritage, two-way bilingual immersion program, also known as a dual language immersion, in which Native Niihau speakers and native English speakers maintain and develop their first language while acquiring native-like communication and literacy skills in a second language. Academic content is taught and assessed in two languages over an extended period of time.

All Kaiapuni schools and programs administer the Kaiapuni Assessment of Educational Outcomes (KĀ‘EO) in language arts, math, and science¹⁸ to students in elementary and middle school grade levels on an annual basis; however, because KĀ‘EO is part of the statewide assessment program, the school year 2019-20 administration was cancelled.

An additional charter school, Kula Aupuni Niihau A Kahelelani Aloha A New Century Public Charter School (KANAKA), also delivers some instruction in Olelo Kanaka, but is not considered a Kaiapuni school and, therefore, does not participate in KĀ‘EO.

College and Career Readiness

The Strive HI metrics used to assess college and career readiness differ depending on whether a school is considered an elementary, middle, or high school, as follows:

- Metric for all schools:
 - Chronic absenteeism
- Additional metrics for high schools only:
 - Four-year high school graduation rate
 - College-going (college enrollment) rate

Unlike student achievement, achievement gap, and growth, the college and career readiness measures do not rely on statewide assessment results, so school year 2019-20 data are available.

Chronic Absenteeism

Chronic absenteeism rates represent the percentage of students who were absent (either excused or unexcused) for 15 days or more during the school year. As the goal of this measure is to have as few chronically absent students as possible, lower percentages are more desirable.

Previously, chronic absenteeism was only calculated for elementary schools, and then only for elementary and middle schools; however, beginning in school year 2016-17, the measure was broadened to apply to all schools and grade divisions (elementary, middle, and high school grade levels). Chronic absenteeism now functions as a schoolwide measure that applies to all students in kindergarten through 12th grade at a school, regardless of which or how many grade divisions that school has.

Due to the pandemic-related school closures and shift to remote instruction during the fourth quarter of the 2019-20 school year, the DOE decided to base the chronic absenteeism rates for school year 2019-20 on the data for the first through third quarters (through March 13, 2020) only. For this reason, the chronic absenteeism rates for school year 2019-20 are not directly comparable with those for school

years 2017-2018 and 2018-2019, which are based on absences through May 1.

Four-Year Graduation Rate

To determine the four-year graduation rate for Strive HI, the DOE follows the federal four-year adjusted cohort graduation rate guidelines and calculates the percentage of students in a ninth-grade cohort who graduate by their fourth year of high school. This graduation rate is referred to as “adjusted” because adjustments are made to the cohorts as students transfer in and out of schools. When students leave a high school, they are removed from their ninth-grade cohort at their old school and are either added to the equivalent cohort at their new school, or, if they have exited the Hawai‘i public school system, are not added to any cohorts.

Students who earn a diploma in the summer after their fourth year of high school are still considered four-year graduates; therefore, in order for these students to be reflected in a school’s graduation rate, the DOE waits until the following fall to make its calculations and reports the data on a one-year lag. For this reason, the four-year graduation rates reported for school year 2019-20 represent the Class of 2019 rather than the Class of 2020.

College-going Rate

The college-going rate, or college enrollment rate, represents the percentage of high school graduates who have enrolled at a National Student Clearinghouse¹⁹-participating college or university during the fall after graduation.

Previously, this measure focused on college enrollment during a 16-month window following graduation and was therefore reported on a two-year lag; starting in school year 2016-17, however, the DOE shortened the timeline so that the four-year graduation and college-going results were both on a one-year lag and would present data about the same graduating class. For this reason, the college-going data for school year 2019-20 represent students who graduated in the Class of 2019, the same cohort represented by the four-year graduation rates reported for that school year.

One key difference between the four-year graduation and college-going metrics is that the college-going rate includes *all* students in a graduating class, regardless of whether they graduated within four years.

B. About the Data Presented in this Report

The school-level results for the Strive HI measures included in this report are presented in Appendix B. It is important to note that, for any one of the following reasons, these tables do not always include data for all 37 charter schools in operation during the 2019-20 school year:

- Data were suppressed due to small sample sizes. (For more details, see “Data Caveats” below.)
- Data were not available for one of the following reasons:
 - For school year 2019-20, statewide assessments were cancelled due to the impact of COVID-19, so data are not available for the Strive HI academic proficiency, achievement gap, academic growth, and 11th grade ACT metrics, which are also used for the APF.

- The measure did not apply to the school. For example, as described in the “Readiness” section, there are different college and career readiness measures for each grade division; thus, the high school readiness measures do not apply to schools that only have elementary and/or middle school divisions.
- There were no students in a particular group at a school and, therefore, data were not generated. For example, if a school did not have any non-high needs students, there would be no data for the non-high needs ELA/HLA and math proficiency rate measures.

Please refer to Section XII: Legend for Appendices for more details.

Data Caveats

When reviewing the school-level data presented in this report, it is important to be aware of the data caveats that apply to both the Strive HI and APF results. The most important issues relate to the topics of data suppression and data pooling.

Suppressed Data

The federal Family Educational Rights and Privacy Act (FERPA)²⁰, which protects the privacy of students and families, regulates the disclosure of student information by schools and educational institutions that receive federal education funds and requires the suppression of data that may be used to publicly identify individual students.

In order to comply with this requirement and protect the confidentiality of the students whose data were used to calculate the Strive HI and APF results, the Commission employs the following data suppression guidelines:

1. Whenever the sample size (also referred to as “n-size”) of a reported group of students is smaller than 20,²¹ the data and school name are excluded from the related data table.

Rationale: Small groups of students are more easily identifiable, so these students’ data are excluded (suppressed) as a precaution.

2. Whenever a reported percentage is at or near 100% or 0%, the data are masked as follows:
 - a. If a school’s data are in the range of 95% to 100%, the actual data are replaced with “(95-100%)” in the related data table.
 - b. If a school’s data are in the range of 0% to 5%, the actual data are replaced with “(0-5%)” in the related data table.

Rationale: Percentages at the extreme ends of the spectrum (*i.e.*, 100% and 0%) effectively reveal the performance of all students in a reported group. For example, if 100% of the tested students at a school met the standard on an assessment, then reporting this figure discloses the performance of all tested students at the school.

In order to protect students' privacy, the Commission does not publicly report results that are either 100% or 0%; however, rather than completely suppress the data, the Commission has chosen to mask the data so that it may provide a general indication of school performance while still maintaining students' privacy.

Rather than follow the practice of "blanket suppression," which calls for the suppression of a school's results on all measures if the results for at least one measure are suppressed, the Commission has elected to apply its suppression rules to each measure individually and has only suppressed data when needed. For this reason, the schools whose data are suppressed in this report varies from table to table.

Pooled Data

When sample sizes (n-sizes) are too small to be considered reliable, multiple years of data are "pooled" together and treated as one year's worth of data. For the following Strive HI measures, if the current year's n-size is fewer than 20 students, then the current year's data will be pooled with the data from the previous one or two years until the size of the group reaches 20 students. If, after pooling the data for these three years, an n-size of 20 students still has not been reached, then the data are suppressed.

- Achievement:
 - Proficiency in English language arts/literacy (ELA) or Hawaiian language arts (HLA)
 - Proficiency in math
- Growth:
 - Growth in ELA/HLA
 - Growth in math
- Readiness:
 - Chronic absenteeism
 - Four-year graduation rate

For all other Strive HI measures, the data are not pooled and are only publicly reported if the n-size is 20 or more students for that school year.

C. Financial Performance

The Financial Performance Framework incorporated a risk-based assessment to measure financial performance for Hawai'i charter schools. Utilizing this method of assessment, the Commission was better able to assess the potential risk of fiscal insolvency for each school using a balanced weighted formula that incorporated six fiscal measures.

The results of the risk assessment were encouraging as no charter schools received a "High" risk rating in school year 2019-20. Nineteen charters were assessed a risk of "Low", the lowest measure of risk for the assessment. Another fifteen schools received a risk rating of "Acceptable" and appear to have a solid fiscal foundation for sustainability. Three schools received a risk rating of "Moderate" for 2019-20.

D. Organizational Performance

Organizational Performance Framework

The Organizational Performance Framework serves as the means by which the Commission addresses one of an authorizer's core responsibilities: protecting the public interest. It ensures that charter schools meet applicable federal, state, local laws and regulations, as well as contractual requirements.

The Organizational Performance Framework requires the School to complete the Assurance of Compliance Statement on an annual basis. The Assurance of Compliance Statement specifies federal, state, and local laws and regulations and contractual requirements. Regardless of the specific references to law, rule, regulation, or contractual provision contained in the Statement, charter schools are required to comply with all relevant laws and regulations at all times.

Overall Evaluation of Organizational Performance

The Commission evaluates and assesses performance under the framework by:

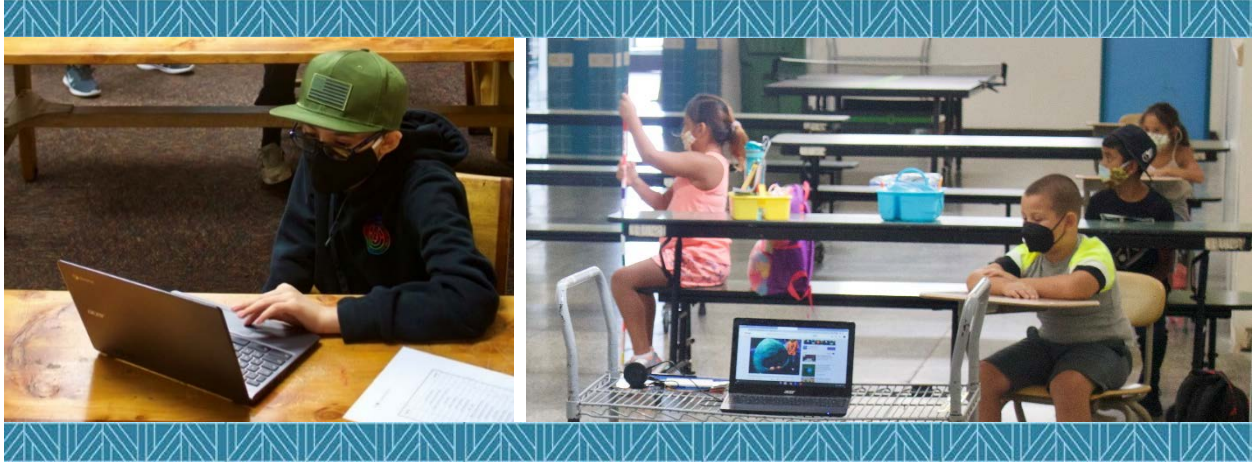
1. Conducting audits of any compliance requirements associated with the references identified in the Statement of Assurances;
2. Conducting at least one school site visit during the term of the Charter Contract;
3. Requiring submission of documentation verifying compliance through the Commission's online compliance management system; and
4. Reporting on the School's fulfillment of compliance requirements specified in this framework.

If a charter school does not comply with the requirements of the Organizational Performance Framework, the school is subject to the Intervention Protocol of the Charter Contract.

For the 2019-20 school year, the Organizational Performance Framework monitored nine indicators that required submissions through the Commission's online compliance management system to verify the school's compliance:

1. List of Key School Employees/Contacts
2. Uniform Information Practices Act: Annual Log and Semi-Annual Summary Log
3. Governing Board Membership Roster
4. Teacher Licensure Task- Commission
5. Student Admission Packet Material for Upcoming Student Application Period
6. Annual Fire Inspection Report
7. Statement of Assurances
8. Policies and Procedures
9. Executed School Leases

For the 2019-20 school year, the Commission received submissions from all charter schools for the above tasks.



VII. Portfolio Status

The status of the authorizer's public charter school portfolio, identifying all public charter schools and applicants in each of the following categories: approved (but not yet open), approved (but withdrawn), not approved, operating, renewed, transferred, revoked, not renewed, or voluntarily closed.²²

When the Commission first began operating in 2012, all charter schools were given a one-year contract for the 2013-14 school year. This gave the Commission an opportunity to make any necessary revisions to the Charter Contract and Performance Framework before adopting the first multi-year Charter Contracts, whose terms were from school years 2014-15 through 2016-17.

All schools whose charter contracts expired on June 30, 2017, underwent the Commission's contract renewal process during school year 2017-18 and all were awarded new contracts varying in length from two to five years. The duration of each of the contracts were determined based on each charter school's performance during the previous contract, which had a three-year term from July 1, 2014, to June 30, 2017. Under the terms of the contracts that expired on June 30, 2017, a charter school that achieved high levels of performance under the Performance Framework was eligible for an automatic two-year extension and was not required to undergo the Commission's contract renewal process. Newly authorized charter schools currently receive a five-year contract.

In the 2019-20 school year, there were 37 public charter schools operating.

Table 2: Status of Charter Schools and Applicants in State Public Charter School Commission's Portfolio – School Year 2019-2020

School	Status
Alaka'i O Kaua'i Public Charter School	Operating
Connections Public Charter School	Operating
DreamHouse 'Ewa Beach	Operating
Hakipu'u Learning Center	Operating
Hālau Kū Māna Public Charter School	Operating
Hawai'i Academy of Arts & Science Public Charter School	Operating
Hawai'i Technology Academy	Operating
Innovations Public Charter School	Operating
Ka 'Umeke Kā'eo	Operating
Ka Waihona o ka Na'auao Public Charter School	Operating
Kamaile Academy, PCS	Operating
Kamalani Academy Charter School	Operating
Kanu o ka 'Āina New Century Public Charter School	Operating
Kanuikapono Public Charter School	Operating
Ka'ōhao Public Charter School	Operating
The Kapolei Charter School by Goodwill Hawaii	Operating
Kawaikini New Century Public Charter School	Operating
Ke Ana La'ahana Public Charter School	Operating
Ke Kula Niihau O Kekaha Learning Center	Operating
Ke Kula 'o Nāwahīokalani'ōpu'u Iki, LPCS	Operating
Ke Kula 'o Samuel M. Kamakau, LPCS	Operating
Kihei Charter School	Operating
Kona Pacific Public Charter School	Operating
Kua o ka Lā New Century Public Charter School	Operating
Kualapu'u School: A Public Conversion Charter	Operating
Kula Aupuni Niihau A Kahalelani Aloha (KANAKA) A New Century Public Charter School (PCS)	Operating
Laupāhoehoe Community Public Charter School	Operating
Mālama Honua Public Charter School	Operating
Myron B. Thompson Academy	Operating
Nā Wai Ola Public Charter School	Operating
SEEQS: the School for Examining Essential Questions of Sustainability	Operating
University Laboratory School	Operating
The Volcano School of Arts & Sciences	Operating
Voyager: A Public Charter School	Operating
Wai'ālae Elementary Public Charter School	Operating
Waimea Middle Public Conversion Charter School	Operating
West Hawai'i Explorations Academy	Operating

VIII. Authorizing Functions Provided to Charter Schools

The authorizing functions provided by the authorizer to the public charter schools under its purview, including the authorizer's operating costs and expenses detailed in annual audited financial statements that conform with generally accepted accounting principles.²³

A. Authorizing Functions

Pursuant to statute, HRS, Section 302D-5(a), authorizers are charged with a number of essential powers and duties, specifically:

- Soliciting and evaluating charter applications;
- Approving quality charter applications that meet identified educational needs and promoting a diversity of educational choices;
- Declining to approve weak or inadequate charter applications;
- Negotiating and executing sound Charter Contracts with each approved applicant and with existing public charter schools;
- In accordance with Charter Contract terms, monitoring the performance and legal compliance of public charter schools; and
- Determining whether each Charter Contract merits renewal, nonrenewal, or revocation.

On November 19, 2016, the Commission approved a renewal process, criteria, application, and guidance, for schools that have a charter contract. This renewal process resulted in charter schools entering into the Commission's first multi-year contract to begin on July 1, 2017. The renewal process was completed well into the second contract term due to the fact that the Charter Contract was negotiated at the end of the 2013-14 school year and there was not a renewal of the previous one-year Charter Contract.

During the 2013-14 school year, the Commission went through a charter school application cycle during which it solicited and evaluated charter applications, approved one quality charter application, and declined weaker charter applications. It also began monitoring charter schools during the 2013-14 school year for organizational and financial compliance. Academic monitoring was not in place during the 2013-14 school year because the Academic Performance Framework was not approved until the end of the 2013-14 school year. The Commission continues to solicit and evaluate charter applications and monitor charter schools to ensure compliance with the Academic, Organizational, and Financial performance frameworks.

The Commission, as an authorizer, is also statutorily charged with:

- Acting as the point of contact between the DOE and charter schools;

- Being responsible for and ensuring the compliance of a charter school with all applicable state and federal laws, including reporting requirements;
- Being responsible for the receipt of applicable federal funds from DOE and the distribution of funds to the charter schools; and
- Being responsible for the receipt and distribution of per-pupil funding from the State Department of Budget and Finance.²⁴

In addition to fulfilling its statutorily charged duties, the Commission also provides administrative assistance to the charter schools including: human resources support for schools that do not purchase payroll and human resources services from DOE; federal program support; serving as the point of contact and conduit of data and information between Charter Schools and other State agencies (such as the Department of Human Resources Development, the Hawai'i Employees' Retirement System, and the Hawai'i Employer-Union Health Benefits Trust Fund); serving as the point of contact for charter school sector-wide issues relating to unions; and relaying information to all public charter schools on required accountability data information systems, among other functions.

The Commission continues to evaluate these functions with an eye towards determining whether and to what degree any of these functions should be distinct from the Commission's role as authorizer. The Commission has continued to provide many non-authorizing functions to the charter schools, such as payroll, federal funding pass-through, and human resources support so that charter schools could continue to operate seamlessly without additional costs. The Commission continues to explore ways to ensure that schools or other third parties can assume some of these necessary non-authorizer functions.

B. Authorizer's Operating Costs and Expenses

Total operating costs and expenses cover a range of services, as required by statute, to support the Commission in its role as the only authorizer in the State of Hawai'i. For FY 2019-20, the legislature appropriated \$1.65 million in general funds to the Commission.

During FY 2019-20, the Commission's operating costs, primarily supported with general funds, totaled \$1.65 million.

The Commission's audit report was prepared by CW and Associates, Certified Public Accountants, and is attached as Appendix E.

C. Authorizer Services Purchased by Charter Schools

*The services purchased from the authorizer by the public charter schools under its purview.*²⁵

No services were purchased from the Commission by charter schools in the 2019-20 fiscal year.

D. Federal Funds

A line-item breakdown of the federal funds received by the department and distributed by the authorizer to public charter schools under its control. _²⁶

Any concerns regarding equity and recommendations to improve access to and distribution of federal funds to public charter schools. _²⁷

Federal Funds Received

Since July 1, 2013, the Commission staff has been responsible for receiving and distributing federal funds to charter schools. The Commission serves as a pass through entity allocating federal funds from the DOE to charter schools. The following table sets forth the federal funds that the Commission disbursed to the schools for the 2019-20 fiscal year.

Table 3: Federal Fund Allocations and Expenditures for Charter Schools

Federal Program ²⁸	Purpose of Funding and Basis for Allocation	Federal Funds Allocated in FY 2019-20	Amount Provided to Charter Schools in FY 2019-20
Migrant Education State Grant Program	To support education programs that address the needs of migratory children. Distribution made based on a percentage formula incorporating at-risk factors and number of migrant students at each school.	\$40,812	\$40,812
U.S. Department of Education Impact Aid	To provide financial assistance to local education agencies affected by Federal presence. Distribution based on proportion of total public school enrollment.	\$3,476,486	\$3,476,486
U.S. Department of the Interior- U.S. Department of Education Economic, Social, and Political Development of the Territories	To provide charter schools with a pro-rata share based on enrollment of the federal Compact Impact funds received from the U.S. Department of the Interior. In lieu of directly allocating Compact Impact funds that carry with them spending restrictions and reporting requirements, this allocation was made using U.S. Department of Defense Supplement to Impact Aid funds that only requires the funds be expended pursuant to State law.	\$117,807	\$117,807
U.S. Department of Defense Impact Aid ²⁹	To provide financial assistance to local education agencies affected by military presence. Distribution based on proportion of total public school enrollment.	\$2,071,482	\$2,071,482

Table 3: Federal Fund Allocations and Expenditures for Charter Schools

Federal Program ²⁸	Purpose of Funding and Basis for Allocation	Federal Funds Allocated in FY 2019-20	Amount Provided to Charter Schools in FY 2019-20
Education for Homeless Children & Youth	To support all homeless children so that they have equal access to free and appropriate public education. Funds support staffing for personnel that provide technical assistance to various groups. Distribution is based on the cost of a homeless liaison position and related expenses.	\$18,900	\$0
Title 1 Grants to Local Education Agencies (LEA)	To help disadvantaged students enrolled in schools with the highest concentrations of poverty to meet the same high standards expected of all students. Distribution made to only schools with 47.2% or more students receiving free or reduced-price meals. Distribution to these schools based on Title 1 formula using number of students eligible for free or reduced-price meals, multiplied by the per-pupil funding amount for the school's county.	\$7,695,515	\$6,249,505
Improving Teacher Quality State Grants	To improve teacher and principal quality and increase the number of highly qualified teachers in the classroom. Distribution based on an approved Title 2A Highly Qualified Plan.	\$146,483	\$146,483
English Language Acquisition State Grants	To supplement efforts to improve the education of limited English proficient students. Distribution based on the number of English language learners enrolled in schools after submission and approval of Title 3 written plans.	\$16,418	\$6,560
Special Education Grants to State	To provide financial assistance to state education agencies to assist in the provision of special education services as determined by IDEA and ESSA.	\$662,808	\$662,808
Preschool Development Grant ³⁰	To build or enhance a preschool program infrastructure that enables the delivery of high-quality preschool services to children.	\$3,036,053	\$2,894,882
TOTAL		\$17,282,764	\$15,666,825

E. Equity Concerns and Access and Distribution Recommendations

The Commission’s continued efforts to raise awareness regarding access and equity of funding for public charter schools within the public school system of Hawai‘i has proven to be essential during this period of the COVID-19 pandemic. Communication and coordination with multiple state agencies, such as the State Departments of Budget and Finance (B&F), Accounting and General Services (DAGS), and, most especially, Education (DOE), have been critical during these challenging times.

The Commission appreciates the collaboration with the DOE, which has allowed for expediting the release of federal funds available to charter schools for pandemic relief, such as funding from the Coronavirus Aid, Relief, and Economic Security Act (CARES Act) Elementary and Secondary School Emergency Relief (ESSER) Fund. This cooperation continues to be vital as public education remains affected by the constraints of the pandemic. The Commission will continue to collaborate with the DOE and the executive branch to ensure that any additional funding provided by the federal government to the state to assist public education is proportionally provided to public charter schools.

IX. Information requested by the Board of Education

As previously requested by the BOE, the Commission hereby provides the following information for the BOE's annual report to the Governor, State Legislature, and public on the state's public charter schools, as required of the BOE by Hawai'i Revised Statutes, Section 302D-21³¹:

1. *The Commission's assessment of the successes, challenges, and areas for improvement in meeting the purposes of this chapter, including the board's assessment of the sufficiency of funding for public schools, and any suggested changes in state law or policy necessary to strengthen the State's public charter schools.*

See Appendix F.

2. *Any concerns regarding equity and recommendations to improve access to and distribution of federal funds to public charter schools.*

See Section VIII.E: Equity Concerns and Access and Distribution Recommendations.

3. *A summary of the criteria used by the charter school facilities funding working group, established pursuant to section 302D-29.5, in allocating facilities funding.*

The Commission concluded its work with the Facilities Funding Workgroup by adopting their recommendations, along with some additional comments, and issued a report to the State Legislature on March 11, 2019. For more information, see Appendix F.

4. *A detailed breakdown of the allocation of funding through general funds and bond funds.*

The Commission received a general fund allocation of \$1,651,065 in fiscal year 2019-20. This was an increase of less than 1% from the previous year's allocation of \$1,647,537. The Commission did not receive any bond funding for fiscal year 2019-20.

The breakdown of the allocation of funds is as follows:

General funds	\$1,651,065
Legislative appropriation for operating funds	\$1,550,000
Collective bargaining allocation	\$101,065
Bond funds	\$0

5. *A detailed list of the projects funded by general funds and bond funds.*

The Commission did not engage in any projects funded by general funds or bond funds in fiscal year 2019-20.

6. *The status of funding for projects previously awarded.*

The Commission did not engage in or manage any projects previously awarded with general funds or bond funds in fiscal year 2019-20.



X. Conclusion

The 2019-20 school year presented the Commission and its portfolio of schools with unprecedented challenges amidst an ever-shifting landscape. While the Commission embarked on the continuation of work on its strategic plan strategies, the year was very much disrupted by the effects of COVID-19, which left many of its initiatives incomplete. As the Commission's portfolio of schools adjust to the "new normal" of operating their public charter schools, the Commission hopes to re-establish its focus and to continue the collaborative work with public charter school governing boards to improve the performance outcomes for its schools, and ultimately, the student outcomes we are unified in seeking.

Commission's Priorities for the 2020-21 School Year

Continuing where the year was disrupted, adjusting for the new reality of COVID-19, and following its strategic plan goals, the Commission and its staff teams will continue to exercise the authorizer functions of oversight and accountability, while guiding schools to compliance with their charter contracts and the Commission's performance expectations.

Health and Safety

With the onset of the worldwide pandemic of COVID-19, the health and safety of public charter school students, staff, and faculty has become even more of a priority for the Commission. In collaboration with DOE Superintendent Dr. Christina Kishimoto and her leadership team, as well as the State Department of Health, the Commission will continue the communication of procedures and processes that inform health and safety policy and guidelines for public charter schools and their facilities. Ensuring that all public charter schools have access to and receive their designated supply of personal protective equipment to address COVID-19 while operating our schools is an added reality to the operations of our public schools, and one which requires additional coordination and regular communications between our public charter schools and the DOE's Office of Facilities and Operations. The Commission will continue to communicate, implement, and support charter school compliance with health- and safety-related requirements and gather data that will inform the Commission's future policies and advocacy on these priority issues.

The Performance Framework

The process of adopting a new performance framework, while disrupted by the COVID-19 pandemic and the lockdown of all public schools in the spring of 2020, continued through the 2019-20 school year. The revised performance framework is scheduled for adoption by the Commission during the 2020-21 school year. With the cancellation of statewide assessments in the 2019-20 school year, the Commission’s work on the adoption of a new performance framework has become even more meaningful. In its advocacy for multiple measures of student success, the Commission will continue its work with other partner organizations, including the Hawaiian culture-focused charter schools that have collaborated on a multi-year initiative focused on the development of culturally relevant assessments. The Commission will continue to work with all charter schools to support conditions for multiple and alternative academic measures of student success.

The Commission is hopeful that its new performance framework will not only measure the conditions, practices, and systems necessary for learning, but provide other measures that demonstrate the desired student outcomes from a high-quality public education.

Early Learning and a P-3 System in Charter Schools

With the conclusion of the federal pre-K grant awarded four years ago to the Commission, 11 public charter schools established 16 public charter school classrooms across the state, ensuring that our youngest learners begin their life-long learning journey with a strong foundation. This investment by the federal government was followed by the state’s commitment to a high-quality public early learning system by the enactment of Act 276, Session Laws of Hawai‘i 2019. The state’s commitment resulted in the first state-funded pre-K classrooms in charter schools and the initiation of a pre-K-to-grade 3 (P-3) continuum of learning, which are key components of the Commission’s portfolio strategy. Through state funding, the Commission will be working with these charter schools to establish a P-3 learning system that is designed to build foundational learning for its students and future improvements in student outcomes. While there are multiple facets of P-3 alignment, schools requested support in building or refining effective instructional practices that promote student engagement and learning. This led to the partnership with the Harvard Project Zero Graduate School of Education to build on the instructional practices of our charter schools, as a system-building approach, to sustain and grow school-wide cultures of thinking and learning across all classrooms. The Thinking Classroom program strives toward a strong school network that is grounded in high-quality instruction and thinking practices. The Commission and its partnered public charter schools look forward to the work of the Thinking Classroom and the refined instructional practices of our classrooms. Ultimately, the goal is to improve student outcomes through deeper learning and understanding.

Federal Programs: Titles 1, 2, and 4; Comprehensive Support and Improvement (CSI); and Targeted Support and Improvement (TSI)

The Commission’s Federal Programs Team supported 26 of the 37 charter schools. Of the schools receiving federal funds, 22 received Title 1 funds, which are designated for schools at which 47.2% or more of the total student population is eligible for free or reduced-price meals. In addition, 11 of the 26 supported schools received CSI funds, and two received TSI funding.

A specific focal point of the work in school year 2019-20 was helping charter schools to align their needs assessments with their academic programs in order to determine the most effective spending strategy that will lead to greater student success and overall school improvement. To that end, the Commission provided charter schools with professional development opportunities to support continued improvement efforts in the areas of math and language arts. Additionally, the Commission engaged Education Changemakers to provide training and support to charter schools to drive their academic plans, with the goal of teaching and learning improvement. Education Changemakers is an action-based program that builds the capacity of aspiring leaders through a year-long program of workshops, coaching, and individual support. The focus on culturally relevant teaching and learning also stands out as a bright spot in this cadre of schools. Finally, charter schools sought support for teaching and learning through programs and personnel that would lead to greater student success.

Work continues throughout the Commission’s federally funded school programs in the areas of curriculum, instruction, and assessment alignment, with special attention to data collection, interpretation, and design that is relevant to the uniqueness of each individual school. The Federal Programs Team works in collaboration with charter schools from the starting point of establishing a needs assessment, development of the school’s academic plans, systematic monitoring, and through to reporting that informs growth and achievement gains as well as continuing areas of need. Going forward, attention will be focused on the implementation processes and the data collection and analysis of the specific impacts of the funding.

XI. Glossary of Key Terms

Term	Definition
Academic Performance Framework	The framework used by the Commission to assess the academic performance of charter schools.
Act 130	Act 130 of the 2012 Session Laws of Hawai'i, which established the Commission as the state's only charter school authorizer.
Act 276	Act 276 of the 2019 Session Laws of Hawai'i, which provided state funding for prekindergarten programs in charter schools and placed all public prekindergarten programs, including those in charter schools, under the administrative authority of the Executive Office on Early Learning.
B&F	Hawai'i Department of Budget and Finance
Blended learning	An educational model that delivers instruction in both an online environment and a "brick-and-mortar" setting.
BOE	Hawai'i State Board of Education
Charter Contract	State Public Charter School Contract, a contract between the Commission and a charter school's governing board.
Commission	State Public Charter School Commission
DAGS	Hawai'i Department of Accounting and General Services
DOE	Hawai'i State Department of Education
English learners / EL	A student subgroup that is made up of students with limited English proficiency.
ESEA	Federal Elementary and Secondary Education Act of 1964
ESSA	Federal Every Student Succeeds Act of 2015
FERPA	Federal Family Educational Rights and Privacy Act, a federal law that protects the privacy of student education records and applies to all schools that receive funds under an applicable program of the U.S. Department of Education.
Financial Performance Framework	The framework used by the Commission to assess the financial performance of charter schools.
FRL	Students who qualify for free and reduced-price meals under the National School Lunch Program.
High needs students	Students who are in one or more of the DOE's designated high need student subgroups: students eligible for free or reduced-price meals, Special Education students, and English learners.
HRS	Hawai'i Revised Statutes

Term	Definition
Hawai'i State Alternate Assessment / HSA-Alt	A system of assessments for students with significant cognitive disabilities who participate in a school curriculum that includes academic instruction as well as functional life skills.
Hawai'i State Science Assessments / HSA Science	A standardized assessment for science that is administered to students in grades 4 and 8 who are enrolled at English medium public schools statewide.
IDEA	Federal Individuals with Disabilities Education Act
Kaipuni Assessment of Educational Outcomes / KĀ'EO	A standardized assessment for Hawaiian language arts, math, and science that is administered to students in grades 3 to 8 who are enrolled at Kaipuni (Hawaiian immersion/medium) schools statewide.
MGP	Median student growth percentile, which is used to compare students' performance on statewide assessments to that of their academic peers.
NACSA	National Association of Charter School Authorizers
NCLB	No Child Left Behind
Non-high needs students	Students who are not classified as "high needs students" (see definition above).
Organizational Performance Framework	The framework used by the Commission to assess the organizational performance of charter schools.
P-3	Preschool to grade 3
Performance Framework	The Commission's accountability system, consisting of the Academic, Financial, and Organizational Performance Frameworks.
PPE	Personal protective equipment
Pre-K	Prekindergarten
SLH	Session Laws of Hawai'i
Smarter Balanced Assessment / SBA	A standardized assessment for English language arts/literacy and math that is administered to students in grades 3 to 8 and 11 who are enrolled at English medium public schools statewide.
SPED	Students who receive special education services
Strive HI	Strive HI Performance System, the DOE's accountability and improvement system that is applied to all Hawai'i public schools, including charter schools.
Value Added measure	Measures whose purpose is to capture the work that a charter school is doing to impact student academic performance through mission-aligned initiatives.
Virtual learning	An educational model that delivers instruction exclusively in an online environment rather than in a "brick-and-mortar" setting.

XII. Legend for Appendices

Term/Symbol	Definition and Explanation
Grey fill	The data have been suppressed because the sample size ("n size") is less than the minimum threshold required by the Hawai'i Department of Education for public reports (less than 20 students for school year 2016-17 onward).
(95-100%)	Replaces all data in the range of 95% to 100%. <i>Reason: Reporting school results of 100% would effectively reveal the performance of all students in the reported group, so, in order to protect students' privacy, the Commission masks these data by providing a performance range.</i>
(0-5%)	Replaces all data in the range of 0% to 5%. <i>Reason: Reporting school results of 0% would effectively reveal the performance of all students in the reported group, so, in order to protect students' privacy, the Commission masks these data by providing a performance range.</i>
Not available	The measure applies to the school, but there are no data to report. <i>Examples:</i> <ul style="list-style-type: none"> For school year 2019-20, statewide assessments were cancelled due to the impact of COVID-19, so data are not available for certain academic metrics. A school served all tested grade levels, but did not have any English learners that year, so the school did not have English learner proficiency data to report. The number of tested non-high needs students at a school was less than 20, so neither the proficiency rate of non-high needs students nor the achievement gap was calculated for the school.
Does not apply	The measure does not apply to the school. <i>Examples:</i> <ul style="list-style-type: none"> An elementary school does not serve grade 12, so the four-year graduation rate measure does not apply to the school. The Kaiapuni Assessment of Educational Outcomes (the Hawaiian language statewide assessment) is only administered at Kaiapuni schools, so the growth measure for this assessment does not apply to English medium schools.
Not open	The school was not open in the given school year.
I	The school's results were invalidated by the Hawai'i Department of Education.

For information regarding the suppression guidelines that the Commission follows in order to protect the privacy and confidentiality of the students whose data are presented in this report, please refer to Section IV.B: About the Data Presented in this Report.

XIII. Appendices

Appendix A: Performance Frameworks – Individual School Performance Summaries

Appendix B: Charter School Academic Performance Data for School Years 2016-17, 2017-18, 2018-19, and 2019-20

Appendix C: Charter School Financial Performance Framework Data for School Years 2016-17, 2017-18, 2018-19, and 2019-20

Appendix D: Charter School Organizational Performance Framework Data for School Years 2016-17, 2017-18, 2018-19, and 2019-20

Appendix E: State Public Charter School Commission Annual Audit Report for Fiscal Year 2019-20

Appendix F: Information Requested by the Hawai‘i State Board of Education

Appendix A: Performance Frameworks – Individual School Performance Summaries

Academic Performance Framework

I. Student Academic Outcomes

Academic Proficiency			
Subject	% Proficient: TARGET	% Proficient: ACTUAL	Met target?
Math	N/A	Not available ¹	N/A
ELA	N/A	Not available ¹	N/A
Science	N/A	Not available ¹	N/A

Academic Growth			
Subject	Median SGP: TARGET	Median SGP: ACTUAL	Met target?
Math	N/A	Not available ¹	N/A
ELA	N/A	Not available ¹	N/A

College and Career Readiness

Chronic Absenteeism		
% Chronically Absent - Combined Elementary & Middle: TARGET	% Chronically Absent - Combined Elementary & Middle: ACTUAL	Met target?
N/A	19%	N/A

Achievement Gap			
Subject	% Proficient High Needs: TARGET	% Proficient High Needs: ACTUAL	Met target?
Math	N/A	Not available ¹	N/A
ELA	N/A	Not available ¹	N/A

¹ Due to the impact of COVID-19, statewide assessments were cancelled for school year 2019-20. As a result, data are not available for academic proficiency, achievement gap, academic growth, and 11th grade ACT metrics.

II. Value Added

Value Added	
Status:	Not available

Financial Performance Framework

Financial Performance Framework Audited Fiscal Year 2019-2020 Risk Assessment Result

Formula

$(\text{Current Ratio} \times 0.10) + (\text{Unrestricted Days Cash} \times 0.35) + (\text{Debt to Asset Ratio} \times 0.10) + (\text{Cash Flow} \times 0.10) + (\text{Total Margin} \times 0.25) + (\text{Budget Variance} \times 0.10) = \text{Final Risk Assessment Score}$

The individual indicators and final risk assessment results are represented as one of five categories based on the school's risk assessment calculations and are rounded to the nearest whole number.

Low	Acceptable	Moderate	High	Significant
1	2	3	4	5

Alaka'i O Kaua'i Public Charter School

$$(1 \times 0.10) + (3 \times 0.35) + (3 \times 0.10) + (1 \times 0.10) + (3 \times 0.25) + (1 \times 0.10) = 2.40$$

$$0.10 + 1.05 + 0.30 + 0.10 + 0.75 + 0.10 = 2.40 \text{ (Rounded)} = 2$$

Final Fiscal Year 2019-2020 Risk Assessment: ACCEPTABLE

Organizational Performance Framework

For School Year 2019-2020, the Organizational Performance Framework measured the following indicators:

Indicator	Status
List of Key School Employees/Contacts	Received
Uniform Informational Practices Act: Annual Log and Semi-Annual Summary Log	Received
Governing Board Membership Roster	Received
Teacher Licensure Task- Commission	Received
Student Admission Packet Material for Upcoming Student Application Period	Received
Annual Fire Inspection Report	Received
Statement of Assurances	Received
Policies and Procedures	Received
Executed School Leases	Received

Academic Performance Framework

I. Student Academic Outcomes

Academic Proficiency				Academic Growth			
Subject	% Proficient: TARGET	% Proficient: ACTUAL	Met target?	Subject	Median SGP: TARGET	Median SGP: ACTUAL	Met target?
Math	40% - 49%	Not available ¹	N/A	Math	56 - 62	Not available ¹	N/A
ELA	54% - 63%	Not available ¹	N/A	ELA	55 - 58	Not available ¹	N/A

College and Career Readiness

Chronic Absenteeism		
% Chronically Absent - Combined Elementary & Middle: TARGET	% Chronically Absent - Combined Elementary & Middle: ACTUAL	Met target?
12 - 15%	Not available ²	N/A

Graduation Rate			College-going Rate		
% Grad in 4 yrs: TARGET	% Grad in 4 yrs: ACTUAL	Met target?	% Enrolled in college w/in 1 st fall of grad: TARGET	% Enrolled in college w/in 1 st fall of grad: ACTUAL	Met target?
70% - 80%	77%	Met	58% - 67%	48%	Did not meet

¹ Due to the impact of COVID-19, statewide assessments were cancelled for school year 2019-20. As a result, data are not available for academic proficiency, achievement gap, academic growth, and 11th grade ACT metrics

² In the time since the Commission approved the performance targets in the current charter school contracts, the Hawaii Department of Education changed the chronic absenteeism measure in the Strive HI Performance System and broadened it from elementary/middle school grades to all grade levels served by a school. Because of this change, chronic absenteeism rates for specific grade divisions within a multi-division school are no longer readily available to the Commission.

Achievement Gap			
Subject	% Proficient High Needs: TARGET	% Proficient High Needs: ACTUAL	Met target?
Math	37% - 46%	Not available ¹	N/A
ELA	51% - 60%	Not available ¹	N/A

II. Value Added

Value Added	
Status:	Not available

Financial Performance Framework

Financial Performance Framework Audited Fiscal Year 2019-2020 Risk Assessment Result

Formula

$(\text{Current Ratio} \times 0.10) + (\text{Unrestricted Days Cash} \times 0.35) + (\text{Debt to Asset Ratio} \times 0.10) + (\text{Cash Flow} \times 0.10) + (\text{Total Margin} \times 0.25) + (\text{Budget Variance} \times 0.10) = \text{Final Risk Assessment Score}$

The individual indicators and final risk assessment results are represented as one of five categories based on the school's risk assessment calculations and are rounded to the nearest whole number.

Low	Acceptable	Moderate	High	Significant
1	2	3	4	5

Connections Public Charter School

$$(1 \times 0.10) + (1 \times 0.35) + (1 \times 0.10) + (1 \times 0.10) + (1 \times 0.25) + (2 \times 0.10) = 1.1$$

$$0.10 + 0.35 + 0.10 + 0.10 + 0.25 + 0.20 = 1.1 \text{ (Rounded)} = 1$$

Final Fiscal Year 2019-2020 Risk Assessment: LOW

Organizational Performance Framework

For School Year 2019-2020, the Organizational Performance Framework measured the following indicators:

Indicator	Status
List of Key School Employees/Contacts	Received
Uniform Informational Practices Act: Annual Log and Semi-Annual Summary Log	Received
Governing Board Membership Roster	Received
Teacher Licensure Task- Commission	Received
Student Admission Packet Material for Upcoming Student Application Period	Received
Annual Fire Inspection Report	Received
Statement of Assurances	Received
Policies and Procedures	Received
Executed School Leases	Received

Academic Performance Framework

I. Student Academic Outcomes

Academic Proficiency			
Subject	% Proficient: TARGET	% Proficient: ACTUAL	Met target?
Math	N/A	Not available ¹	N/A
ELA	N/A	Not available ¹	N/A
Science	N/A	Not available ¹	N/A

Academic Growth			
Subject	Median SGP: TARGET	Median SGP: ACTUAL	Met target?
Math	N/A	Not available ¹	N/A
ELA	N/A	Not available ¹	N/A

College and Career Readiness

Chronic Absenteeism		
% Chronically Absent: TARGET	% Chronically Absent: ACTUAL	Met target?
9%	21%	Did not meet

Achievement Gap			
Subject	% Proficient High Needs: TARGET	% Proficient High Needs: ACTUAL	Met target?
Math	N/A	Not available ¹	N/A
ELA	N/A	Not available ¹	N/A

¹ Due to the impact of COVID-19, statewide assessments were cancelled for school year 2019-20. As a result, data are not available for academic proficiency, achievement gap, academic growth, and 11th grade ACT metrics.

II. Value Added

Value Added	
Status:	Does not apply

Financial Performance Framework

Financial Performance Framework Audited Fiscal Year 2019-2020 Risk Assessment Result

Formula

$(\text{Current Ratio} \times 0.10) + (\text{Unrestricted Days Cash} \times 0.35) + (\text{Debt to Asset Ratio} \times 0.10) + (\text{Cash Flow} \times 0.10) + (\text{Total Margin} \times 0.25) + (\text{Budget Variance} \times 0.10) = \text{Final Risk Assessment Score}$

The individual indicators and final risk assessment results are represented as one of five categories based on the school's risk assessment calculations and are rounded to the nearest whole number.

Low	Acceptable	Moderate	High	Significant
1	2	3	4	5

DreamHouse 'Ewa Beach

$(1 \times 0.10) + (5 \times 0.35) + (3 \times 0.10) + (1 \times 0.10) + (1 \times 0.25) + (1 \times 0.10) = 2.60$

$0.10 + 1.75 + 0.30 + 0.10 + 0.25 + 0.10 = 2.60 \text{ (Rounded)} = 3$

Final Fiscal Year 2019-2020 Risk Assessment: Moderate

Organizational Performance Framework

For School Year 2019-2020, the Organizational Performance Framework measured the following indicators:

Indicator	Status
List of Key School Employees/Contacts	Received
Uniform Informational Practices Act: Annual Log and Semi-Annual Summary Log	Received
Governing Board Membership Roster	Received
Teacher Licensure Task- Commission	Received
Student Admission Packet Material for Upcoming Student Application Period	Received
Annual Fire Inspection Report	Received
Statement of Assurances	Received
Policies and Procedures	Received
Executed School Leases	Received

Academic Performance Framework

I. Student Academic Outcomes

Academic Proficiency			
Subject	% Proficient: TARGET	% Proficient: ACTUAL	Met target?
Math	24% - 29%	Not available ¹	N/A
ELA	33% - 39%	Not available ¹	N/A
Science	15% - 20%	Not available ¹	N/A

Academic Growth			
Subject	Median SGP: TARGET	Median SGP: ACTUAL	Met target?
Math	46 - 53	Not available ¹	N/A
ELA	46 - 52	Not available ¹	N/A

College and Career Readiness

Chronic Absenteeism		
% Chronically Absent - Combined Elementary & Middle: TARGET	% Chronically Absent - Combined Elementary & Middle: ACTUAL	Met target?
16 - 19%	Not available ²	N/A

11 th Grade ACT		
% Scoring 19+: TARGET	% Scoring 19+: ACTUAL	Met target?
18% - 23%	Not available ¹	N/A

Graduation Rate		
% Grad in 4 yrs: TARGET	% Grad in 4 yrs: ACTUAL	Met target?
68% - 73%	41%	Did not meet

College-going Rate		
% Enrolled in college w/in 1 st fall of grad: TARGET	% Enrolled in college w/in 1 st fall of grad: ACTUAL	Met target?
64% - 68%	<i>Data suppressed</i>	Did not meet

¹ Due to the impact of COVID-19, statewide assessments were cancelled for school year 2019-20. As a result, data are not available for academic proficiency, achievement gap, academic growth, and 11th grade ACT metrics

² In the time since the Commission approved the performance targets in the current charter school contracts, the Hawaii Department of Education changed the chronic absenteeism measure in the Strive HI Performance System and broadened it from elementary/middle school grades to all grade levels served by a school. Because of this change, chronic absenteeism rates for specific grade divisions within a multi-division school are no longer readily available to the Commission.

Achievement Gap			
Subject	% Proficient High Needs: TARGET	% Proficient High Needs: ACTUAL	Met target?
Math	No target	Not available ¹	N/A
ELA	No target	Not available ¹	N/A

II. Value Added

Value Added	
Status:	Not applicable

Financial Performance Framework

Financial Performance Framework Audited Fiscal Year 2019-2020 Risk Assessment Result

Formula

$(\text{Current Ratio} \times 0.10) + (\text{Unrestricted Days Cash} \times 0.35) + (\text{Debt to Asset Ratio} \times 0.10) + (\text{Cash Flow} \times 0.10) + (\text{Total Margin} \times 0.25) + (\text{Budget Variance} \times 0.10) = \text{Final Risk Assessment Score}$

The individual indicators and final risk assessment results are represented as one of five categories based on the school's risk assessment calculations and are rounded to the nearest whole number.

Low	Acceptable	Moderate	High	Significant
1	2	3	4	5

Hakipu'u Learning Center

$(1 \times 0.10) + (1 \times 0.35) + (2 \times 0.10) + (3 \times 0.10) + (3 \times 0.25) + (2 \times 0.10) = 1.90$

$0.10 + 0.35 + 0.20 + 0.30 + 0.75 + 0.20 = 1.90 \text{ (Rounded)} = 2$

Final Fiscal Year 2019-2020 Risk Assessment: ACCEPTABLE

Organizational Performance Framework

For School Year 2019-2020, the Organizational Performance Framework measured the following indicators:

Indicator	Status
List of Key School Employees/Contacts	Received
Uniform Informational Practices Act: Annual Log and Semi-Annual Summary Log	Received
Governing Board Membership Roster	Received
Teacher Licensure Task- Commission	Received
Student Admission Packet Material for Upcoming Student Application Period	Received
Annual Fire Inspection Report	Received
Statement of Assurances	Received
Policies and Procedures	Received
Executed School Leases	Received

Academic Performance Framework

I. Student Academic Outcomes

Academic Proficiency			
Subject	% Proficient: TARGET	% Proficient: ACTUAL	Met target?
Math	26% - 35%	Not available ¹	N/A
ELA	46% - 55%	Not available ¹	N/A
Science	26% - 35%	Not available ¹	N/A

Academic Growth			
Subject	Median SGP: TARGET	Median SGP: ACTUAL	Met target?
Math	48 - 55	Not available ¹	N/A
ELA	45 - 54	Not available ¹	N/A

College and Career Readiness

Chronic Absenteeism		
% Chronically Absent - Combined Elementary & Middle: TARGET	% Chronically Absent - Combined Elementary & Middle: ACTUAL	Met target?
11% or less	Not available ²	N/A

11 th Grade ACT		
% Scoring 19+: TARGET	% Scoring 19+: ACTUAL	Met target?
31% - 40%	Not available ¹	N/A

Graduation Rate		
% Grad in 4 yrs: TARGET	% Grad in 4 yrs: ACTUAL	Met target?
80% - 89%	86%	Met

College-going Rate		
% Enrolled in college w/in 1 st fall of grad: TARGET	% Enrolled in college w/in 1 st fall of grad: ACTUAL	Met target?
45% - 54%	<i>Data suppressed</i>	Met

¹ Due to the impact of COVID-19, statewide assessments were cancelled for school year 2019-20. As a result, data are not available for academic proficiency, achievement gap, academic growth, and 11th grade ACT metrics.

² In the time since the Commission approved the performance targets in the current charter school contracts, the Hawaii Department of Education changed the chronic absenteeism measure in the Strive HI Performance System and broadened it from elementary/middle school grades to all grade levels served by a school. Because of this change, chronic absenteeism rates for specific grade divisions within a multi-division school are no longer readily available to the Commission.

Achievement Gap			
Subject	% Proficient High Needs: TARGET	% Proficient High Needs: ACTUAL	Met target?
Math	26% - 35%	Not available ¹	N/A
ELA	36% - 45%	Not available ¹	N/A

II. Value Added

Value Added	
Status:	Not available

Financial Performance Framework

Financial Performance Framework Audited Fiscal Year 2019-2020 Risk Assessment Result

Formula

(Current Ratio x 0.10) + (Unrestricted Days Cash x 0.35) + (Debt to Asset Ratio x 0.10) +
(Cash Flow x 0.10) + (Total Margin x 0.25) + (Budget Variance x 0.10) = Final Risk Assessment Score

The individual indicators and final risk assessment results are represented as one of five categories based on the school's risk assessment calculations and are rounded to the nearest whole number.

Low	Acceptable	Moderate	High	Significant
1	2	3	4	5

Hālau Kū Māna Public Charter School

$(1 \times 0.10) + (1 \times 0.35) + (2 \times 0.10) + (4 \times 0.10) + (4 \times 0.25) + (1 \times 0.10) = 2.15$

$0.10 + 0.35 + 0.20 + 0.40 + 1.00 + 0.10 = 2.15$ (Rounded) = 2

Final Fiscal Year 2019-2020 Risk Assessment: ACCEPTABLE

Organizational Performance Framework

For School Year 2019-2020, the Organizational Performance Framework measured the following indicators:

Indicator	Status
List of Key School Employees/Contacts	Received
Uniform Informational Practices Act: Annual Log and Semi-Annual Summary Log	Received
Governing Board Membership Roster	Received
Teacher Licensure Task- Commission	Received
Student Admission Packet Material for Upcoming Student Application Period	Received
Annual Fire Inspection Report	Received
Statement of Assurances	Received
Policies and Procedures	Received
Executed School Leases	Received

Academic Performance Framework

I. Student Academic Outcomes

Academic Proficiency			
Subject	% Proficient: TARGET	% Proficient: ACTUAL	Met target?
Math	50% - 59%	Not available ¹	N/A
ELA	59% - 68%	Not available ¹	N/A
Science	50% - 59%	Not available ¹	N/A

Academic Growth			
Subject	Median SGP: TARGET	Median SGP: ACTUAL	Met target?
Math	56 - 62	Not available ¹	N/A
ELA	55 - 58	Not available ¹	N/A

College and Career Readiness

Chronic Absenteeism		
% Chronically Absent - Combined Elementary & Middle: TARGET	% Chronically Absent - Combined Elementary & Middle: ACTUAL	Met target?
12 - 15%	Not available ²	N/A

Graduation Rate		
% Grad in 4 yrs: TARGET	% Grad in 4 yrs: ACTUAL	Met target?
72% - 81%	80%	Met

College-going Rate		
% Enrolled in college w/in 1 st fall of grad: TARGET	% Enrolled in college w/in 1 st fall of grad: ACTUAL	Met target?
60% - 69%	36%	Did Not Meet

¹ Due to the impact of COVID-19, statewide assessments were cancelled for school year 2019-20. As a result, data are not available for academic proficiency, achievement gap, academic growth, and 11th grade ACT metrics.

² In the time since the Commission approved the performance targets in the current charter school contracts, the Hawaii Department of Education changed the chronic absenteeism measure in the Strive HI Performance System and broadened it from elementary/middle school grades to all grade levels served by a school. Because of this change, chronic absenteeism rates for specific grade divisions within a multi-division school are no longer readily available to the Commission.

Achievement Gap			
Subject	% Proficient High Needs: TARGET	% Proficient High Needs: ACTUAL	Met target?
Math	47% - 52%	Not available ¹	N/A
ELA	58% - 60%	Not available ¹	N/A

II. Value Added

Value Added	
Status:	Not available

Financial Performance Framework

Financial Performance Framework Audited Fiscal Year 2019-2020 Risk Assessment Result

Formula

$(\text{Current Ratio} \times 0.10) + (\text{Unrestricted Days Cash} \times 0.35) + (\text{Debt to Asset Ratio} \times 0.10) +$
 $(\text{Cash Flow} \times 0.10) + (\text{Total Margin} \times 0.25) + (\text{Budget Variance} \times 0.10) = \text{Final Risk Assessment Score}$

The individual indicators and final risk assessment results are represented as one of five categories based on the school's risk assessment calculations and are rounded to the nearest whole number.

Low	Acceptable	Moderate	High	Significant
1	2	3	4	5

Hawai'i Academy of Arts & Science Public Charter School

$(1 \times 0.10) + (1 \times 0.35) + (2 \times 0.10) + (1 \times 0.10) + (1 \times 0.25) + (1 \times 0.10) = 1.10$

$0.10 + 0.35 + 0.20 + 0.10 + 0.25 + 0.10 = 1.1 \text{ (Rounded)} = 1$

Final Fiscal Year 2019-2020 Risk Assessment: LOW

Organizational Performance Framework

For School Year 2019-2020, the Organizational Performance Framework measured the following indicators:

Indicator	Status
List of Key School Employees/Contacts	Received
Uniform Informational Practices Act: Annual Log and Semi-Annual Summary Log	Received
Governing Board Membership Roster	Received
Teacher Licensure Task- Commission	Received
Student Admission Packet Material for Upcoming Student Application Period	Received
Annual Fire Inspection Report	Received
Statement of Assurances	Received
Policies and Procedures	Received
Executed School Leases	Received

Academic Performance Framework

I. Student Academic Outcomes

Academic Proficiency			
Subject	% Proficient: TARGET	% Proficient: ACTUAL	Met target?
Math	55% - 62%	Not available ¹	N/A
ELA	69% - 77%	Not available ¹	N/A
Science	51% - 57%	Not available ¹	N/A

Academic Growth			
Subject	Median SGP: TARGET	Median SGP: ACTUAL	Met target?
Math	56 - 62	Not available ¹	N/A
ELA	50 - 55	Not available ¹	N/A

College and Career Readiness

Chronic Absenteeism		
% Chronically Absent - Combined Elementary & Middle: TARGET	% Chronically Absent - Combined Elementary & Middle: ACTUAL	Met target?
11% or less	Not available ²	N/A

4-Year Graduation Rate		
% Grad in 4 yrs: TARGET	% Grad in 4 yrs: ACTUAL	Met target?
70%-75%	90%	Exceeded

5-Year Graduation Rate		
% Grad in 5 yrs: TARGET	% Grad in 5 yrs: ACTUAL	Met target?
87%-94%	Data not available at time of report	N/A

¹ Due to the impact of COVID-19, statewide assessments were cancelled for school year 2019-20. As a result, data are not available for academic proficiency, achievement gap, academic growth, and 11th grade ACT metrics.

² In the time since the Commission approved the performance targets in the current charter school contracts, the Hawaii Department of Education changed the chronic absenteeism measure in the Strive HI Performance System and broadened it from elementary/middle school grades to all grade levels served by a school. Because of this change, chronic absenteeism rates for specific grade divisions within a multi-division school are no longer readily available to the Commission.

Achievement Gap			
Subject	% Proficient High Needs: TARGET	% Proficient High Needs: ACTUAL	Met target?
Math	44% - 51%	Not available ¹	N/A
ELA	54% - 61%	Not available ¹	N/A

II. Value Added

Value Added	
Status:	Not available

Financial Performance Framework

Financial Performance Framework Audited Fiscal Year 2019-2020 Risk Assessment Result

Formula

$(\text{Current Ratio} \times 0.10) + (\text{Unrestricted Days Cash} \times 0.35) + (\text{Debt to Asset Ratio} \times 0.10) +$
 $(\text{Cash Flow} \times 0.10) + (\text{Total Margin} \times 0.25) + (\text{Budget Variance} \times 0.10) = \text{Final Risk Assessment Score}$

The individual indicators and final risk assessment results are represented as one of five categories based on the school's risk assessment calculations and are rounded to the nearest whole number.

Low	Acceptable	Moderate	High	Significant
1	2	3	4	5

Hawai'i Technology Academy

$(1 \times 0.10) + (1 \times 0.35) + (2 \times 0.10) + (1 \times 0.10) + (1 \times 0.25) + (1 \times 0.10) = 1.1$

$0.10 + 0.35 + 0.20 + 0.10 + 0.25 + 0.10 = 1.1 \text{ (Rounded) } = 1$

Final Fiscal Year 2019-2020 Risk Assessment: LOW

Organizational Performance Framework

For School Year 2019-2020, the Organizational Performance Framework measured the following indicators:

Indicator	Status
List of Key School Employees/Contacts	Received
Uniform Informational Practices Act: Annual Log and Semi-Annual Summary Log	Received
Governing Board Membership Roster	Received
Teacher Licensure Task- Commission	Received
Student Admission Packet Material for Upcoming Student Application Period	Received
Annual Fire Inspection Report	Received
Statement of Assurances	Received
Policies and Procedures	Received
Executed School Leases	Received

Academic Performance Framework

I. Student Academic Outcomes

Academic Proficiency				Academic Growth			
Subject	% Proficient: TARGET	% Proficient: ACTUAL	Met target?	Subject	Median SGP: TARGET	Median SGP: ACTUAL	Met target?
Math	51% - 59%	Not available ¹	N/A	Math	52 - 57	Not available ¹	N/A
ELA	68% - 72%	Not available ¹	N/A	ELA	52 - 57	Not available ¹	N/A

College and Career Readiness

Chronic Absenteeism		
% Chronically Absent - Combined Elementary & Middle: TARGET	% Chronically Absent - Combined Elementary & Middle: ACTUAL	Met target?
15% or less	(0-5%)	Met

Achievement Gap				
Subject	% Proficient High Needs: TARGET	% Proficient High Needs - Charter-wide: ACTUAL	% Proficient High Needs: ACTUAL	Met target?
Math	40% or higher and equal to or better than charter rate % Proficient High Needs	Not available ¹	Not available ¹	N/A
ELA	39% or higher and equal to or better than charter rate % Proficient High Needs	Not available ¹	Not available ¹	N/A

¹ Due to the impact of COVID-19, statewide assessments were cancelled for school year 2019-20. As a result, data are not available for academic proficiency, achievement gap, academic growth, and 11th grade ACT metrics.

II. Value Added

Value Added	
Status:	Not available

Financial Performance Framework

Financial Performance Framework Audited Fiscal Year 2019-2020 Risk Assessment Result

Formula

$(\text{Current Ratio} \times 0.10) + (\text{Unrestricted Days Cash} \times 0.35) + (\text{Debt to Asset Ratio} \times 0.10) + (\text{Cash Flow} \times 0.10) + (\text{Total Margin} \times 0.25) + (\text{Budget Variance} \times 0.10) = \text{Final Risk Assessment Score}$

The individual indicators and final risk assessment results are represented as one of five categories based on the school's risk assessment calculations and are rounded to the nearest whole number.

Low	Acceptable	Moderate	High	Significant
1	2	3	4	5

Innovations Public Charter School

$$(1 \times 0.10) + (1 \times 0.35) + (2 \times 0.10) + (5 \times 0.10) + (3 \times 0.25) + (1 \times 0.10) = 2$$

$$0.10 + 0.35 + 0.20 + 0.50 + 0.75 + 0.10 = 2.0 \text{ (Rounded)} = 2$$

Final Fiscal Year 2019-2020 Risk Assessment: ACCEPTABLE

Organizational Performance Framework

For School Year 2019-2020, the Organizational Performance Framework measured the following indicators:

Indicator	Status
List of Key School Employees/Contacts	Received
Uniform Informational Practices Act: Annual Log and Semi-Annual Summary Log	Received
Governing Board Membership Roster	Received
Teacher Licensure Task- Commission	Received
Student Admission Packet Material for Upcoming Student Application Period	Received
Annual Fire Inspection Report	Received
Statement of Assurances	Received
Policies and Procedures	Received
Executed School Leases	Received

Academic Performance Framework

I. Student Academic Outcomes

Academic Proficiency			
Subject	% Proficient: TARGET	% Proficient: ACTUAL	Met target?
Math	To be determined	Not available ¹	N/A
HLA	To be determined	Not available ¹	N/A
Science	To be determined	Not available ¹	N/A

Academic Growth			
Subject	Median SGP: TARGET	Median SGP: ACTUAL	Met target?
Math	To be determined	Not available ¹	N/A
HLA	To be determined	Not available ¹	N/A

College and Career Readiness

Chronic Absenteeism		
% Chronically Absent - Combined Elementary & Middle: TARGET	% Chronically Absent - Combined Elementary & Middle: ACTUAL	Met target?
12 - 15%	Not available ²	N/A

11 th Grade ACT		
% Scoring 19+: TARGET	% Scoring 19+: ACTUAL	Met target?
To be determined	Not available ¹	N/A

¹ Due to the impact of COVID-19, statewide assessments were cancelled for school year 2019-20. As a result, data are not available for academic proficiency, achievement gap, academic growth, and 11th grade ACT metrics.

² In the time since the Commission approved the performance targets in the current charter school contracts, the Hawaii Department of Education changed the chronic absenteeism measure in the Strive HI Performance System and broadened it from elementary/middle school grades to all grade levels served by a school. Because of this change, chronic absenteeism rates for specific grade divisions within a multi-division school are no longer readily available to the Commission.

Graduation Rate		
% Grad in 4 yrs: TARGET	% Grad in 4 yrs: ACTUAL	Met target?
N/A (no 12 th graders)	N/A (no 12 th graders)	N/A

College-going Rate		
% Enrolled in college w/in 1 st fall of grad: TARGET	% Enrolled in college w/in 1 st fall of grad: ACTUAL	Met target?
N/A (no 12 th graders)	N/A (no 12 th graders)	N/A

Achievement Gap			
Subject	% Proficient High Needs: TARGET	% Proficient High Needs: ACTUAL	Met target?
Math	To be determined	Not available ¹	N/A
HLA	To be determined	Not available ¹	N/A

II. Value Added

Value Added	
Status:	Not available

Financial Performance Framework

Financial Performance Framework Audited Fiscal Year 2019-2020 Risk Assessment Result

Formula

$(\text{Current Ratio} \times 0.10) + (\text{Unrestricted Days Cash} \times 0.35) + (\text{Debt to Asset Ratio} \times 0.10) + (\text{Cash Flow} \times 0.10) + (\text{Total Margin} \times 0.25) + (\text{Budget Variance} \times 0.10) = \text{Final Risk Assessment Score}$

The individual indicators and final risk assessment results are represented as one of five categories based on the school's risk assessment calculations and are rounded to the nearest whole number.

Low	Acceptable	Moderate	High	Significant
1	2	3	4	5

Ka 'Umeke Kā'eo

$(1 \times 0.10) + (1 \times 0.35) + (1 \times 0.10) + (3 \times 0.10) + (3 \times 0.25) + (1 \times 0.10) = 1.70$

$0.10 + 0.35 + 0.10 + 0.30 + 0.75 + 0.10 = 1.7$ (Rounded) = 2

Final Fiscal Year 2019-2020 Risk Assessment: **ACCEPTABLE**

Organizational Performance Framework

For School Year 2019-2020, the Organizational Performance Framework measured the following indicators:

Indicator	Status
List of Key School Employees/Contacts	Received
Uniform Informational Practices Act: Annual Log and Semi-Annual Summary Log	Received
Governing Board Membership Roster	Received
Teacher Licensure Task- Commission	Received
Student Admission Packet Material for Upcoming Student Application Period	Received
Annual Fire Inspection Report	Received
Statement of Assurances	Received
Policies and Procedures	Received
Executed School Leases	Received

Academic Performance Framework

I. Student Academic Outcomes

Academic Proficiency			
Subject	% Proficient: TARGET	% Proficient: ACTUAL	Met target?
Math	35% - 44%	Not available ¹	N/A
ELA	39% - 48%	Not available ¹	N/A
Science	24% - 33%	Not available ¹	N/A

Academic Growth			
Subject	Median SGP: TARGET	Median SGP: ACTUAL	Met target?
Math	56 - 62	Not available ¹	N/A
ELA	55 - 58	Not available ¹	N/A

College and Career Readiness

Chronic Absenteeism		
% Chronically Absent - Combined Elementary & Middle: TARGET	% Chronically Absent - Combined Elementary & Middle: ACTUAL	Met target?
12% or less	16%	Did not meet

Achievement Gap			
Subject	% Proficient High Needs: TARGET	% Proficient High Needs: ACTUAL	Met target?
Math	26% - 35%	Not available ¹	N/A
ELA	30% - 39%	Not available ¹	N/A

¹ Due to the impact of COVID-19, statewide assessments were cancelled for school year 2019-20. As a result, data are not available for academic proficiency, achievement gap, academic growth, and 11th grade ACT metrics.

II. Value Added

Value Added	
Status:	Not available

Financial Performance Framework

Financial Performance Framework Audited Fiscal Year 2019-2020 Risk Assessment Result

Formula

$(\text{Current Ratio} \times 0.10) + (\text{Unrestricted Days Cash} \times 0.35) + (\text{Debt to Asset Ratio} \times 0.10) + (\text{Cash Flow} \times 0.10) + (\text{Total Margin} \times 0.25) + (\text{Budget Variance} \times 0.10) = \text{Final Risk Assessment Score}$

The individual indicators and final risk assessment results are represented as one of five categories based on the school's risk assessment calculations and are rounded to the nearest whole number.

Low	Acceptable	Moderate	High	Significant
1	2	3	4	5

Ka Waihona o ka Na‘auao Public Charter School

$(1 \times 0.10) + (3 \times 0.35) + (1 \times 0.10) + (2 \times 0.10) + (1 \times 0.25) + (1 \times 0.10) = 1.80$

$0.10 + 1.05 + 0.10 + 0.20 + 0.25 + 0.10 = 1.80 \text{ (Rounded)} = 2$

Final Fiscal Year 2019-2020 Risk Assessment: ACCEPTABLE

Organizational Performance Framework

For School Year 2019-2020, the Organizational Performance Framework measured the following indicators:

Indicator	Status
List of Key School Employees/Contacts	Received
Uniform Informational Practices Act: Annual Log and Semi-Annual Summary Log	Received
Governing Board Membership Roster	Received
Teacher Licensure Task- Commission	Received
Student Admission Packet Material for Upcoming Student Application Period	Received
Annual Fire Inspection Report	Received
Statement of Assurances	Received
Policies and Procedures	Received
Executed School Leases	Received

Academic Performance Framework

I. Student Academic Outcomes

Academic Proficiency			
Subject	% Proficient: TARGET	% Proficient: ACTUAL	Met target?
Math	28% - 37%	Not available ¹	N/A
ELA	42% - 51%	Not available ¹	N/A
Science	30% - 39%	Not available ¹	N/A

Academic Growth			
Subject	Median SGP: TARGET	Median SGP: ACTUAL	Met target?
Math	50 - 55	Not available ¹	N/A
ELA	50 - 54	Not available ¹	N/A

College and Career Readiness

Chronic Absenteeism		
% Chronically Absent - Combined Elementary & Middle: TARGET	% Chronically Absent - Combined Elementary & Middle: ACTUAL	Met target?
11% - 20%	Not available ²	N/A

11 th Grade ACT		
% Scoring 19+: TARGET	% Scoring 19+: ACTUAL	Met target?
45% - 54%	Not available ¹	N/A

Graduation Rate		
% Grad in 4 yrs: TARGET	% Grad in 4 yrs: ACTUAL	Met target?
90% - 100%	60%	Did not meet

College-going Rate		
% Enrolled in college w/in 1 st fall of grad: TARGET	% Enrolled in college w/in 1 st fall of grad: ACTUAL	Met target?
73% - 82%	<i>Data suppressed</i>	Did not meet

¹ Due to the impact of COVID-19, statewide assessments were cancelled for school year 2019-20. As a result, data are not available for academic proficiency, achievement gap, academic growth, and 11th grade ACT metrics.

² In the time since the Commission approved the performance targets in the current charter school contracts, the Hawaii Department of Education changed the chronic absenteeism measure in the Strive HI Performance System and broadened it from elementary/middle school grades to all grade levels served by a school. Because of this change, chronic absenteeism rates for specific grade divisions within a multi-division school are no longer readily available to the Commission.

Achievement Gap			
Subject	% Proficient High Needs: TARGET	% Proficient High Needs: ACTUAL	Met target?
Math	20% - 29%	Not available ¹	N/A
ELA	31% - 40%	Not available ¹	N/A

II. Value Added

Value Added	
Status:	Not available

Financial Performance Framework

Financial Performance Framework Audited Fiscal Year 2019-2020 Risk Assessment Result

Formula

$(\text{Current Ratio} \times 0.10) + (\text{Unrestricted Days Cash} \times 0.35) + (\text{Debt to Asset Ratio} \times 0.10) + (\text{Cash Flow} \times 0.10) + (\text{Total Margin} \times 0.25) + (\text{Budget Variance} \times 0.10) = \text{Final Risk Assessment Score}$

The individual indicators and final risk assessment results are represented as one of five categories based on the school's risk assessment calculations and are rounded to the nearest whole number.

Low	Acceptable	Moderate	High	Significant
1	2	3	4	5

Kamaile Academy Public Charter School

$$(1 \times 0.10) + (1 \times 0.35) + (1 \times 0.10) + (1 \times 0.10) + (1 \times 0.25) + (1 \times 0.10) = 1$$

$$0.10 + 0.35 + 0.10 + 0.10 + 0.25 + 0.10 = 1 \text{ (Rounded)} = 1$$

Final Fiscal Year 2019-2020 Risk Assessment: LOW

Organizational Performance Framework

For School Year 2019-2020, the Organizational Performance Framework measured the following indicators:

Indicator	Status
List of Key School Employees/Contacts	Received
Uniform Informational Practices Act: Annual Log and Semi-Annual Summary Log	Received
Governing Board Membership Roster	Received
Teacher Licensure Task- Commission	Received
Student Admission Packet Material for Upcoming Student Application Period	Received
Annual Fire Inspection Report	Received
Statement of Assurances	Received
Policies and Procedures	Received
Executed School Leases	Received

Academic Performance Framework

I. Student Academic Outcomes

Academic Proficiency			
Subject	% Proficient: TARGET	% Proficient: ACTUAL	Met target?
Math	5% increase annually	Not available ¹	N/A
ELA	4% increase annually	Not available ¹	N/A
Science	6% increase annually	Not available ¹	N/A

Academic Growth			
Subject	Median SGP: TARGET	Median SGP: ACTUAL	Met target?
Math	To be determined	Not available ¹	N/A
ELA	To be determined	Not available ¹	N/A

College and Career Readiness

Chronic Absenteeism		
% Chronically Absent: TARGET	% Chronically Absent: ACTUAL	Met target?
To be determined	8%	N/A

Achievement Gap			
Subject	% Proficient High Needs: TARGET	% Proficient High Needs: ACTUAL	Met target?
Math	To be determined	Not available ¹	N/A
ELA	To be determined	Not available ¹	N/A

¹ Due to the impact of COVID-19, statewide assessments were cancelled for school year 2019-20. As a result, data are not available for academic proficiency, achievement gap, academic growth, and 11th grade ACT metrics.

II. Value Added

Value Added	
Status:	Not available

Financial Performance Framework

Financial Performance Framework Audited Fiscal Year 2019-2020 Risk Assessment Result

Formula

$(\text{Current Ratio} \times 0.10) + (\text{Unrestricted Days Cash} \times 0.35) + (\text{Debt to Asset Ratio} \times 0.10) + (\text{Cash Flow} \times 0.10) + (\text{Total Margin} \times 0.25) + (\text{Budget Variance} \times 0.10) = \text{Final Risk Assessment Score}$

The individual indicators and final risk assessment results are represented as one of five categories based on the school's risk assessment calculations and are rounded to the nearest whole number.

Low	Acceptable	Moderate	High	Significant
1	2	3	4	5

Kamalani Academy

$(2 \times 0.10) + (4 \times 0.35) + (3 \times 0.10) + (3 \times 0.10) + (1 \times 0.25) + (1 \times 0.10) = 2.55$
 $0.20 + 1.40 + 0.30 + 0.30 + 0.25 + 0.10 = 2.55 \text{ (Rounded)} = 3$

Final Fiscal Year 2019-2020 Risk Assessment: MODERATE

Organizational Performance Framework

For School Year 2019-2020, the Organizational Performance Framework measured the following indicators:

Indicator	Status
List of Key School Employees/Contacts	Received
Uniform Informational Practices Act: Annual Log and Semi-Annual Summary Log	Received
Governing Board Membership Roster	Received
Teacher Licensure Task- Commission	Received
Student Admission Packet Material for Upcoming Student Application Period	Received
Annual Fire Inspection Report	Received
Statement of Assurances	Received
Policies and Procedures	Received
Executed School Leases	Received

Academic Performance Framework

I. Student Academic Outcomes

Academic Proficiency			
Subject	% Proficient: TARGET	% Proficient: ACTUAL	Met target?
Math	46% - 55%	Not available ¹	N/A
ELA	65% - 74%	Not available ¹	N/A
Science	48% - 57%	Not available ¹	N/A

Academic Growth			
Subject	Median SGP: TARGET	Median SGP: ACTUAL	Met target?
Math	56 - 62	Not available ¹	N/A
ELA	55 -58	Not available ¹	N/A

College and Career Readiness

Chronic Absenteeism		
% Chronically Absent - Combined Elementary & Middle: TARGET	% Chronically Absent - Combined Elementary & Middle: ACTUAL	Met target?
12 - 15%	Not available ²	N/A

Graduation Rate		
% Grad in 4 yrs: TARGET	% Grad in 4 yrs: ACTUAL	Met target?
86% - 95%	67%	Did not meet

College-going Rate		
% Enrolled in college w/in 1 st fall of grad: TARGET	% Enrolled in college w/in 1 st fall of grad: ACTUAL	Met target?
75% - 84%	<i>Data suppressed</i>	Did not meet

¹ Due to the impact of COVID-19, statewide assessments were cancelled for school year 2019-20. As a result, data are not available for academic proficiency, achievement gap, academic growth, and 11th grade ACT metrics.

² In the time since the Commission approved the performance targets in the current charter school contracts, the Hawaii Department of Education changed the chronic absenteeism measure in the Strive HI Performance System and broadened it from elementary/middle school grades to all grade levels served by a school. Because of this change, chronic absenteeism rates for specific grade divisions within a multi-division school are no longer readily available to the Commission.

Achievement Gap			
Subject	% Proficient High Needs: TARGET	% Proficient High Needs: ACTUAL	Met target?
Math	44% - 53%	Not available ¹	N/A
ELA	63% - 72%	Not available ¹	N/A

II. Value Added

Value Added	
Status:	Not available

Financial Performance Framework

Financial Performance Framework Audited Fiscal Year 2019-2020 Risk Assessment Result

Formula

$(\text{Current Ratio} \times 0.10) + (\text{Unrestricted Days Cash} \times 0.35) + (\text{Debt to Asset Ratio} \times 0.10) + (\text{Cash Flow} \times 0.10) + (\text{Total Margin} \times 0.25) + (\text{Budget Variance} \times 0.10) = \text{Final Risk Assessment Score}$

The individual indicators and final risk assessment results are represented as one of five categories based on the school's risk assessment calculations and are rounded to the nearest whole number.

Low	Acceptable	Moderate	High	Significant
1	2	3	4	5

Kanu o ka 'Āina New Century Public Charter School

$(1 \times 0.10) + (1 \times 0.35) + (1 \times 0.10) + (1 \times 0.10) + (1 \times 0.25) + (1 \times 0.10) = 1$

$0.10 + 0.35 + 0.10 + 0.10 + 0.25 + 0.10 = 1.00$

Final Fiscal Year 2018-19 Risk Assessment: LOW

Organizational Performance Framework

For School Year 2019-2020, the Organizational Performance Framework measured the following indicators:

Indicator	Status
List of Key School Employees/Contacts	Received
Uniform Informational Practices Act: Annual Log and Semi-Annual Summary Log	Received
Governing Board Membership Roster	Received
Teacher Licensure Task- Commission	Received
Student Admission Packet Material for Upcoming Student Application Period	Received
Annual Fire Inspection Report	Received
Statement of Assurances	Received
Policies and Procedures	Received
Executed School Leases	Received

Academic Performance Framework

I. Student Academic Outcomes

Academic Proficiency			
Subject	% Proficient: TARGET	% Proficient: ACTUAL	Met target?
Math	35% - 44%	Not available ¹	N/A
ELA	41% - 50%	Not available ¹	N/A
Science	48% - 57%	Not available ¹	N/A

Academic Growth			
Subject	Median SGP: TARGET	Median SGP: ACTUAL	Met target?
Math	50 - 55	Not available ¹	N/A
ELA	50 - 54	Not available ¹	N/A

College and Career Readiness

Chronic Absenteeism		
% Chronically Absent - Combined Elementary & Middle: TARGET	% Chronically Absent - Combined Elementary & Middle: ACTUAL	Met target?
16 - 19%	Not available ²	N/A

11 th Grade ACT		
% Scoring 19+: TARGET	% Scoring 19+: ACTUAL	Met target?
39% - 48%	Not available ¹	N/A

Graduation Rate		
% Grad in 4 yrs: TARGET	% Grad in 4 yrs: ACTUAL	Met target?
80% - 100%	75%	Did not meet

College-going Rate		
% Enrolled in college w/in 1 st fall of grad: TARGET	% Enrolled in college w/in 1 st fall of grad: ACTUAL	Met target?
50% - 100%	<i>Data suppressed</i>	Met

¹ Due to the impact of COVID-19, statewide assessments were cancelled for school year 2019-20. As a result, data are not available for academic proficiency, achievement gap, academic growth, and 11th grade ACT metrics.

² In the time since the Commission approved the performance targets in the current charter school contracts, the Hawaii Department of Education changed the chronic absenteeism measure in the Strive HI Performance System and broadened it from elementary/middle school grades to all grade levels served by a school. Because of this change, chronic absenteeism rates for specific grade divisions within a multi-division school are no longer readily available to the Commission.

Achievement Gap			
Subject	% Proficient High Needs: TARGET	% Proficient High Needs: ACTUAL	Met target?
Math	33% - 42%	Not available ¹	N/A
ELA	40% - 49%	Not available ¹	N/A

II. Value Added

Value Added	
Status:	Not available

Financial Performance Framework

Financial Performance Framework Audited Fiscal Year 2019-2020 Risk Assessment Result

Formula

$(\text{Current Ratio} \times 0.10) + (\text{Unrestricted Days Cash} \times 0.35) + (\text{Debt to Asset Ratio} \times 0.10) + (\text{Cash Flow} \times 0.10) + (\text{Total Margin} \times 0.25) + (\text{Budget Variance} \times 0.10) = \text{Final Risk Assessment Score}$

The individual indicators and final risk assessment results are represented as one of five categories based on the school's risk assessment calculations and are rounded to the nearest whole number.

Low	Acceptable	Moderate	High	Significant
1	2	3	4	5

Kanuikapono Public Charter School

$(1 \times 0.10) + (1 \times 0.35) + (1 \times 0.10) + (3 \times 0.10) + (3 \times 0.25) + (1 \times 0.10) = 1.70$

$0.10 + 0.35 + 0.10 + 0.30 + 0.75 + 0.10 = 1.70 \text{ (Rounded)} = 2$

Final Fiscal Year 2019-2020 Risk Assessment: ACCEPTABLE

Organizational Performance Framework

For School Year 2019-2020, the Organizational Performance Framework measured the following indicators:

Indicator	Status
List of Key School Employees/Contacts	Received
Uniform Informational Practices Act: Annual Log and Semi-Annual Summary Log	Received
Governing Board Membership Roster	Received
Teacher Licensure Task- Commission	Received
Student Admission Packet Material for Upcoming Student Application Period	Received
Annual Fire Inspection Report	Received
Statement of Assurances	Received
Policies and Procedures	Received
Executed School Leases	Received

Academic Performance Framework

I. Student Academic Outcomes

Academic Proficiency			
Subject	% Proficient: TARGET	% Proficient: ACTUAL	Met target?
Math	84% - 93%	Not available ¹	N/A
ELA	84% - 93%	Not available ¹	N/A
Science	86% - 95%	Not available ¹	N/A

Academic Growth			
Subject	Median SGP: TARGET	Median SGP: ACTUAL	Met target?
Math	56 - 62	Not available ¹	N/A
ELA	55 - 58	Not available ¹	N/A

College and Career Readiness

Chronic Absenteeism		
% Chronically Absent: TARGET	% Chronically Absent: ACTUAL	Met target?
12% - 15%	(0-5%)	Exceeded

Achievement Gap			
Subject	% Proficient High Needs: TARGET	% Proficient High Needs: ACTUAL	Met target?
Math	57% - 66%	Not available ¹	N/A
ELA	45% - 54%	Not available ¹	N/A

¹ Due to the impact of COVID-19, statewide assessments were cancelled for school year 2019-20. As a result, data are not available for academic proficiency, achievement gap, academic growth, and 11th grade ACT metrics.

II. Value Added

Value Added	
Status:	Not available

Financial Performance Framework

Financial Performance Framework Audited Fiscal Year 2019-2020 Risk Assessment Result

Formula

$(\text{Current Ratio} \times 0.10) + (\text{Unrestricted Days Cash} \times 0.35) + (\text{Debt to Asset Ratio} \times 0.10) + (\text{Cash Flow} \times 0.10) + (\text{Total Margin} \times 0.25) + (\text{Budget Variance} \times 0.10) = \text{Final Risk Assessment Score}$

The individual indicators and final risk assessment results are represented as one of five categories based on the school's risk assessment calculations and are rounded to the nearest whole number.

Low	Acceptable	Moderate	High	Significant
1	2	3	4	5

Ka'ōhāo Public Charter School

$(1 \times 0.10) + (1 \times 0.35) + (1 \times 0.10) + (4 \times 0.10) + (1 \times 0.25) + (1 \times 0.10) = 1.3$

$0.10 + 0.35 + 0.10 + 0.40 + 0.25 + 0.10 = 1.3$ (Rounded) = 1

Final Fiscal Year 2019-2020 Risk Assessment: LOW

Organizational Performance Framework

For School Year 2019-2020, the Organizational Performance Framework measured the following indicators:

Indicator	Status
List of Key School Employees/Contacts	Received
Uniform Informational Practices Act: Annual Log and Semi-Annual Summary Log	Received
Governing Board Membership Roster	Received
Teacher Licensure Task- Commission	Received
Student Admission Packet Material for Upcoming Student Application Period	Received
Annual Fire Inspection Report	Received
Statement of Assurances	Received
Policies and Procedures	Received
Executed School Leases	Received

Academic Performance Framework

I. Student Academic Outcomes

Academic Proficiency			
Subject	% Proficient: TARGET	% Proficient: ACTUAL	Met target?
Math	No target, no student results	Not available ¹	N/A
ELA	No target, no student results	Not available ¹	N/A
Science	No target, no student results	Not available ¹	N/A

Academic Growth			
Subject	Median SGP: TARGET	Median SGP: ACTUAL	Met target?
Math	No target, no student results	Not available ¹	N/A
ELA	No target, no student results	Not available ¹	N/A

College and Career Readiness

Graduation Rate: High School		
% in Grad in 4 years: TARGET	% in Grad in 4 years: ACTUAL	Met target?
No target, no student results	N/A	N/A

Achievement Gap			
Subject	% Proficient High Needs: TARGET	% Proficient High Needs: ACTUAL	Met target?
Math	No target, no student results	Not available ¹	N/A
ELA	No target, no student results	Not available ¹	N/A

¹ Due to the impact of COVID-19, statewide assessments were cancelled for school year 2019-20. As a result, data are not available for academic proficiency, achievement gap, academic growth, and 11th grade ACT metrics.

II. Value Added

Value Added	
Status:	Not available

Financial Performance Framework

Financial Performance Framework Audited Fiscal Year 2019-2020 Risk Assessment Result

Formula

$(\text{Current Ratio} \times 0.10) + (\text{Unrestricted Days Cash} \times 0.35) + (\text{Debt to Asset Ratio} \times 0.10) + (\text{Cash Flow} \times 0.10) + (\text{Total Margin} \times 0.25) + (\text{Budget Variance} \times 0.10) = \text{Final Risk Assessment Score}$

The individual indicators and final risk assessment results are represented as one of five categories based on the school's risk assessment calculations and are rounded to the nearest whole number.

Low	Acceptable	Moderate	High	Significant
1	2	3	4	5

Kapolei Charter School

$(1 \times 0.10) + (1 \times 0.35) + (1 \times 0.10) + (1 \times 0.10) + (1 \times 0.25) + (1 \times 0.10) = 1.0$

$0.10 + 0.35 + 0.10 + 0.10 + 0.25 + 0.10 = 1.0 \text{ (Rounded)} = 1$

Final Fiscal Year 2019-2020 Risk Assessment: LOW

Organizational Performance Framework

For School Year 2019-2020, the Organizational Performance Framework measured the following indicators:

Indicator	Status
List of Key School Employees/Contacts	Received
Uniform Informational Practices Act: Annual Log and Semi-Annual Summary Log	Received
Governing Board Membership Roster	Received
Teacher Licensure Task- Commission	Received
Student Admission Packet Material for Upcoming Student Application Period	Received
Annual Fire Inspection Report	Received
Statement of Assurances	Received
Policies and Procedures	Received
Executed School Leases	Received

Academic Performance Framework

I. Student Academic Outcomes

Academic Proficiency			
Subject	% Proficient: TARGET	% Proficient: ACTUAL	Met target?
Math	To be determined	Not available ¹	N/A
HLA	To be determined	Not available ¹	N/A
Science	To be determined	Not available ¹	N/A

Academic Growth			
Subject	Median SGP: TARGET	Median SGP: ACTUAL	Met target?
Math	To be determined	Not available ¹	N/A
HLA	To be determined	Not available ¹	N/A

College and Career Readiness

Chronic Absenteeism		
% Chronically Absent - Combined Elementary & Middle: TARGET	% Chronically Absent - Combined Elementary & Middle: ACTUAL	Met target?
26 - 30%	Not available ²	N/A

¹ Due to the impact of COVID-19, statewide assessments were cancelled for school year 2019-20. As a result, data are not available for academic proficiency, achievement gap, academic growth, and 11th grade ACT metrics.

² In the time since the Commission approved the performance targets in the current charter school contracts, the Hawaii Department of Education changed the chronic absenteeism measure in the Strive HI Performance System and broadened it from elementary/middle school grades to all grade levels served by a school. Because of this change, chronic absenteeism rates for specific grade divisions within a multi-division school are no longer readily available to the Commission.

Graduation Rate		
% Grad in 4 yrs: TARGET	% Grad in 4 yrs: ACTUAL	Met target?
90% - 100%	<i>Data suppressed</i>	Did not meet

College-going Rate		
% Enrolled in college w/in 1 st fall of grad: TARGET	% Enrolled in college w/in 1 st fall of grad: ACTUAL	Met target?
50% or greater	<i>Data suppressed</i>	Did not meet

Achievement Gap			
Subject	% Proficient High Needs: TARGET	% Proficient High Needs: ACTUAL	Met target?
Math	To be determined	Not available ¹	N/A
HLA	To be determined	Not available ¹	N/A

II. Value Added

Value Added	
Status:	Not available

Financial Performance Framework

Financial Performance Framework Audited Fiscal Year 2019-2020 Risk Assessment Result

Formula

$(\text{Current Ratio} \times 0.10) + (\text{Unrestricted Days Cash} \times 0.35) + (\text{Debt to Asset Ratio} \times 0.10) + (\text{Cash Flow} \times 0.10) + (\text{Total Margin} \times 0.25) + (\text{Budget Variance} \times 0.10) = \text{Final Risk Assessment Score}$

The individual indicators and final risk assessment results are represented as one of five categories based on the school's risk assessment calculations and are rounded to the nearest whole number.

Low	Acceptable	Moderate	High	Significant
1	2	3	4	5

Kawaikini New Century Public Charter School

$(1 \times 0.10) + (2 \times 0.35) + (1 \times 0.10) + (2 \times 0.10) + (4 \times 0.25) + (2 \times 0.10) = 2.30$

$0.10 + 0.70 + 0.10 + 0.20 + 1.00 + 0.20 = 2.30 \text{ (Rounded)} = 2$

Final Fiscal Year 2019-2020 Risk Assessment: ACCEPTABLE

Organizational Performance Framework

For School Year 2019-2020, the Organizational Performance Framework measured the following indicators:

Indicator	Status
List of Key School Employees/Contacts	Received
Uniform Informational Practices Act: Annual Log and Semi-Annual Summary Log	Received
Governing Board Membership Roster	Received
Teacher Licensure Task- Commission	Received
Student Admission Packet Material for Upcoming Student Application Period	Received
Annual Fire Inspection Report	Received
Statement of Assurances	Received
Policies and Procedures	Received
Executed School Leases	Received

Academic Performance Framework

I. Student Academic Outcomes

Academic Proficiency			
Subject	% Proficient: TARGET	% Proficient: ACTUAL	Met target?
Math	34% - 43%	Not available ¹	N/A
ELA	35% - 44%	Not available ¹	N/A
Science	28% - 37%	Not available ¹	N/A

Academic Growth			
Subject	Median SGP: TARGET	Median SGP: ACTUAL	Met target?
Math	56 - 62	Not available ¹	N/A
ELA	55 - 58	Not available ¹	N/A

College and Career Readiness

11 th Grade ACT		
% Scoring 19+: TARGET	% Scoring 19+: ACTUAL	Met target?
52% - 61%	Not available ¹	N/A

Graduation Rate		
% Grad in 4 yrs: TARGET	% Grad in 4 yrs: ACTUAL	Met target?
90% - 100%	45%	Did not meet

College-going Rate		
% Enrolled in college w/in 1 st fall of grad: TARGET	% Enrolled in college w/in 1 st fall of grad: ACTUAL	Met target?
85% - 94%	<i>Data suppressed</i>	Did not meet

¹ Due to the impact of COVID-19, statewide assessments were cancelled for school year 2019-20. As a result, data are not available for academic proficiency, achievement gap, academic growth, and 11th grade ACT metrics.

Achievement Gap			
Subject	% Proficient High Needs: TARGET	% Proficient High Needs: ACTUAL	Met target?
Math	34% - 43%	Not available ¹	N/A
ELA	35% - 44%	Not available ¹	N/A

II. Value Added

Value Added	
Status:	Not available

Financial Performance Framework

Financial Performance Framework Audited Fiscal Year 2019-2020 Risk Assessment Result

Formula

$(\text{Current Ratio} \times 0.10) + (\text{Unrestricted Days Cash} \times 0.35) + (\text{Debt to Asset Ratio} \times 0.10) + (\text{Cash Flow} \times 0.10) + (\text{Total Margin} \times 0.25) + (\text{Budget Variance} \times 0.10) = \text{Final Risk Assessment Score}$

The individual indicators and final risk assessment results are represented as one of five categories based on the school's risk assessment calculations and are rounded to the nearest whole number.

Low	Acceptable	Moderate	High	Significant
1	2	3	4	5

Ke Ana La‘ahana Public Charter School

$$(1 \times 0.10) + (1 \times 0.35) + (2 \times 0.10) + (4 \times 0.10) + (4 \times 0.25) + (2 \times 0.10) = 2.25$$

$$0.10 + 0.35 + 0.20 + 0.40 + 1.00 + 0.20 = 2.25 \text{ (Rounded)} = 2$$

Final Fiscal Year 2019-2020 Risk Assessment: ACCEPTABLE

Organizational Performance Framework

For School Year 2019-2020, the Organizational Performance Framework measured the following indicators:

Indicator	Status
List of Key School Employees/Contacts	Received
Uniform Informational Practices Act: Annual Log and Semi-Annual Summary Log	Received
Governing Board Membership Roster	Received
Teacher Licensure Task- Commission	Received
Student Admission Packet Material for Upcoming Student Application Period	Received
Annual Fire Inspection Report	Received
Statement of Assurances	Received
Policies and Procedures	Received
Executed School Leases	Received

Academic Performance Framework

I. Student Academic Outcomes

Academic Proficiency			
Subject	% Proficient: TARGET	% Proficient: ACTUAL	Met target?
Math	No target	Not available ¹	N/A
ELA	No target	Not available ¹	N/A

Academic Growth			
Subject	Median SGP: TARGET	Median SGP: ACTUAL	Met target?
Math	56 - 62	Not available ¹	N/A
ELA	55 - 58	Not available ¹	N/A

College and Career Readiness

Chronic Absenteeism		
% Chronically Absent - Combined Elementary & Middle: TARGET	% Chronically Absent - Combined Elementary & Middle: ACTUAL	Met target?
22% - 31%	Not available ²	N/A

Graduation Rate		
% Grad in 4 yrs: TARGET	% Grad in 4 yrs: ACTUAL	Met target?
85% - 100%	<i>Data suppressed</i>	Met

11 th Grade ACT		
% Scoring 19+: TARGET	% Scoring 19+: ACTUAL	Met target?
75% - 84%	Not available ¹	N/A

¹ Due to the impact of COVID-19, statewide assessments were cancelled for school year 2019-20. As a result, data are not available for academic proficiency, achievement gap, academic growth, and 11th grade ACT metrics.

² In the time since the Commission approved the performance targets in the current charter school contracts, the Hawaii Department of Education changed the chronic absenteeism measure in the Strive HI Performance System and broadened it from elementary/middle school grades to all grade levels served by a school. Because of this change, chronic absenteeism rates for specific grade divisions within a multi-division school are no longer readily available to the Commission.

II. Value Added

Value Added	
Status:	Not available

Financial Performance Framework

Financial Performance Framework Audited Fiscal Year 2019-2020 Risk Assessment Result

Formula

$(\text{Current Ratio} \times 0.10) + (\text{Unrestricted Days Cash} \times 0.35) + (\text{Debt to Asset Ratio} \times 0.10) + (\text{Cash Flow} \times 0.10) + (\text{Total Margin} \times 0.25) + (\text{Budget Variance} \times 0.10) = \text{Final Risk Assessment Score}$

The individual indicators and final risk assessment results are represented as one of five categories based on the school's risk assessment calculations and are rounded to the nearest whole number.

Low	Acceptable	Moderate	High	Significant
1	2	3	4	5

Ke Kula Niihau O Kekaha Learning Center

$(1 \times 0.10) + (1 \times 0.35) + (1 \times 0.10) + (1 \times 0.10) + (2 \times 0.25) + (1 \times 0.10) = 1.25$

$0.10 + 0.35 + 0.10 + 0.10 + 0.50 + 0.10 = 1.25 \text{ (Rounded)} = 1$

Final Fiscal Year 2019-19 Risk Assessment: LOW

Organizational Performance Framework

For School Year 2019-2020, the Organizational Performance Framework measured the following indicators:

Indicator	Status
List of Key School Employees/Contacts	Received
Uniform Informational Practices Act: Annual Log and Semi-Annual Summary Log	Received
Governing Board Membership Roster	Received
Teacher Licensure Task- Commission	Received
Student Admission Packet Material for Upcoming Student Application Period	Received
Annual Fire Inspection Report	Received
Statement of Assurances	Received
Policies and Procedures	Received
Executed School Leases	Received

Academic Performance Framework

I. Student Academic Outcomes

Academic Proficiency			
Subject	% Proficient: TARGET	% Proficient: ACTUAL	Met target?
Math	To be determined	Not available ¹	N/A
ELA/ HLA	To be determined	Not available ¹	N/A
Science	To be determined	Not available ¹	N/A

Academic Growth			
Subject	Median SGP: TARGET	Median SGP: ACTUAL	Met target?
Math	To be determined	Not available ¹	N/A
ELA/ HLA	To be determined	Not available ¹	N/A

College and Career Readiness

Average Daily Attendance (ADA) Rate: Elementary and Middle		
% ADA Combined: Elementary & Middle TARGET	% ADA Combined: Elementary & Middle ACTUAL	Met target?
96%	94%	Did not meet

¹ Due to the impact of COVID-19, statewide assessments were cancelled for school year 2019-20. As a result, data are not available for academic proficiency, achievement gap, academic growth, and 11th grade ACT metrics.

Achievement Gap			
Subject	% Proficient High Needs: TARGET	% Proficient High Needs: ACTUAL	Met target?
Math	To be determined	Not available ¹	N/A
ELA	To be determined	Not available ¹	N/A

II. Value Added

Value Added	
Status:	Not available

Financial Performance Framework

Financial Performance Framework Audited Fiscal Year 2019-2020 Risk Assessment Result

Formula

$(\text{Current Ratio} \times 0.10) + (\text{Unrestricted Days Cash} \times 0.35) + (\text{Debt to Asset Ratio} \times 0.10) + (\text{Cash Flow} \times 0.10) + (\text{Total Margin} \times 0.25) + (\text{Budget Variance} \times 0.10) = \text{Final Risk Assessment Score}$

The individual indicators and final risk assessment results are represented as one of five categories based on the school's risk assessment calculations and are rounded to the nearest whole number.

Low	Acceptable	Moderate	High	Significant
1	2	3	4	5

Ke Kula 'o Nāwahīokalani'ōpu'u Iki, LPCS

$(1 \times 0.10) + (1 \times 0.35) + (1 \times 0.10) + (2 \times 0.10) + (2 \times 0.25) + (3 \times 0.10) = 1.55$

$0.10 + 0.35 + 0.10 + 0.20 + 0.50 + 0.30 = 1.55 \text{ (Rounded)} = 2$

Final Fiscal Year 2019-2020 Risk Assessment: ACCEPTABLE

Organizational Performance Framework

For School Year 2019-2020, the Organizational Performance Framework measured the following indicators:

Indicator	Status
List of Key School Employees/Contacts	Received
Uniform Informational Practices Act: Annual Log and Semi-Annual Summary Log	Received
Governing Board Membership Roster	Received
Teacher Licensure Task- Commission	Received
Student Admission Packet Material for Upcoming Student Application Period	Received
Annual Fire Inspection Report	Received
Statement of Assurances	Received
Policies and Procedures	Received
Executed School Leases	Received

Academic Performance Framework

I. Student Academic Outcomes

Academic Proficiency			
Subject	% Proficient: TARGET	% Proficient: ACTUAL	Met target?
Math	To be determined	Not available ¹	N/A
ELA/HLA	To be determined	Not available ¹	N/A
Science	To be determined	Not available ¹	N/A

Academic Growth			
Subject	Median SGP: TARGET	Median SGP: ACTUAL	Met target?
Math	To be determined	Not available ¹	N/A
ELA/HLA	To be determined	Not available ¹	N/A

College and Career Readiness

Chronic Absenteeism		
% Chronically Absent: TARGET	% Chronically Absent: ACTUAL	Met target?
11% or less	13%	Did not meet

Graduation Rate: High School		
% Graduating in 4 years: TARGET	% Graduating in 4 years: ACTUAL	Met target?
84% - 100%	<i>Data suppressed</i>	Did not meet

Early College Access/Dual Enrollment: High School		
% 10th-12th Graders Earning Dual Credit: TARGET	% 10th-12th Graders Earning Dual Credit: ACTUAL	Met target?
60% or greater	Data not available at time of reporting	N/A

¹ Due to the impact of COVID-19, statewide assessments were cancelled for school year 2019-20. As a result, data are not available for academic proficiency, achievement gap, academic growth, and 11th grade ACT metrics.

College-going Rate: High School		
% College-going: TARGET	% College-going: ACTUAL	Met target?
55% - 64%	<i>Data suppressed</i>	Exceeded

Achievement Gap			
Subject	% Proficient High Needs: TARGET	% Proficient High Needs: ACTUAL	Met target?
Math	To be determined	Not available ¹	N/A
ELA	To be determined	Not available ¹	N/A

II. Value Added

Value Added	
Status:	Not available

Financial Performance Framework

Financial Performance Framework Audited Fiscal Year 2019-2020 Risk Assessment Result

Formula

$(\text{Current Ratio} \times 0.10) + (\text{Unrestricted Days Cash} \times 0.35) + (\text{Debt to Asset Ratio} \times 0.10) + (\text{Cash Flow} \times 0.10) + (\text{Total Margin} \times 0.25) + (\text{Budget Variance} \times 0.10) = \text{Final Risk Assessment Score}$

The individual indicators and final risk assessment results are represented as one of five categories based on the school's risk assessment calculations and are rounded to the nearest whole number.

Low	Acceptable	Moderate	High	Significant
1	2	3	4	5

Ke Kula 'o Samuel M. Kamakau, LPCS

$(1 \times 0.10) + (1 \times 0.35) + (1 \times 0.10) + (2 \times 0.10) + (1 \times 0.25) + (1 \times 0.10) = 1.1$

$0.10 + 0.35 + 0.10 + 0.20 + 0.25 + 0.10 = 1.1 \text{ (Rounded)} = 1$

Final Fiscal Year 2019-20 Risk Assessment: LOW

Organizational Performance Framework

For School Year 2019-2020, the Organizational Performance Framework measured the following indicators:

Indicator	Status
List of Key School Employees/Contacts	Received
Uniform Informational Practices Act: Annual Log and Semi-Annual Summary Log	Received
Governing Board Membership Roster	Received
Teacher Licensure Task- Commission	Received
Student Admission Packet Material for Upcoming Student Application Period	Received
Annual Fire Inspection Report	Received
Statement of Assurances	Received
Policies and Procedures	Received
Executed School Leases	Received

Academic Performance Framework

I. Student Academic Outcomes

Academic Proficiency			
Subject	% Proficient: TARGET	% Proficient: ACTUAL	Met target?
Math	56% - 65%	Not available ¹	N/A
ELA	76% - 85%	Not available ¹	N/A
Science	51% - 60%	Not available ¹	N/A

Academic Growth			
Subject	Median SGP: TARGET	Median SGP: ACTUAL	Met target?
Math	60 - 64	Not available ¹	N/A
ELA	54 - 58	Not available ¹	N/A

College and Career Readiness

Chronic Absenteeism		
% Chronically Absent - Combined Elementary & Middle: TARGET	% Chronically Absent - Combined Elementary & Middle: ACTUAL	Met target?
11% or less	Not available ²	N/A

11 th Grade ACT		
% Scoring 19+: TARGET	% Scoring 19+: ACTUAL	Met target?
74% - 78%	Not available ¹	N/A

Graduation Rate			College-going Rate		
% Grad in 4 yrs: TARGET	% Grad in 4 yrs: ACTUAL	Met target?	% Enrolled in college w/in 1 st fall of grad: TARGET	% Enrolled in college w/in 1 st fall of grad: ACTUAL	Met target?
86% - 90%	93%	Exceeded	81% - 87%	58%	Did not meet

¹ Due to the impact of COVID-19, statewide assessments were cancelled for school year 2019-20. As a result, data are not available for academic proficiency, achievement gap, academic growth, and 11th grade ACT metrics.

² In the time since the Commission approved the performance targets in the current charter school contracts, the Hawaii Department of Education changed the chronic absenteeism measure in the Strive HI Performance System and broadened it from elementary/middle school grades to all grade levels served by a school. Because of this change, chronic absenteeism rates for specific grade divisions within a multi-division school are no longer readily available to the Commission.

Achievement Gap			
Subject	% Proficient High Needs: TARGET	% Proficient High Needs: ACTUAL	Met target?
Math	37% - 46%	Not available ¹	N/A
ELA	58% - 67%	Not available ¹	N/A

II. Value Added

Value Added	
Status:	Not available

Financial Performance Framework

Financial Performance Framework Audited Fiscal Year 2019-2020 Risk Assessment Result

Formula

$(\text{Current Ratio} \times 0.10) + (\text{Unrestricted Days Cash} \times 0.35) + (\text{Debt to Asset Ratio} \times 0.10) + (\text{Cash Flow} \times 0.10) + (\text{Total Margin} \times 0.25) + (\text{Budget Variance} \times 0.10) = \text{Final Risk Assessment Score}$

The individual indicators and final risk assessment results are represented as one of five categories based on the school's risk assessment calculations and are rounded to the nearest whole number.

Low	Acceptable	Moderate	High	Significant
1	2	3	4	5

Kihei Charter School

$(1 \times 0.10) + (1 \times 0.35) + (1 \times 0.10) + (1 \times 0.10) + (1 \times 0.25) + (1 \times 0.10) = 1.0$

$0.10 + 0.35 + 0.10 + 0.10 + 0.25 + 0.10 = 1.0 \text{ (Rounded)} = 1$

Final Fiscal Year 2019-20 Risk Assessment: LOW

Organizational Performance Framework

For School Year 2019-2020, the Organizational Performance Framework measured the following indicators:

Indicator	Status
List of Key School Employees/Contacts	Received
Uniform Informational Practices Act: Annual Log and Semi-Annual Summary Log	Received
Governing Board Membership Roster	Received
Teacher Licensure Task- Commission	Received
Student Admission Packet Material for Upcoming Student Application Period	Received
Annual Fire Inspection Report	Received
Statement of Assurances	Received
Policies and Procedures	Received
Executed School Leases	Received

Academic Performance Framework

I. Student Academic Outcomes

Academic Proficiency			
Subject	% Proficient: TARGET	% Proficient: ACTUAL	Met target?
Math	30% - 39%	Not available ¹	N/A
ELA	45% - 54%	Not available ¹	N/A
Science	24% - 33%	Not available ¹	N/A

Academic Growth			
Subject	Median SGP: TARGET	Median SGP: ACTUAL	Met target?
Math	51 - 59	Not available ¹	N/A
ELA	48 - 57	Not available ¹	N/A

College and Career Readiness

Chronic Absenteeism		
% Chronically Absent - Combined Elementary & Middle: TARGET	% Chronically Absent - Combined Elementary & Middle: ACTUAL	Met target?
15% - 18%	11%	Exceeded

Achievement Gap			
Subject	% Proficient High Needs: TARGET	% Proficient High Needs: ACTUAL	Met target?
Math	25% - 34%	Not available ¹	N/A
ELA	38% - 47%	Not available ¹	N/A

¹ Due to the impact of COVID-19, statewide assessments were cancelled for school year 2019-20. As a result, data are not available for academic proficiency, achievement gap, academic growth, and 11th grade ACT metrics.

II. Value Added

Value Added	
Status:	Not available

Financial Performance Framework

Financial Performance Framework Audited Fiscal Year 2019-2020 Risk Assessment Result

Formula

$(\text{Current Ratio} \times 0.10) + (\text{Unrestricted Days Cash} \times 0.35) + (\text{Debt to Asset Ratio} \times 0.10) +$
 $(\text{Cash Flow} \times 0.10) + (\text{Total Margin} \times 0.25) + (\text{Budget Variance} \times 0.10) = \text{Final Risk Assessment Score}$

The individual indicators and final risk assessment results are represented as one of five categories based on the school's risk assessment calculations and are rounded to the nearest whole number.

Low	Acceptable	Moderate	High	Significant
1	2	3	4	5

Kona Pacific Public Charter School

$$(1 \times 0.10) + (3 \times 0.35) + (5 \times 0.10) + (1 \times 0.10) + (1 \times 0.25) + (4 \times 0.10) = 2.40$$

$$0.10 + 1.05 + 0.50 + 0.10 + 0.25 + 0.40 = 2.40 \text{ (Rounded)} = 2$$

Final Fiscal Year 2019-2020 Risk Assessment: ACCEPTABLE

Organizational Performance Framework

For School Year 2019-2020, the Organizational Performance Framework measured the following indicators:

Indicator	Status
List of Key School Employees/Contacts	Received
Uniform Informational Practices Act: Annual Log and Semi-Annual Summary Log	Received
Governing Board Membership Roster	Received
Teacher Licensure Task- Commission	Received
Student Admission Packet Material for Upcoming Student Application Period	Received
Annual Fire Inspection Report	Received
Statement of Assurances	Received
Policies and Procedures	Received
Executed School Leases	Received

Academic Performance Framework

I. Student Academic Outcomes

Academic Proficiency			
Subject	% Proficient: TARGET	% Proficient: ACTUAL	Met target?
Math	18% - 27%	Not available ¹	N/A
ELA	26% - 35%	Not available ¹	N/A
Science	44% - 53%	Not available ¹	N/A

Academic Growth			
Subject	Median SGP: TARGET	Median SGP: ACTUAL	Met target?
Math	56 - 62	Not available ¹	N/A
ELA	50 - 54	Not available ¹	N/A

College and Career Readiness

Chronic Absenteeism		
% Chronically Absent - Combined Elementary & Middle: TARGET	% Chronically Absent - Combined Elementary & Middle: ACTUAL	Met target?
16% - 19%	Not available ²	N/A

Graduation Rate		
% Grad in 4 yrs: TARGET	% Grad in 4 yrs: ACTUAL	Met target?
43% - 52%	38%	Did not meet

¹ Due to the impact of COVID-19, statewide assessments were cancelled for school year 2019-20. As a result, data are not available for academic proficiency, achievement gap, academic growth, and 11th grade ACT metrics.

² In the time since the Commission approved the performance targets in the current charter school contracts, the Hawaii Department of Education changed the chronic absenteeism measure in the Strive HI Performance System and broadened it from elementary/middle school grades to all grade levels served by a school. Because of this change, chronic absenteeism rates for specific grade divisions within a multi-division school are no longer readily available to the Commission.

II. Value Added

Value Added	
Status:	Not available

Financial Performance Framework

Financial Performance Framework Audited Fiscal Year 2019-2020 Risk Assessment Result

Formula

$(\text{Current Ratio} \times 0.10) + (\text{Unrestricted Days Cash} \times 0.35) + (\text{Debt to Asset Ratio} \times 0.10) + (\text{Cash Flow} \times 0.10) + (\text{Total Margin} \times 0.25) + (\text{Budget Variance} \times 0.10) = \text{Final Risk Assessment Score}$

The individual indicators and final risk assessment results are represented as one of five categories based on the school's risk assessment calculations and are rounded to the nearest whole number.

Low	Acceptable	Moderate	High	Significant
1	2	3	4	5

Kua o ka Lā New Century Public Charter School

$(1 \times 0.10) + (1 \times 0.35) + (1 \times 0.10) + (2 \times 0.10) + (2 \times 0.25) + (1 \times 0.10) = 1.35$

$0.10 + 0.35 + 0.10 + 0.20 + 0.50 + 0.10 = 1.35 \text{ (Rounded)} = 1$

Final Fiscal Year 2019-2020 Risk Assessment: LOW

Organizational Performance Framework

For School Year 2019-2020, the Organizational Performance Framework measured the following indicators:

Indicator	Status
List of Key School Employees/Contacts	Received
Uniform Informational Practices Act: Annual Log and Semi-Annual Summary Log	Received
Governing Board Membership Roster	Received
Teacher Licensure Task- Commission	Received
Student Admission Packet Material for Upcoming Student Application Period	Received
Annual Fire Inspection Report	Received
Statement of Assurances	Received
Policies and Procedures	Received
Executed School Leases	Received

Academic Performance Framework

I. Student Academic Outcomes

Academic Proficiency			
Subject	% Proficient: TARGET	% Proficient: ACTUAL	Met target?
Math	52% - 61%	Not available ¹	N/A
ELA	32% - 41%	Not available ¹	N/A

Academic Growth			
Subject	Median SGP: TARGET	Median SGP: ACTUAL	Met target?
Math	50 - 55	Not available ¹	N/A
ELA	50 - 54	Not available ¹	N/A

College and Career Readiness

Chronic Absenteeism		
% Chronically Absent: TARGET	% Chronically Absent: ACTUAL	Met target?
11% or less	10%	Met

Achievement Gap			
Subject	% Proficient High Needs: TARGET	% Proficient High Needs: ACTUAL	Met target?
Math	48% - 56%	Not available ¹	N/A
ELA	32% - 41%	Not available ¹	N/A

¹ Due to the impact of COVID-19, statewide assessments were cancelled for school year 2019-20. As a result, data are not available for academic proficiency, achievement gap, academic growth, and 11th grade ACT metrics.

II. Value Added

Value Added	
Status:	Not available

Financial Performance Framework

Financial Performance Framework Audited Fiscal Year 2019-2020 Risk Assessment Result

Formula

$(\text{Current Ratio} \times 0.10) + (\text{Unrestricted Days Cash} \times 0.35) + (\text{Debt to Asset Ratio} \times 0.10) + (\text{Cash Flow} \times 0.10) + (\text{Total Margin} \times 0.25) + (\text{Budget Variance} \times 0.10) = \text{Final Risk Assessment Score}$

The individual indicators and final risk assessment results are represented as one of five categories based on the school's risk assessment calculations and are rounded to the nearest whole number.

Low	Acceptable	Moderate	High	Significant
1	2	3	4	5

Kualapu‘u School: A Public Conversion Charter

$(1 \times 0.10) + (1 \times 0.35) + (2 \times 0.10) + (1 \times 0.10) + (1 \times 0.25) + (1 \times 0.10) = 1.1$

$0.10 + 0.35 + 0.20 + 0.10 + 0.25 + 0.10 = 1.10 \text{ (Rounded)} = 1$

Final Fiscal Year 2019-20 Risk Assessment: LOW

Organizational Performance Framework

For School Year 2019-2020, the Organizational Performance Framework measured the following indicators:

Indicator	Status
List of Key School Employees/Contacts	Received
Uniform Informational Practices Act: Annual Log and Semi-Annual Summary Log	Received
Governing Board Membership Roster	Received
Teacher Licensure Task- Commission	Received
Student Admission Packet Material for Upcoming Student Application Period	Received
Annual Fire Inspection Report	Received
Statement of Assurances	Received
Policies and Procedures	Received
Executed School Leases	Received

Academic Performance Framework

I. Student Academic Outcomes

Academic Proficiency				Academic Growth			
Subject	% Proficient: TARGET	% Proficient: ACTUAL	Met target?	Subject	Median SGP: TARGET	Median SGP: ACTUAL	Met target?
Math	26% - 35%	Not available ¹	N/A	Math	33 - 42	Not available ¹	N/A
ELA	26% - 35%	Not available ¹	N/A	ELA	33 - 42	Not available ¹	N/A

College and Career Readiness

Chronic Absenteeism		
% Chronically Absent - Combined Elementary & Middle: TARGET	% Chronically Absent - Combined Elementary & Middle: ACTUAL	Met target?
12% - 15%	Not available ²	N/A

Graduation Rate			College-going Rate		
% Grad in 4 yrs: TARGET	% Grad in 4 yrs: ACTUAL	Met target?	% Enrolled in college w/in 1 st fall of grad: TARGET	% Enrolled in college w/in 1 st fall of grad: ACTUAL	Met target?
80% - 89%	<i>Data suppressed</i>	Did not meet	50% - 59%	<i>Data suppressed</i>	Met

¹ Due to the impact of COVID-19, statewide assessments were cancelled for school year 2019-20. As a result, data are not available for academic proficiency, achievement gap, academic growth, and 11th grade ACT metrics.

² In the time since the Commission approved the performance targets in the current charter school contracts, the Hawaii Department of Education changed the chronic absenteeism measure in the Strive HI Performance System and broadened it from elementary/middle school grades to all grade levels served by a school. Because of this change, chronic absenteeism rates for specific grade divisions within a multi-division school are no longer readily available to the Commission.

II. Value Added

Value Added	
Status:	Not available

Financial Performance Framework

Financial Performance Framework Audited Fiscal Year 2019-2020 Risk Assessment Result

Formula

$(\text{Current Ratio} \times 0.10) + (\text{Unrestricted Days Cash} \times 0.35) + (\text{Debt to Asset Ratio} \times 0.10) + (\text{Cash Flow} \times 0.10) + (\text{Total Margin} \times 0.25) + (\text{Budget Variance} \times 0.10) = \text{Final Risk Assessment Score}$

The individual indicators and final risk assessment results are represented as one of five categories based on the school's risk assessment calculations and are rounded to the nearest whole number.

Low	Acceptable	Moderate	High	Significant
1	2	3	4	5

Kula Aupuni Niihau A Kahelelani Aloha (KANAKA)

$$(1 \times 0.10) + (1 \times 0.35) + (1 \times 0.10) + (4 \times 0.10) + (4 \times 0.25) + (5 \times 0.10) = 2.45$$

$$0.10 + 0.35 + 0.10 + 0.40 + 1.00 + 0.50 = 2.45 \text{ (Rounded)} = 2$$

Final Fiscal Year 2019-2020 Risk Assessment: ACCEPTABLE

Organizational Performance Framework

For School Year 2019-2020, the Organizational Performance Framework measured the following indicators:

Indicator	Status
List of Key School Employees/Contacts	Received
Uniform Informational Practices Act: Annual Log and Semi-Annual Summary Log	Received
Governing Board Membership Roster	Received
Teacher Licensure Task- Commission	Received
Student Admission Packet Material for Upcoming Student Application Period	Received
Annual Fire Inspection Report	Received
Statement of Assurances	Received
Policies and Procedures	Received
Executed School Leases	Received

Academic Performance Framework

I. Student Academic Outcomes

Academic Proficiency			
Subject	% Proficient: TARGET	% Proficient: ACTUAL	Met target?
Math	34% - 43%	Not available ¹	N/A
ELA	51% - 60%	Not available ¹	N/A

Academic Growth			
Subject	Median SGP: TARGET	Median SGP: ACTUAL	Met target?
Math	56 - 62	Not available ¹	N/A
ELA	55 - 58	Not available ¹	N/A

College and Career Readiness

Chronic Absenteeism		
% Chronically Absent - Combined Elementary & Middle: TARGET	% Chronically Absent - Combined Elementary & Middle: ACTUAL	Met target?
12% - 15%	Not available ²	N/A

Graduation Rate		
% Grad in 4 yrs: TARGET	% Grad in 4 yrs: ACTUAL	Met target?
93% - 100%	71%	Did not meet

¹ Due to the impact of COVID-19, statewide assessments were cancelled for school year 2019-20. As a result, data are not available for academic proficiency, achievement gap, academic growth, and 11th grade ACT metrics.

² In the time since the Commission approved the performance targets in the current charter school contracts, the Hawaii Department of Education changed the chronic absenteeism measure in the Strive HI Performance System and broadened it from elementary/middle school grades to all grade levels served by a school. Because of this change, chronic absenteeism rates for specific grade divisions within a multi-division school are no longer readily available to the Commission.

Achievement Gap			
Subject	% Proficient High Needs: TARGET	% Proficient High Needs: ACTUAL	Met target?
Math	26% - 35%	Not available ¹	N/A
ELA	36% - 45%	Not available ¹	N/A

II. Value Added

Value Added	
Status:	Not available

Financial Performance Framework

Financial Performance Framework Audited Fiscal Year 2019-2020 Risk Assessment Result

Formula

$(\text{Current Ratio} \times 0.10) + (\text{Unrestricted Days Cash} \times 0.35) + (\text{Debt to Asset Ratio} \times 0.10) + (\text{Cash Flow} \times 0.10) + (\text{Total Margin} \times 0.25) + (\text{Budget Variance} \times 0.10) = \text{Final Risk Assessment Score}$

The individual indicators and final risk assessment results are represented as one of five categories based on the school's risk assessment calculations and are rounded to the nearest whole number.

Low	Acceptable	Moderate	High	Significant
1	2	3	4	5

Laupāhoehoe Community Pubic Charter School

$(1 \times 0.10) + (1 \times 0.35) + (2 \times 0.10) + (2 \times 0.10) + (1 \times 0.25) + (1 \times 0.10) = 1.2$

$0.10 + 0.35 + 0.20 + 0.20 + 0.25 + 0.10 = 1.2 \text{ (Rounded)} = 1$

Final Fiscal Year 2019-2020 Risk Assessment: LOW

Organizational Performance Framework

For School Year 2019-2020, the Organizational Performance Framework measured the following indicators:

Indicator	Status
List of Key School Employees/Contacts	Received
Uniform Informational Practices Act: Annual Log and Semi-Annual Summary Log	Received
Governing Board Membership Roster	Received
Teacher Licensure Task- Commission	Received
Student Admission Packet Material for Upcoming Student Application Period	Received
Annual Fire Inspection Report	Received
Statement of Assurances	Received
Policies and Procedures	Received
Executed School Leases	Received

Academic Performance Framework

I. Student Academic Outcomes

Academic Proficiency			
Subject	% Proficient: TARGET	% Proficient: ACTUAL	Met target?
Math	79% - 88%	Not available ¹	N/A
ELA	84% - 93%	Not available ¹	N/A

Academic Growth			
Subject	Median SGP: TARGET	Median SGP: ACTUAL	Met target?
Math	To be determined	Not available ¹	N/A
ELA	To be determined	Not available ¹	N/A

College and Career Readiness

Chronic Absenteeism		
% Chronically Absent: TARGET	% Chronically Absent: ACTUAL	Met target?
12% - 15%	10%	Exceeded

II. Value Added

Value Added	
Status:	Submitted

¹ Due to the impact of COVID-19, statewide assessments were cancelled for school year 2019-20. As a result, data are not available for academic proficiency, achievement gap, academic growth, and 11th grade ACT metrics.

Financial Performance Framework

Financial Performance Framework Audited Fiscal Year 2019-2020 Risk Assessment Result

Formula

$(\text{Current Ratio} \times 0.10) + (\text{Unrestricted Days Cash} \times 0.35) + (\text{Debt to Asset Ratio} \times 0.10) + (\text{Cash Flow} \times 0.10) + (\text{Total Margin} \times 0.25) + (\text{Budget Variance} \times 0.10) = \text{Final Risk Assessment Score}$

The individual indicators and final risk assessment results are represented as one of five categories based on the school's risk assessment calculations and are rounded to the nearest whole number.

Low	Acceptable	Moderate	High	Significant
1	2	3	4	5

Mālama Honua Public Charter School

$(1 \times 0.10) + (1 \times 0.35) + (2 \times 0.10) + (1 \times 0.10) + (1 \times 0.25) + (1 \times 0.10) = 1.1$

$0.10 + 0.35 + 0.20 + 0.10 + 0.25 + 0.10 = 1.1 \text{ (Rounded)} = 1$

Final Fiscal Year 2019-2020 Risk Assessment: LOW

Organizational Performance Framework

For School Year 2019-2020, the Organizational Performance Framework measured the following indicators:

Indicator	Status
List of Key School Employees/Contacts	Received
Uniform Informational Practices Act: Annual Log and Semi-Annual Summary Log	Received
Governing Board Membership Roster	Received
Teacher Licensure Task- Commission	Received
Student Admission Packet Material for Upcoming Student Application Period	Received
Annual Fire Inspection Report	Received
Statement of Assurances	Received
Policies and Procedures	Received
Executed School Leases	Received

Academic Performance Framework

I. Student Academic Outcomes

Academic Proficiency			
Subject	% Proficient: TARGET	% Proficient: ACTUAL	Met target?
Math	55% - 64%	Not available ¹	N/A
ELA	77% - 86%	Not available ¹	N/A
Science	72% - 81%	Not available ¹	N/A

Academic Growth			
Subject	Median SGP: TARGET	Median SGP: ACTUAL	Met target?
Math	50 - 55	Not available ¹	N/A
ELA	58 - 63	Not available ¹	N/A

College and Career Readiness

Chronic Absenteeism Elementary & Middle Combined		
% Chronically Absent Combined Elementary & Middle: TARGET	% Chronically Absent Combined Elementary & Middle: ACTUAL	Met target?
5% or less	Not available ²	N/A

¹ Due to the impact of COVID-19, statewide assessments were cancelled for school year 2019-20. As a result, data are not available for academic proficiency, achievement gap, academic growth, and 11th grade ACT metrics.

² In the time since the Commission approved the performance targets in the current charter school contracts, the Hawaii Department of Education changed the chronic absenteeism measure in the Strive HI Performance System and broadened it from elementary/middle school grades to all grade levels served by a school. Because of this change, chronic absenteeism rates for specific grade divisions within a multi-division school are no longer readily available to the Commission.

Graduation Rate		
% Grad in 4 yrs: TARGET	% Grad in 4 yrs: ACTUAL	Met target?
89% - 95%	84%	Did not meet

College-going Rate		
% Enrolled in college w/in 1 st fall of grad: TARGET	% Enrolled in college w/in 1 st fall of grad: ACTUAL	Met target?
62% - 71%	<i>Data suppressed</i>	Did not meet

Achievement Gap			
Subject	% Proficient High Needs: TARGET	% Proficient High Needs: ACTUAL	Met target?
Math	53% - 62%	Not available ¹	N/A
ELA	67% - 76%	Not available ¹	N/A

II. Value Added

Value Added	
Status:	Not available

Financial Performance Framework

Financial Performance Framework Audited Fiscal Year 2019-2020 Risk Assessment Result

Formula

$(\text{Current Ratio} \times 0.10) + (\text{Unrestricted Days Cash} \times 0.35) + (\text{Debt to Asset Ratio} \times 0.10) + (\text{Cash Flow} \times 0.10) + (\text{Total Margin} \times 0.25) + (\text{Budget Variance} \times 0.10) = \text{Final Risk Assessment Score}$

The individual indicators and final risk assessment results are represented as one of five categories based on the school's risk assessment calculations and are rounded to the nearest whole number.

Low	Acceptable	Moderate	High	Significant
1	2	3	4	5

Myron B. Thompson Academy

$(1 \times 0.10) + (1 \times 0.35) + (1 \times 0.10) + (1 \times 0.10) + (1 \times 0.25) + (1 \times 0.10) = 1$

$0.10 + 0.35 + 0.10 + 0.10 + 0.25 + 0.10 = 1$

Final Fiscal Year 2019-2020 Risk Assessment: LOW

Organizational Performance Framework

For School Year 2019-2020, the Organizational Performance Framework measured the following indicators:

Indicator	Status
List of Key School Employees/Contacts	Received
Uniform Informational Practices Act: Annual Log and Semi-Annual Summary Log	Received
Governing Board Membership Roster	Received
Teacher Licensure Task- Commission	Received
Student Admission Packet Material for Upcoming Student Application Period	Received
Annual Fire Inspection Report	Received
Statement of Assurances	Received
Policies and Procedures	Received
Executed School Leases	Received

Academic Performance Framework

I. Student Academic Outcomes

Academic Proficiency			
Subject	% Proficient: TARGET	% Proficient: ACTUAL	Met target?
Math	26% - 35%	Not available ¹	N/A
ELA	25% - 34%	Not available ¹	N/A
Science	38% - 47%	Not available ¹	N/A

Academic Growth			
Subject	Median SGP: TARGET	Median SGP: ACTUAL	Met target?
Math	45 - 54	Not available ¹	N/A
ELA	45 - 54	Not available ¹	N/A

College and Career Readiness

Chronic Absenteeism		
% Chronically Absent: TARGET	% Chronically Absent: ACTUAL	Met target?
22% - 31%	27%	Met

Achievement Gap			
Subject	% Proficient High Needs: TARGET	% Proficient High Needs: ACTUAL	Met target?
Math	26% - 35%	Not available ¹	N/A
ELA	25% - 34%	Not available ¹	N/A

¹ Due to the impact of COVID-19, statewide assessments were cancelled for school year 2019-20. As a result, data are not available for academic proficiency, achievement gap, academic growth, and 11th grade ACT metrics.

II. Value Added

Value Added	
Status:	Not available

Financial Performance Framework

Financial Performance Framework Audited Fiscal Year 2019-2020 Risk Assessment Result

Formula

$(\text{Current Ratio} \times 0.10) + (\text{Unrestricted Days Cash} \times 0.35) + (\text{Debt to Asset Ratio} \times 0.10) + (\text{Cash Flow} \times 0.10) + (\text{Total Margin} \times 0.25) + (\text{Budget Variance} \times 0.10) = \text{Final Risk Assessment Score}$

The individual indicators and final risk assessment results are represented as one of five categories based on the school's risk assessment calculations and are rounded to the nearest whole number.

Low	Acceptable	Moderate	High	Significant
1	2	3	4	5

Nā Wai Ola Public Charter School

$$(1 \times 0.10) + (1 \times 0.35) + (2 \times 0.10) + (1 \times 0.10) + (2 \times 0.25) + (2 \times 0.10) = 1.45$$

$$0.10 + 0.35 + 0.20 + 0.10 + 0.50 + 0.20 = 1.45 \text{ (Rounded)} = 1$$

Final Fiscal Year 2019-2020 Risk Assessment: LOW

Organizational Performance Framework

For School Year 2019-2020, the Organizational Performance Framework measured the following indicators:

Indicator	Status
List of Key School Employees/Contacts	Received
Uniform Informational Practices Act: Annual Log and Semi-Annual Summary Log	Received
Governing Board Membership Roster	Received
Teacher Licensure Task- Commission	Received
Student Admission Packet Material for Upcoming Student Application Period	Received
Annual Fire Inspection Report	Received
Statement of Assurances	Received
Policies and Procedures	Received
Executed School Leases	Received

Academic Performance Framework

I. Student Academic Outcomes

Academic Proficiency				Academic Growth			
Subject	% Proficient: TARGET	% Proficient: ACTUAL	Met target?	Subject	Median SGP: TARGET	Median SGP: ACTUAL	Met target?
Math	48% - 57%	Not available ¹	N/A	Math	50 - 59	Not available ¹	N/A
ELA	70% - 79%	Not available ¹	N/A	ELA	52 - 56	Not available ¹	N/A

College and Career Readiness

Chronic Absenteeism		
% Chronically Absent: TARGET	% Chronically Absent: ACTUAL	Met target?
11% or less	6%	Met

Achievement Gap			
Subject	% Proficient High Needs: TARGET	% Proficient High Needs: ACTUAL	Met target?
Math	27% - 36%	Not available ¹	N/A
ELA	47% - 56%	Not available ¹	N/A

II. Value Added

Value Added	
Status:	Not available

¹ Due to the impact of COVID-19, statewide assessments were cancelled for school year 2019-20. As a result, data are not available for academic proficiency, achievement gap, academic growth, and 11th grade ACT metrics.

:

Financial Performance Framework

Financial Performance Framework Audited Fiscal Year 2019-2020 Risk Assessment Result

Formula

$(\text{Current Ratio} \times 0.10) + (\text{Unrestricted Days Cash} \times 0.35) + (\text{Debt to Asset Ratio} \times 0.10) + (\text{Cash Flow} \times 0.10) + (\text{Total Margin} \times 0.25) + (\text{Budget Variance} \times 0.10) = \text{Final Risk Assessment Score}$

The individual indicators and final risk assessment results are represented as one of five categories based on the school's risk assessment calculations and are rounded to the nearest whole number.

Low	Acceptable	Moderate	High	Significant
1	2	3	4	5

SEEQS: the School For Examining Essential Questions of Sustainability

$(1 \times 0.10) + (1 \times 0.35) + (1 \times 0.10) + (1 \times 0.10) + (1 \times 0.25) + (2 \times 0.10) = 1.10$

$0.10 + 0.35 + 0.10 + 0.10 + 0.25 + 0.20 = 1.0 \text{ (Rounded)} = 1$

Final Fiscal Year 2019-2020 Risk Assessment: LOW

Organizational Performance Framework

For School Year 2019-2020, the Organizational Performance Framework measured the following indicators:

Indicator	Status
List of Key School Employees/Contacts	Received
Uniform Informational Practices Act: Annual Log and Semi-Annual Summary Log	Received
Governing Board Membership Roster	Received
Teacher Licensure Task- Commission	Received
Student Admission Packet Material for Upcoming Student Application Period	Received
Annual Fire Inspection Report	Received
Statement of Assurances	Received
Policies and Procedures	Received
Executed School Leases	Received

Academic Performance Framework

I. Student Academic Outcomes

Academic Proficiency				Academic Growth			
Subject	% Proficient: TARGET	% Proficient: ACTUAL	Met target?	Subject	Median SGP: TARGET	Median SGP: ACTUAL	Met target?
Math	40% - 49%	Not available ¹	N/A	Math	50 - 55	Not available ¹	N/A
ELA	63% - 72%	Not available ¹	N/A	ELA	45 - 49	Not available ¹	N/A

College and Career Readiness

Chronic Absenteeism		
% Chronically Absent - Combined Elementary & Middle: TARGET	% Chronically Absent - Combined Elementary & Middle: ACTUAL	Met target?
11% or less	Not available ²	N/A

11 th Grade ACT: High School		
% Scoring 19+: TARGET	% Scoring 19+: ACTUAL	Met target?
70% - 79%	Not available ¹	N/A

High Needs 11 th Grade ACT: High School		
% Scoring 19+: TARGET	% Scoring 19+: ACTUAL	Met target?
To be determined	Not available ¹	N/A

¹ Due to the impact of COVID-19, statewide assessments were cancelled for school year 2019-20. As a result, data are not available for academic proficiency, achievement gap, academic growth, and 11th grade ACT metrics.

² In the time since the Commission approved the performance targets in the current charter school contracts, the Hawaii Department of Education changed the chronic absenteeism measure in the Strive HI Performance System and broadened it from elementary/middle school grades to all grade levels served by a school. Because of this change, chronic absenteeism rates for specific grade divisions within a multi-division school are no longer readily available to the Commission.

Graduation Rate			College-going Rate		
% Grad in 4 yrs: TARGET	% Grad in 4 yrs: ACTUAL	Met target?	% Enrolled in college w/in 1 st fall of grad: TARGET	% Enrolled in college w/in 1 st fall of grad: ACTUAL	Met target?
91% - 100%	(95-100%)	Met	85% - 94%	88%	Met

Achievement Gap			
Subject	% Proficient High Needs: TARGET	% Proficient High Needs: ACTUAL	Met target?
Math	20% - 29%	Not available ¹	N/A
ELA	45% - 54%	Not available ¹	N/A

II. Value Added

Value Added	
Status:	Not available

Financial Performance Framework

Financial Performance Framework Audited Fiscal Year 2019-2020 Risk Assessment Result

Formula

$(\text{Current Ratio} \times 0.10) + (\text{Unrestricted Days Cash} \times 0.35) + (\text{Debt to Asset Ratio} \times 0.10) + (\text{Cash Flow} \times 0.10) + (\text{Total Margin} \times 0.25) + (\text{Budget Variance} \times 0.10) = \text{Final Risk Assessment Score}$

The individual indicators and final risk assessment results are represented as one of five categories based on the school's risk assessment calculations and are rounded to the nearest whole number.

Low	Acceptable	Moderate	High	Significant
1	2	3	4	5

University Laboratory School

$(1 \times 0.10) + (1 \times 0.35) + (2 \times 0.10) + (1 \times 0.10) + (4 \times 0.25) + (1 \times 0.10) = 1.85$

$0.10 + 0.35 + 0.20 + 0.10 + 1.00 + 0.10 = 1.85 \text{ (Rounded)} = 2$

Final Fiscal Year 2019-2020 Risk Assessment: Acceptable

Organizational Performance Framework

For School Year 2019-2020, the Organizational Performance Framework measured the following indicators:

Indicator	Status
List of Key School Employees/Contacts	Received
Uniform Informational Practices Act: Annual Log and Semi-Annual Summary Log	Received
Governing Board Membership Roster	Received
Teacher Licensure Task- Commission	Received
Student Admission Packet Material for Upcoming Student Application Period	Received
Annual Fire Inspection Report	Received
Statement of Assurances	Received
Policies and Procedures	Received
Executed School Leases	Received

Academic Performance Framework

I. Student Academic Outcomes

Academic Proficiency			
Subject	% Proficient: TARGET	% Proficient: ACTUAL	Met target?
Math	39% - 48%	Not available ¹	N/A
ELA	45% - 54%	Not available ¹	N/A
Science	52% - 61%	Not available ¹	N/A

Academic Growth			
Subject	Median SGP: TARGET	Median SGP: ACTUAL	Met target?
Math	50 - 55	Not available ¹	N/A
ELA	50 - 54	Not available ¹	N/A

College and Career Readiness

Chronic Absenteeism		
% Chronically Absent: TARGET	% Chronically Absent: ACTUAL	Met target?
16% - 19%	15%	Exceeded

Achievement Gap			
Subject	% Proficient High Needs: TARGET	% Proficient High Needs: ACTUAL	Met target?
Math	20% - 29%	Not available ¹	N/A
ELA	30% - 39%	Not available ¹	N/A

¹ Due to the impact of COVID-19, statewide assessments were cancelled for school year 2019-20. As a result, data are not available for academic proficiency, achievement gap, academic growth, and 11th grade ACT metrics.

II. Value Added

Value Added	
Status:	Not available

Financial Performance Framework

Financial Performance Framework Audited Fiscal Year 2019-2020 Risk Assessment Result

Formula

$(\text{Current Ratio} \times 0.10) + (\text{Unrestricted Days Cash} \times 0.35) + (\text{Debt to Asset Ratio} \times 0.10) + (\text{Cash Flow} \times 0.10) + (\text{Total Margin} \times 0.25) + (\text{Budget Variance} \times 0.10) = \text{Final Risk Assessment Score}$

The individual indicators and final risk assessment results are represented as one of five categories based on the school's risk assessment calculations and are rounded to the nearest whole number.

Low	Acceptable	Moderate	High	Significant
1	2	3	4	5

The Volcano School of Arts & Sciences

$$(1 \times 0.10) + (3 \times 0.35) + (2 \times 0.10) + (4 \times 0.10) + (3 \times 0.25) + (1 \times 0.10) = 2.60$$

$$0.10 + 1.05 + 0.20 + 0.40 + 0.75 + 0.10 = 2.60 \text{ (Rounded)} = 3$$

Final Fiscal Year 2019-2020 Risk Assessment: MODERATE

Organizational Performance Framework

For School Year 2019-2020, the Organizational Performance Framework measured the following indicators:

Indicator	Status
List of Key School Employees/Contacts	Received
Uniform Informational Practices Act: Annual Log and Semi-Annual Summary Log	Received
Governing Board Membership Roster	Received
Teacher Licensure Task- Commission	Received
Student Admission Packet Material for Upcoming Student Application Period	Received
Annual Fire Inspection Report	Received
Statement of Assurances	Received
Policies and Procedures	Received
Executed School Leases	Received

Academic Performance Framework

I. Student Academic Outcomes

Academic Proficiency			
Subject	% Proficient: TARGET	% Proficient: ACTUAL	Met target?
Math	69% - 78%	Not available ¹	N/A
ELA	69% - 78%	Not available ¹	N/A
Science	29% - 37%	Not available ¹	N/A

Academic Growth			
Subject	Median SGP: TARGET	Median SGP: ACTUAL	Met target?
Math	63 or higher	Not available ¹	N/A
ELA	59 or higher	Not available ¹	N/A

College and Career Readiness

Chronic Absenteeism		
% Chronically Absent: TARGET	% Chronically Absent: ACTUAL	Met target?
11% or less	8%	Met

Achievement Gap			
Subject	% Proficient High Needs: TARGET	% Proficient High Needs: ACTUAL	Met target?
Math	45% - 54%	Not available ¹	N/A
ELA	37% - 46%	Not available ¹	N/A

¹ Due to the impact of COVID-19, statewide assessments were cancelled for school year 2019-20. As a result, data are not available for academic proficiency, achievement gap, academic growth, and 11th grade ACT metrics.

II. Value Added

Value Added	
Status:	Not available

Financial Performance Framework

Financial Performance Framework Audited Fiscal Year 2019-2020 Risk Assessment Result

Formula

$(\text{Current Ratio} \times 0.10) + (\text{Unrestricted Days Cash} \times 0.35) + (\text{Debt to Asset Ratio} \times 0.10) + (\text{Cash Flow} \times 0.10) + (\text{Total Margin} \times 0.25) + (\text{Budget Variance} \times 0.10) = \text{Final Risk Assessment Score}$

The individual indicators and final risk assessment results are represented as one of five categories based on the school's risk assessment calculations and are rounded to the nearest whole number.

Low	Acceptable	Moderate	High	Significant
1	2	3	4	5

Voyager: A Public Charter School

$(1 \times 0.10) + (1 \times 0.35) + (2 \times 0.10) + (2 \times 0.10) + (1 \times 0.25) + (1 \times 0.10) = 1.2$

$0.10 + 0.35 + 0.20 + 0.20 + 0.25 + 0.10 = 1.2 \text{ (Rounded)} = 1$

Final Fiscal Year 2019-20 Risk Assessment: LOW

Organizational Performance Framework

For School Year 2019-2020, the Organizational Performance Framework measured the following indicators:

Indicator	Status
List of Key School Employees/Contacts	Received
Uniform Informational Practices Act: Annual Log and Semi-Annual Summary Log	Received
Governing Board Membership Roster	Received
Teacher Licensure Task- Commission	Received
Student Admission Packet Material for Upcoming Student Application Period	Received
Annual Fire Inspection Report	Received
Statement of Assurances	Received
Policies and Procedures	Received
Executed School Leases	Received

Academic Performance Framework

I. Student Academic Outcomes

Academic Proficiency			
Subject	% Proficient: TARGET	% Proficient: ACTUAL	Met target?
Math	70% - 79%	Not available ¹	N/A
ELA	65% - 74%	Not available ¹	N/A
Science	40% - 49%	Not available ¹	N/A

Academic Growth			
Subject	Median SGP: TARGET	Median SGP: ACTUAL	Met target?
Math	50 - 55	Not available ¹	N/A
ELA	50 - 54	Not available ¹	N/A

College and Career Readiness

Chronic Absenteeism		
% Chronically Absent: TARGET	% Chronically Absent: ACTUAL	Met target?
11% or less	6%	Met

Achievement Gap			
Subject	% Proficient High Needs: TARGET	% Proficient High Needs: ACTUAL	Met target?
Math	44% - 53%	Not available ¹	N/A
ELA	36% - 45%	Not available ¹	N/A

¹ Due to the impact of COVID-19, statewide assessments were cancelled for school year 2019-20. As a result, data are not available for academic proficiency, achievement gap, academic growth, and 11th grade ACT metrics.

Optional Student Academic Outcome 1: 2nd Grade DRA Proficiency		
% Proficient: TARGET	% Proficient: ACTUAL	Met target?
4% increase from SY18-19	Data not available at time of reporting	N/A

Optional Student Academic Outcome 2: Science and Social Studies Conceptual Themes Intended Learning Outcomes		
% Percent of ILOs that increase 0.1 (2.5%): TARGET	% Percent of ILOs that increase 0.1 (2.5%): ACTUAL	Met target?
To be determined	Data not available at time of reporting	N/A

II. Value Added

Value Added	
Status:	Not available

Financial Performance Framework

Financial Performance Framework Audited Fiscal Year 2019-2020 Risk Assessment Result

Formula

$(\text{Current Ratio} \times 0.10) + (\text{Unrestricted Days Cash} \times 0.35) + (\text{Debt to Asset Ratio} \times 0.10) + (\text{Cash Flow} \times 0.10) + (\text{Total Margin} \times 0.25) + (\text{Budget Variance} \times 0.10) = \text{Final Risk Assessment Score}$

The individual indicators and final risk assessment results are represented as one of five categories based on the school's risk assessment calculations and are rounded to the nearest whole number.

Low	Acceptable	Moderate	High	Significant
1	2	3	4	5

Wai‘alaē Elementary Public Charter School

$(1 \times 0.10) + (1 \times 0.35) + (2 \times 0.10) + (1 \times 0.10) + (1 \times 0.25) + (1 \times 0.10) = 1.1$

$0.10 + 0.35 + 0.20 + 0.10 + 0.25 + 0.10 = 1.1 \text{ (Rounded)} = 1$

Final Fiscal Year 2019-2020 Risk Assessment: LOW

Organizational Performance Framework

For School Year 2019-2020, the Organizational Performance Framework measured the following indicators:

Indicator	Status
List of Key School Employees/Contacts	Received
Uniform Informational Practices Act: Annual Log and Semi-Annual Summary Log	Received
Governing Board Membership Roster	Received
Teacher Licensure Task- Commission	Received
Student Admission Packet Material for Upcoming Student Application Period	Received
Annual Fire Inspection Report	Received
Statement of Assurances	Received
Policies and Procedures	Received
Executed School Leases	Received

Academic Performance Framework

I. Student Academic Outcomes

Academic Proficiency			
Subject	% Proficient: TARGET	% Proficient: ACTUAL	Met target?
Math	45% - 54%	Not available ¹	N/A
ELA	49% - 58%	Not available ¹	N/A
Science	49% - 58%	Not available ¹	N/A

Academic Growth			
Subject	Median SGP: TARGET	Median SGP: ACTUAL	Met target?
Math	60 or higher	Not available ¹	N/A
ELA	55 - 58	Not available ¹	N/A

College and Career Readiness

Chronic Absenteeism		
% Chronically Absent: TARGET	% Chronically Absent: ACTUAL	Met target?
12% - 17%	17%	Met

Achievement Gap			
Subject	% Proficient High Needs: TARGET	% Proficient High Needs: ACTUAL	Met target?
Math	37% - 46%	Not available ¹	N/A
ELA	39% - 48%	Not available ¹	N/A

¹ Due to the impact of COVID-19, statewide assessments were cancelled for school year 2019-20. As a result, data are not available for academic proficiency, achievement gap, academic growth, and 11th grade ACT metrics

II. Value Added

Value Added	
Status:	Not available

Financial Performance Framework

Financial Performance Framework Audited Fiscal Year 2019-2020 Risk Assessment Result

Formula

$(\text{Current Ratio} \times 0.10) + (\text{Unrestricted Days Cash} \times 0.35) + (\text{Debt to Asset Ratio} \times 0.10) + (\text{Cash Flow} \times 0.10) + (\text{Total Margin} \times 0.25) + (\text{Budget Variance} \times 0.10) = \text{Final Risk Assessment Score}$

The individual indicators and final risk assessment results are represented as one of five categories based on the school's risk assessment calculations and are rounded to the nearest whole number.

Low	Acceptable	Moderate	High	Significant
1	2	3	4	5

Waimea Middle Public Conversion Charter School

$(1 \times 0.10) + (1 \times 0.35) + (2 \times 0.10) + (1 \times 0.10) + (3 \times 0.25) + (1 \times 0.10) = 1.6$

$0.10 + 0.35 + 0.20 + 0.10 + 0.75 + 0.10 = 1.60 \text{ (Rounded)} = 2$

Final Fiscal Year 2019-2020 Risk Assessment: **ACCEPTABLE**

Organizational Performance Framework

For School Year 2019-2020, the Organizational Performance Framework measured the following indicators:

Indicator	Status
List of Key School Employees/Contacts	Received
Uniform Informational Practices Act: Annual Log and Semi-Annual Summary Log	Received
Governing Board Membership Roster	Received
Teacher Licensure Task- Commission	Received
Student Admission Packet Material for Upcoming Student Application Period	Received
Annual Fire Inspection Report	Received
Statement of Assurances	Received
Policies and Procedures	Received
Executed School Leases	Received

Academic Performance Framework

I. Student Academic Outcomes

Academic Proficiency			
Subject	% Proficient: TARGET	% Proficient: ACTUAL	Met target?
Math	45% - 54%	Not available ¹	N/A
ELA	61% - 70%	Not available ¹	N/A
Science	59% - 68%	Not available ¹	N/A

Academic Growth			
Subject	Median SGP: TARGET	Median SGP: ACTUAL	Met target?
Math	50 - 58	Not available ¹	N/A
ELA	50 - 54	Not available ¹	N/A

College and Career Readiness

Daily Attendance: Middle		
% Daily Attendance: TARGET	% Daily Attendance: ACTUAL	Met target?
95% - 100%	95%	Met

11 th Grade ACT		
% Scoring 19+: TARGET	% Scoring 19+: ACTUAL	Met target?
39% - 48%	Not available ¹	N/A

¹ Due to the impact of COVID-19, statewide assessments were cancelled for school year 2019-20. As a result, data are not available for academic proficiency, achievement gap, academic growth, and 11th grade ACT metrics

Graduation Rate: High School		
% Graduating in 4 years: TARGET	% Graduating in 4 years: ACTUAL	Met target?
90% - 100%	68%	Did not meet

College-Going Rate: High School		
% College-going: TARGET	% College-going: ACTUAL	Met target?
63% - 72%	65%	Met

Achievement Gap			
Subject	% Proficient High Needs: TARGET	% Proficient High Needs: ACTUAL	Met target?
Math	41% - 50%	Not available ¹	N/A
ELA	60% - 69%	Not available ¹	N/A

II. Value Added

Value Added	
Status:	Not available

Financial Performance Framework

Financial Performance Framework Audited Fiscal Year 2019-2020 Risk Assessment Result

Formula

$(\text{Current Ratio} \times 0.10) + (\text{Unrestricted Days Cash} \times 0.35) + (\text{Debt to Asset Ratio} \times 0.10) + (\text{Cash Flow} \times 0.10) + (\text{Total Margin} \times 0.25) + (\text{Budget Variance} \times 0.10) = \text{Final Risk Assessment Score}$

The individual indicators and final risk assessment results are represented as one of five categories based on the school's risk assessment calculations and are rounded to the nearest whole number.

Low	Acceptable	Moderate	High	Significant
1	2	3	4	5

West Hawai'i Explorations Academy

$(1 \times 0.10) + (1 \times 0.35) + (1 \times 0.10) + (1 \times 0.10) + (4 \times 0.25) + (1 \times 0.10) = 1.75$

$0.10 + 0.35 + 0.10 + 0.10 + 1.0 + 0.10 = 1.75 \text{ (Rounded)} = 2$

Final Fiscal Year 2019-2020 Risk Assessment: ACCEPTABLE

Organizational Performance Framework

For School Year 2019-2020, the Organizational Performance Framework measured the following indicators:

Indicator	Status
List of Key School Employees/Contacts	Received
Uniform Informational Practices Act: Annual Log and Semi-Annual Summary Log	Received
Governing Board Membership Roster	Received
Teacher Licensure Task- Commission	Received
Student Admission Packet Material for Upcoming Student Application Period	Received
Annual Fire Inspection Report	Received
Statement of Assurances	Received
Policies and Procedures	Received
Executed School Leases	Received

Appendix B: Charter School Academic Performance and Enrollment Data for School Years 2016-17, 2017-18, 2018-19, and 2019-20

Table 4: Student Proficiency in English Language Arts/Literacy (ELA), Math (M), and Science (S)

School	2016-17			2017-18			2018-19			2019-20		
	ELA	M	S	ELA	M	S	ELA	M	S	ELA	M	S
<i>Charter-wide</i>	47%	36%	40%	52%	35%	43%	<i>Not avail-able</i>	<i>Not avail-able</i>	<i>Not avail-able</i>	<i>Not avail-able</i>	<i>Not avail-able</i>	<i>Not avail-able</i>
<i>Statewide</i>	51%	43%	46%	55%	43%	46%	54%	43%	44%	<i>Not avail-able</i>	<i>Not avail-able</i>	<i>Not avail-able</i>
Alaka'i O Kaua'i Public Charter School	<i>Not open</i>	<i>Not open</i>	<i>Not open</i>	<i>Not open</i>	<i>Not open</i>	<i>Not open</i>	62%	33%		<i>Not avail-able</i>	<i>Not avail-able</i>	<i>Not avail-able</i>
Connections Public Charter School	36%	28%	13%	37%	17%	19%	46%	23%	25%	<i>Not avail-able</i>	<i>Not avail-able</i>	<i>Not avail-able</i>
DreamHouse 'Ewa Beach	<i>Not open</i>	<i>Not open</i>	<i>Not open</i>	<i>Not open</i>	<i>Not open</i>	<i>Not open</i>	<i>Not open</i>	<i>Not open</i>	<i>Not open</i>	<i>Not avail-able</i>	<i>Not avail-able</i>	<i>Not avail-able</i>
Hakipu'u Learning Center	6%	(0-5%)		21%	(0-5%)		24%	6%		<i>Not avail-able</i>	<i>Not avail-able</i>	<i>Not avail-able</i>
Hālau Kū Māna Public Charter School	44%	14%	32%	38%	13%	15%	41%	18%	50%	<i>Not avail-able</i>	<i>Not avail-able</i>	<i>Not avail-able</i>
Hawai'i Academy of Arts & Science Public Charter School	53%	39%	55%	56%	28%	49%	51%	28%	43%	<i>Not avail-able</i>	<i>Not avail-able</i>	<i>Not avail-able</i>
Hawai'i Technology Academy	62%	41%	48%	68%	45%	52%	68%	43%	47%	<i>Not avail-able</i>	<i>Not avail-able</i>	<i>Not avail-able</i>
Innovations Public Charter School	64%	49%	42%	65%	54%	49%	70%	59%	37%	<i>Not avail-able</i>	<i>Not avail-able</i>	<i>Not avail-able</i>
Ka 'Umeke Kā'eo	24%	13%	19%	36%	19%	28%	43%	14%	43%	<i>Not avail-able</i>	<i>Not avail-able</i>	<i>Not avail-able</i>
Ka Waihona o ka Na'auao Public Charter School	25%	23%	11%	28%	21%	11%	29%	19%	28%	<i>Not avail-able</i>	<i>Not avail-able</i>	<i>Not avail-able</i>
Kamaile Academy, PCS	21%	9%	16%	21%	8%	14%	21%	9%	15%	<i>Not avail-able</i>	<i>Not avail-able</i>	<i>Not avail-able</i>
Kamalani Academy Charter School	<i>Not open</i>	<i>Not open</i>	<i>Not open</i>	61%	36%	44%	48%	25%	39%	<i>Not avail-able</i>	<i>Not avail-able</i>	<i>Not avail-able</i>

Table 4: Student Proficiency in English Language Arts/Literacy (ELA), Math (M), and Science (S)

School	2016-17			2017-18			2018-19			2019-20		
	ELA	M	S	ELA	M	S	ELA	M	S	ELA	M	S
Kanu o ka 'Āina New Century Public Charter School	48%	33%	37%	52%	24%	50%	55%	27%	42%	Not available	Not available	Not available
Kanuikapono Public Charter School	50%	34%	50%	55%	37%	61%	47%	27%	38%	Not available	Not available	Not available
Ka'ōhao Public Charter School	88%	89%	(95-100%)	86%	73%	94%	82%	74%	80%	Not available	Not available	Not available
The Kapolei Charter School by Goodwill Hawaii	Not open	Not open	Not open	Not available	Not available	Not available	Not available	Not available	39%	Not available	Not available	Not available
Ka'ū Learning Academy	I	I	I	20%	9%		Not open	Not open	Not open	Not open	Not open	Not open
Kawaikini New Century Public Charter School	18%	14%	33%	38%	23%		30%	20%	31%	Not available	Not available	Not available
Ke Ana La'ahana Public Charter School	(0-5%)	(0-5%)		11%	(0-5%)		24%	16%		Not available	Not available	Not available
Ke Kula Niihau O Kekaha Learning Center	13%	9%		9%	6%					Not available	Not available	Not available
Ke Kula 'o Nāwahīokalani'ōpu'u Iki, LPCS	10%	(0-5%)	13%	41%	21%	38%	39%	20%	34%	Not available	Not available	Not available
Ke Kula 'o Samuel M. Kamakau, LPCS	34%	37%	29%	51%	37%		46%	32%	27%	Not available	Not available	Not available
Kihei Charter School	64%	54%	50%	64%	46%	61%	59%	39%	60%	Not available	Not available	Not available
Kona Pacific Public Charter School	30%	20%	38%	26%	14%	19%	50%	30%	58%	Not available	Not available	Not available
Kua o ka Lā New Century Public Charter School	19%	17%	56%	38%	18%	20%	33%	24%	38%	Not available	Not available	Not available
Kualapu'u School: A Public Conversion Charter	19%	34%	27%	30%	33%	32%	28%	32%	28%	Not available	Not available	Not available

Table 4: Student Proficiency in English Language Arts/Literacy (ELA), Math (M), and Science (S)

School	2016-17			2017-18			2018-19			2019-20		
	ELA	M	S	ELA	M	S	ELA	M	S	ELA	M	S
Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS)	11%	8%		12%	6%		13%	16%		Not available	Not available	Not available
Laupāhoehoe Community Public Charter School	39%	31%	17%	43%	25%	34%	38%	23%	26%	Not available	Not available	Not available
Mālama Honua Public Charter School	70%	52%	Does not apply	57%	24%		45%	27%		Not available	Not available	Not available
Myron B. Thompson Academy	73%	52%	83%	78%	54%	72%	80%	56%	86%	Not available	Not available	Not available
Nā Wai Ola Public Charter School	30%	16%		41%	36%		30%	21%		Not available	Not available	Not available
SEEQS: the School for Examining Essential Questions of Sustainability	74%	50%	37%	72%	44%	55%	74%	45%	67%	Not available	Not available	Not available
University Laboratory School	69%	46%	48%	70%	37%	44%	71%	45%	62%	Not available	Not available	Not available
The Volcano School of Arts & Sciences	35%	27%	36%	48%	34%	29%	53%	40%	47%	Not available	Not available	Not available
Voyager: A Public Charter School	62%	57%	39%	71%	65%	59%	68%	56%	48%	Not available	Not available	Not available
Wai'ālae Elementary Public Charter School	51%	57%	37%	54%	57%	47%	56%	52%	62%	Not available	Not available	Not available
Waimea Middle Public Conversion Charter School	46%	29%	30%	39%	31%	46%	39%	34%	49%	Not available	Not available	Not available
West Hawai'i Explorations Academy	61%	38%	40%	69%	36%	55%	63%	37%	35%	Not available	Not available	Not available

Table 5: Proficiency of Non-High Needs (NHN) and High Needs (HN) Students in Math and English Language Arts/Literacy (ELA)/Hawaiian Language Arts (HLA) and Achievement Gap Rate³²/Gap³³ – School Year 2016-17

School	Math Proficiency			ELA/HLA Proficiency		
	NHN	HN	Gap	NHN	HN	Gap
<i>Charter-wide</i>	49%	24%	25	62%	32%	30
<i>Statewide</i>	58%	30%	28	69%	36%	33
Alaka'i O Kaua'i Public Charter School	<i>Not open</i>	<i>Not open</i>	<i>Not open</i>	<i>Not open</i>	<i>Not open</i>	<i>Not open</i>
Connections Public Charter School	49%	23%	26	54%	32%	22
DreamHouse 'Ewa Beach	<i>Not open</i>	<i>Not open</i>	<i>Not open</i>	<i>Not open</i>	<i>Not open</i>	<i>Not open</i>
Hakipu'u Learning Center		(0-5%)	<i>Not available</i>		7%	<i>Not available</i>
Hālau Kū Māna Public Charter School	17%	7%	10	49%	33%	16
Hawai'i Academy of Arts & Science Public Charter School	46%	36%	10	64%	48%	16
Hawai'i Technology Academy	47%	28%	19	70%	46%	24
Innovations Public Charter School	60%	39%	21	82%	47%	35
Ka 'Umeke Kā'eo	18%	10%	9	33%	18%	14
Ka Waihona o ka Na'auao Public Charter School	30%	15%	14	32%	17%	15
Kamaile Academy, PCS	12%	8%	4	25%	20%	5
Kamalani Academy Charter School	<i>Not open</i>	<i>Not open</i>	<i>Not open</i>	<i>Not open</i>	<i>Not open</i>	<i>Not open</i>
Kanu o ka 'Āina New Century Public Charter School	38%	29%	9	57%	40%	16
Kanuikaponu Public Charter School	40%	29%	12	62%	41%	21
Ka'ōhao Public Charter School	92%	63%	30	89%	83%	5
The Kapolei Charter School by Goodwill Hawaii	<i>Not open</i>	<i>Not open</i>	<i>Not open</i>	<i>Not open</i>	<i>Not open</i>	<i>Not open</i>
Ka'ū Learning Academy						
Kawaikini New Century Public Charter School	18%	9%	9	21%	14%	6
Ke Ana La'ahana Public Charter School	<i>Not available</i>	(0-5%)	<i>Not available</i>	<i>Not available</i>	(0-5%)	<i>Not available</i>
Ke Kula Niihau O Kekaha Learning Center	<i>Not available</i>	9%	<i>Not available</i>	<i>Not available</i>	13%	<i>Not available</i>
Ke Kula 'o Nāwahīokalani'ōpu'u Iki, LPCS	(0-5%)	(0-5%)	-1	12%	9%	3
Ke Kula 'o Samuel M. Kamakau, LPCS	49%	25%	24	48%	20%	28
Kihei Charter School	59%	40%	19	67%	53%	15
Kona Pacific Public Charter School	29%	15%	14	43%	22%	20
Kua o ka Lā New Century Public Charter School		16%	<i>Not available</i>		18%	<i>Not available</i>
Kualapu'u School: A Public Conversion Charter	60%	31%	29	35%	17%	18

Table 5: Proficiency of Non-High Needs (NHN) and High Needs (HN) Students in Math and English Language Arts/Literacy (ELA)/Hawaiian Language Arts (HLA) and Achievement Gap Rate³²/Gap³³ – School Year 2016-17

School	Math Proficiency			ELA/HLA Proficiency		
	NHN	HN	Gap	NHN	HN	Gap
Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS)	<i>Not available</i>		<i>Not available</i>	<i>Not available</i>		<i>Not available</i>
Laupāhoehoe Community Public Charter School	45%	28%	17	65%	34%	31
Mālama Honua Public Charter School			<i>Not available</i>			<i>Not available</i>
Myron B. Thompson Academy	54%	42%	12	73%	67%	7
Nā Wai Ola Public Charter School		15%	<i>Not available</i>		30%	<i>Not available</i>
SEEQS: the School for Examining Essential Questions of Sustainability	59%	19%	41	87%	33%	54
University Laboratory School	49%	31%	18	75%	40%	34
The Volcano School of Arts & Sciences	44%	17%	27	46%	28%	18
Voyager: A Public Charter School	64%	42%	22	69%	42%	28
Wai'ālae Elementary Public Charter School	64%	41%	23	57%	37%	20
Waimea Middle Public Conversion Charter School	52%	20%	33	71%	36%	35
West Hawai'i Explorations Academy	42%	31%	11	67%	49%	18

Table 6: Proficiency of Non-High Needs (NHN) and High Needs (HN) Students in Math and English Language Arts/Literacy (ELA)/Hawaiian Language Arts (HLA) and Achievement Gap— School Year 2017-18

School	Math Proficiency			ELA/HLA Proficiency		
	NHN	HN	Gap	NHN	HN	Gap
<i>Charter-wide</i>	47%	22%	25	66%	37%	29
<i>Statewide</i>	58%	30%	28	72%	40%	32
Alaka'i O Kaua'i Public Charter School	<i>Not open</i>	<i>Not open</i>	<i>Not open</i>	<i>Not open</i>	<i>Not open</i>	<i>Not open</i>
Connections Public Charter School	24%	16%	8	53%	33%	20
DreamHouse 'Ewa Beach	<i>Not open</i>	<i>Not open</i>	<i>Not open</i>	<i>Not open</i>	<i>Not open</i>	<i>Not open</i>
Hakipu'u Learning Center		(0-5%)	<i>Not available</i>		25%	<i>Not available</i>
Hālau Kū Māna Public Charter School	17%	(0-5%)	13	46%	21%	24
Hawai'i Academy of Arts & Science Public Charter School	29%	27%	2	65%	52%	13
Hawai'i Technology Academy	51%	32%	19	74%	56%	18
Innovations Public Charter School	74%	43%	31	84%	54%	29
Ka 'Umeke Kā'eo		21%	<i>Not available</i>		21%	<i>Not available</i>
Ka Waihona o ka Na'auao Public Charter School	27%	12%	15	34%	21%	13
Kamaile Academy, PCS	10%	8%	2	25%	21%	5
Kamalani Academy Charter School	42%	24%	18	66%	50%	16
Kanu o ka 'Āina New Century Public Charter School	28%	22%	7	66%	43%	23
Kanuikaponu Public Charter School	42%	32%	11	69%	43%	25
Ka'ōhao Public Charter School	79%	45%	34	91%	59%	33
The Kapolei Charter School by Goodwill Hawaii	<i>Not available</i>	<i>Not available</i>	<i>Not available</i>	<i>Not available</i>	<i>Not available</i>	<i>Not available</i>
Ka'ū Learning Academy		8%	<i>Not available</i>		20%	<i>Not available</i>
Kawaikini New Century Public Charter School			<i>Not available</i>			<i>Not available</i>
Ke Ana La'ahana Public Charter School			<i>Not available</i>			<i>Not available</i>
Ke Kula Niihau O Kekaha Learning Center			<i>Not available</i>			<i>Not available</i>
Ke Kula 'o Nāwahīokalani'ōpu'u Iki, LPCS	31%	12%	19	51%	30%	21
Ke Kula 'o Samuel M. Kamakau, LPCS			<i>Not available</i>			<i>Not available</i>
Kihei Charter School	53%	28%	25	70%	48%	21
Kona Pacific Public Charter School	20%	10%	9	35%	19%	16

Table 6: Proficiency of Non-High Needs (NHN) and High Needs (HN) Students in Math and English Language Arts/Literacy (ELA)/Hawaiian Language Arts (HLA) and Achievement Gap – School Year 2017-18

School	Math Proficiency			ELA/HLA Proficiency		
	NHN	HN	Gap	NHN	HN	Gap
Kua o ka Lā New Century Public Charter School		15%	Not available		32%	Not available
Kualapu'u School: A Public Conversion Charter	43%	30%	13	41%	27%	14
Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS)			Not available			Not available
Laupāhoehoe Community Public Charter School	33%	22%	11	62%	36%	26
Mālama Honua Public Charter School		33%	Not available		48%	Not available
Myron B. Thompson Academy	55%	46%	9	77%	90%	-13
Nā Wai Ola Public Charter School		36%	Not available		41%	Not available
SEEQS: the School for Examining Essential Questions of Sustainability	57%	25%	33	85%	53%	32
University Laboratory School	40%	18%	22	74%	47%	27
The Volcano School of Arts & Sciences	60%	15%	45	73%	28%	45
Voyager: A Public Charter School	73%	43%	30	80%	45%	36
Wai'ālae Elementary Public Charter School	63%	28%	34	57%	37%	20
Waimea Middle Public Conversion Charter School	58%	22%	36	68%	29%	39
West Hawai'i Explorations Academy	43%	23%	19	76%	56%	20

Table 7: Proficiency of Non-High Needs (NHN) and High Needs (HN) Students in English Language Arts/Literacy (ELA)/Hawaiian Language Arts (HLA) and Math (M) and Achievement Gap – School Year 2018-19

School	Math Proficiency			ELA/HLA Proficiency		
	NHN	HN	Gap	NHN	HN	Gap
<i>Charter-wide</i>	<i>Not available</i>	<i>Not available</i>	<i>Not available</i>	<i>Not available</i>	<i>Not available</i>	<i>Not available</i>
<i>Statewide</i>	59%	30%	29	72%	38%	34
Alaka'i O Kaua'i Public Charter School	39%		<i>Not available</i>	71%		<i>Not available</i>
Connections Public Charter School	34%	20%	14	63%	42%	21
DreamHouse 'Ewa Beach	<i>Not open</i>	<i>Not open</i>	<i>Not open</i>	<i>Not open</i>	<i>Not open</i>	<i>Not open</i>
Hakipu'u Learning Center			<i>Not available</i>			<i>Not available</i>
Hālau Kū Māna Public Charter School	20%	13%	8	47%	25%	22
Hawai'i Academy of Arts & Science Public Charter School	37%	26%	11	60%	48%	12
Hawai'i Technology Academy	49%	26%	23	73%	53%	20
Innovations Public Charter School	72%	51%	21	80%	64%	16
Ka 'Umeke Kā'eo	24%	6%	18	58%	32%	26
Ka Waihona o ka Na'auao Public Charter School	27%	14%	13	39%	23%	16
Kamaile Academy, PCS	7%	9%	-2	25%	21%	4
Kamalani Academy Charter School	35%	14%	21	59%	37%	22
Kanu o ka 'Āina New Century Public Charter School	36%	21%	15	66%	48%	18
Kanuikapono Public Charter School	29%	25%	4	53%	42%	12
Ka'ōhao Public Charter School	80%	33%	47	89%	37%	52
The Kapolei Charter School by Goodwill Hawaii	<i>Not available</i>	<i>Not available</i>	<i>Not available</i>	<i>Not available</i>	<i>Not available</i>	<i>Not available</i>
Ka'ū Learning Academy	<i>Not open</i>	<i>Not open</i>	<i>Not open</i>	<i>Not open</i>	<i>Not open</i>	<i>Not open</i>
Kawaikini New Century Public Charter School	27%	15%	12	36%	26%	11
Ke Ana La'ahana Public Charter School	<i>Not available</i>		<i>Not available</i>	<i>Not available</i>		<i>Not available</i>
Ke Kula Niihau O Kekaha Learning Center			<i>Not available</i>			<i>Not available</i>
Ke Kula 'o Nāwahīkalanī'ōpu'u Iki, LPCS	25%	17%	8	47%	32%	15
Ke Kula 'o Samuel M. Kamakau, LPCS	45%	17%	28	61%	27%	34
Kihei Charter School	44%	29%	15	63%	48%	15
Kona Pacific Public Charter School	38%	21%	17	50%	49%	1
Kua o ka Lā New Century Public Charter School		21%	<i>Not available</i>		25%	<i>Not available</i>
Kualapu'u School: A Public Conversion Charter	45%	28%	16	47%	22%	25

Table 7: Proficiency of Non-High Needs (NHN) and High Needs (HN) Students in English Language Arts/Literacy (ELA)/Hawaiian Language Arts (HLA) and Math (M) and Achievement Gap – School Year 2018-19

School	Math Proficiency			ELA/HLA Proficiency		
	NHN	HN	Gap	NHN	HN	Gap
Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS)	<i>Not available</i>		<i>Not available</i>	<i>Does not apply</i>		<i>Not available</i>
Laupāhoehoe Community Public Charter School	32%	22%	10	55%	35%	19
Mālama Honua Public Charter School	33%	23%	10	67%	33%	33
Myron B. Thompson Academy	58%	45%	13	82%	71%	11
Nā Wai Ola Public Charter School		24%	<i>Not available</i>		31%	<i>Not available</i>
SEEQS: the School for Examining Essential Questions of Sustainability	55%	24%	31	86%	48%	38
University Laboratory School	49%	21%	28	75%	39%	36
The Volcano School of Arts & Sciences	59%	35%	24	78%	45%	33
Voyager: A Public Charter School	63%	37%	26	79%	37%	42
Wai'ālae Elementary Public Charter School	58%	28%	30	64%	29%	35
Waimea Middle Public Conversion Charter School	64%	25%	39	67%	31%	37
West Hawai'i Explorations Academy	43%	28%	14	71%	51%	20

Table 8: Proficiency of Non-High Needs (NHN) and High Needs (HN) Students in English Language Arts/Literacy (ELA)/Hawaiian Language Arts (HLA) and Math (M) and Achievement Gap – School Year 2019-20

School	Math Proficiency			ELA/HLA Proficiency		
	NHN	HN	Gap	NHN	HN	Gap
<p>Due to the impact of COVID-19, statewide assessments were cancelled for school year 2019-20.</p> <p>As a result, charter school math and ELA/HLA proficiency rates are not available.</p>						

Table 9: Median Student Growth Percentiles for English Language Arts/Literacy (ELA) and Math

School	2016-17		2017-18		2018-19		2019-20	
	ELA	Math	ELA	Math	ELA	Math	ELA	Math
<i>Charter-wide</i>	<i>Not available</i>	<i>Not available</i>	<i>Not available</i>	<i>Not available</i>	<i>Not available</i>	<i>Not available</i>	<i>Not available</i>	<i>Not available</i>
<i>Statewide</i>	<i>Not calculated</i>	<i>Not calculated</i>	<i>Not calculated</i>	<i>Not calculated</i>	<i>Not calculated</i>	<i>Not calculated</i>	<i>Not available</i>	<i>Not available</i>
Alaka'i O Kaua'i Public Charter School	<i>Not open</i>	<i>Not open</i>	<i>Not open</i>	<i>Not open</i>			<i>Not available</i>	<i>Not available</i>
Connections Public Charter School	50	59	52	38	63	56	<i>Not available</i>	<i>Not available</i>
DreamHouse 'Ewa Beach	<i>Not open</i>	<i>Not open</i>	<i>Not open</i>	<i>Not open</i>	<i>Not open</i>	<i>Not open</i>	<i>Not available</i>	<i>Not available</i>
Hakipu'u Learning Center	17	25	21	25	50	50	<i>Not available</i>	<i>Not available</i>
Hālau Kū Māna Public Charter School	55	54	53	37	38	43	<i>Not available</i>	<i>Not available</i>
Hawai'i Academy of Arts & Science Public Charter School	47	42	43	37	47	41	<i>Not available</i>	<i>Not available</i>
Hawai'i Technology Academy (HTA)	59	51	56	46	52	49	<i>Not available</i>	<i>Not available</i>
Innovations Public Charter School	52	44	58	55	56	63	<i>Not available</i>	<i>Not available</i>
Ka 'Umeke Kā'eo	61	34	<i>Does not apply</i>	<i>Does not apply</i>	61	34	<i>Not available</i>	<i>Not available</i>
Ka Waihona o ka Na'auao Public Charter School	43	41	44	36	46	31	<i>Not available</i>	<i>Not available</i>
Kamaile Academy, PCS	39	42	41	38	44	44	<i>Not available</i>	<i>Not available</i>
Kamalani Academy Charter School	<i>Not open</i>	<i>Not open</i>	33	26	35	29	<i>Not available</i>	<i>Not available</i>
Kanu o ka 'Āina New Century Public Charter School	60	31	53	39	57	38	<i>Not available</i>	<i>Not available</i>
Kanuikapono Public Charter School	53	59	55	45	40	37	<i>Not available</i>	<i>Not available</i>
Ka'ōhao Public Charter School	58	76	51	53	52	61	<i>Not available</i>	<i>Not available</i>
The Kapolei Charter School by Goodwill Hawaii	<i>Not open</i>	<i>Not open</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Not available</i>	<i>Not available</i>
Ka'ū Learning Academy	63	79	35	35	<i>Not open</i>	<i>Not open</i>	<i>Not open</i>	<i>Not open</i>
Kawaikini New Century Public Charter School	33	54					<i>Not available</i>	<i>Not available</i>
Ke Ana La'ahana Public Charter School	36	43	35	43	26	40	<i>Not available</i>	<i>Not available</i>

Table 9: Median Student Growth Percentiles for English Language Arts/Literacy (ELA) and Math

School	2016-17		2017-18		2018-19		2019-20	
	ELA	Math	ELA	Math	ELA	Math	ELA	Math
Ke Kula Niihau O Kekaha Learning Center	70	60	70	60			Not available	Not available
Ke Kula 'o Nāwahīokalani'ōpu'u Iki, LPCS			Does not apply	Does not apply			Not available	Not available
Ke Kula 'o Samuel M. Kamakau, LPCS	58	61	58	61	58	61	Not available	Not available
Kihei Charter School	45	54	47	39	42	37	Not available	Not available
Kona Pacific Public Charter School	42	36	41	57	84	86	Not available	Not available
Kua o ka Lā New Century Public Charter School	56	55	57	40	59	66	Not available	Not available
Kualapu'u School: A Public Conversion Charter	20	46	40	36	36	23	Not available	Not available
Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS)	16	18	46	24	46	29	Not available	Not available
Laupāhoehoe Community Public Charter School	43	47	36	33	38	37	Not available	Not available
Mālama Honua Public Charter School			43	16	33	27	Not available	Not available
Myron B. Thompson Academy	60	42	58	54	60	55	Not available	Not available
Nā Wai Ola Public Charter School	45	37	67	71	53	40	Not available	Not available
SEEQS: the School for Examining Essential Questions of Sustainability	57	42	54	38	50	40	Not available	Not available
University Laboratory School	49	43	41	31	49	45	Not available	Not available
The Volcano School of Arts & Sciences	52	41	56	60	50	59	Not available	Not available
Voyager: A Public Charter School	59	61	61	60	61	57	Not available	Not available
Wai'ālae Elementary Public Charter School	49	59	55	65	51	62	Not available	Not available
Waimea Middle Public Conversion Charter School	58	49	42	57	62	57	Not available	Not available
West Hawai'i Explorations Academy	50	58	56	49	36	30	Not available	Not available

Table 10: Students Meeting Annual Growth Benchmarks for Kaiapuni Assessment of Educational Outcomes and Hawai'i State Alternate Assessment – School Year 2017-18

School	Language Arts	Math
<i>Charter-wide</i>	<i>Not available</i>	<i>Not available</i>
<i>Statewide</i>	<i>Not available</i>	<i>Not available</i>
Alaka'i O Kaua'i Public Charter School	<i>Not open</i>	<i>Not open</i>
Connections Public Charter School	<i>Does not apply</i>	<i>Does not apply</i>
DreamHouse 'Ewa Beach	<i>Not open</i>	<i>Not open</i>
Hakipu'u Learning Center	<i>Does not apply</i>	<i>Does not apply</i>
Hālau Kū Māna Public Charter School	<i>Does not apply</i>	<i>Does not apply</i>
Hawai'i Academy of Arts & Science Public Charter School	<i>Does not apply</i>	<i>Does not apply</i>
Hawai'i Technology Academy	<i>Does not apply</i>	<i>Does not apply</i>
Innovations Public Charter School	<i>Does not apply</i>	<i>Does not apply</i>
Ka 'Umeke Kā'eo	43%	14%
Ka Waihona o ka Na'auao Public Charter School		
Kamaile Academy, PCS		
Kamalani Academy Charter School		
Kanu o ka 'Āina New Century Public Charter School		
Kanuikapono Public Charter School	<i>Does not apply</i>	<i>Does not apply</i>
Ka'ōhao Public Charter School	<i>Does not apply</i>	<i>Does not apply</i>
The Kapolei Charter School by Goodwill Hawaii	<i>Does not apply</i>	<i>Does not apply</i>
Ka'ū Learning Academy	<i>Does not apply</i>	<i>Does not apply</i>
Kawaikini New Century Public Charter School		
Ke Ana La'ahana Public Charter School	<i>Does not apply</i>	<i>Does not apply</i>
Ke Kula Niihau O Kekaha Learning Center		
Ke Kula 'o Nāwahīokalani'ōpu'u Iki, LPCS	47%	21%
Ke Kula 'o Samuel M. Kamakau, LPCS		
Kihei Charter School	<i>Does not apply</i>	<i>Does not apply</i>
Kona Pacific Public Charter School	<i>Does not apply</i>	<i>Does not apply</i>
Kua o ka Lā New Century Public Charter School	<i>Does not apply</i>	<i>Does not apply</i>
Kualapu'u School: A Public Conversion Charter		
Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS)	<i>Does not apply</i>	<i>Does not apply</i>
Laupāhoehoe Community Public Charter School		
Mālama Honua Public Charter School	<i>Does not apply</i>	<i>Does not apply</i>
Myron B. Thompson Academy	<i>Does not apply</i>	<i>Does not apply</i>
Nā Wai Ola Public Charter School	<i>Does not apply</i>	<i>Does not apply</i>
SEEQS: the School for Examining Essential Questions of Sustainability	<i>Does not apply</i>	<i>Does not apply</i>
University Laboratory School	<i>Does not apply</i>	<i>Does not apply</i>
The Volcano School of Arts & Sciences	<i>Does not apply</i>	<i>Does not apply</i>
Voyager: A Public Charter School	<i>Does not apply</i>	<i>Does not apply</i>
Wai'alae Elementary Public Charter School		
Waimea Middle Public Conversion Charter School		
West Hawai'i Explorations Academy	<i>Does not apply</i>	<i>Does not apply</i>

Table 11: Students Meeting Annual Growth Benchmarks for Kaiapuni Assessment of Educational Outcomes in Hawaiian Language Arts (HLA) and Math

School	2018-19		2019-20	
	HLA	Math	HLA	Math
<i>Charter-wide</i>	<i>Not available</i>	<i>Not available</i>	<i>Not available</i>	<i>Not available</i>
<i>Statewide</i>	55%	50%	<i>Not available</i>	<i>Not available</i>
Alaka'i O Kaua'i Public Charter School	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>
Connections Public Charter School	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>
DreamHouse 'Ewa Beach	<i>Not open</i>	<i>Not open</i>	<i>Does not apply</i>	<i>Does not apply</i>
Hakipu'u Learning Center	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>
Hālau Kū Māna Public Charter School	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>
Hawai'i Academy of Arts & Science Public Charter School	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>
Hawai'i Technology Academy	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>
Innovations Public Charter School	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>
Ka 'Umeke Kā'eo	61%	45%	<i>Not available</i>	<i>Not available</i>
Ka Waihona o ka Na'auao Public Charter School	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>
Kamaile Academy, PCS	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>
Kamalani Academy Charter School	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>
Kanu o ka 'Āina New Century Public Charter School	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>
Kanuikapono Public Charter School	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>
Ka'ōhao Public Charter School	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>
The Kapolei Charter School by Goodwill Hawaii	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>
Ka'ū Learning Academy	<i>Not open</i>	<i>Not open</i>	<i>Not open</i>	<i>Not open</i>
Kawaikini New Century Public Charter School	57%	50%	<i>Not available</i>	<i>Not available</i>
Ke Ana La'ahana Public Charter School	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>
Ke Kula Niihau O Kekaha Learning Center			<i>Not available</i>	<i>Not available</i>
Ke Kula 'o Nāwahīokalani'ōpu'u Iki, LPCS	62%	66%	<i>Not available</i>	<i>Not available</i>
Ke Kula 'o Samuel M. Kamakau, LPCS	38%	38%	<i>Not available</i>	<i>Not available</i>
Kihei Charter School	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>
Kona Pacific Public Charter School	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>
Kua o ka Lā New Century Public Charter School	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>
Kualapu'u School: A Public Conversion Charter	43%	61%	<i>Not available</i>	<i>Not available</i>
Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS)	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>
Laupāhoehoe Community Public Charter School	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>
Mālama Honua Public Charter School	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>

Table 11: Students Meeting Annual Growth Benchmarks for Kaiapuni Assessment of Educational Outcomes in Hawaiian Language Arts (HLA) and Math

School	2018-19		2019-20	
	HLA	Math	HLA	Math
Myron B. Thompson Academy	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>
Nā Wai Ola Public Charter School	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>
SEEQS: the School for Examining Essential Questions of Sustainability	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>
University Laboratory School	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>
The Volcano School of Arts & Sciences	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>
Voyager: A Public Charter School	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>
Wai'alae Elementary Public Charter School	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>
Waimea Middle Public Conversion Charter School	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>
West Hawai'i Explorations Academy	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>

Table 12: Students Meeting Annual Growth Benchmarks for Hawai'i State Alternate Assessment in English Language Arts/Literacy (ELA) and Math

School	2018-19		2019-20	
	ELA	Math	ELA	Math
<i>Charter-wide</i>	<i>Not available</i>	<i>Not available</i>	<i>Not available</i>	<i>Not available</i>
<i>Statewide</i>	37%	45%	<i>Not available</i>	<i>Not available</i>
Alaka'i O Kaua'i Public Charter School	<i>Not available</i>	<i>Not available</i>	<i>Not available</i>	<i>Not available</i>
Connections Public Charter School	<i>Not available</i>	<i>Not available</i>	<i>Not available</i>	<i>Not available</i>
DreamHouse 'Ewa Beach	<i>Not open</i>	<i>Not open</i>	<i>Not available</i>	<i>Not available</i>
Hakipu'u Learning Center	<i>Not available</i>		<i>Not available</i>	<i>Not available</i>
Hālau Kū Māna Public Charter School	<i>Not available</i>	<i>Not available</i>	<i>Not available</i>	<i>Not available</i>
Hawai'i Academy of Arts & Science Public Charter School	<i>Not available</i>	<i>Not available</i>	<i>Not available</i>	<i>Not available</i>
Hawai'i Technology Academy	<i>Not available</i>	<i>Not available</i>	<i>Not available</i>	<i>Not available</i>
Innovations Public Charter School	<i>Not available</i>	<i>Not available</i>	<i>Not available</i>	<i>Not available</i>
Ka 'Umeke Kā'eo	<i>Not available</i>	<i>Not available</i>	<i>Not available</i>	<i>Not available</i>
Ka Waihona o ka Na'auao Public Charter School			<i>Not available</i>	<i>Not available</i>
Kamaile Academy, PCS			<i>Not available</i>	<i>Not available</i>
Kamalani Academy Charter School			<i>Not available</i>	<i>Not available</i>
Kanu o ka 'Āina New Century Public Charter School			<i>Not available</i>	<i>Not available</i>
Kanuikapono Public Charter School			<i>Not available</i>	<i>Not available</i>
Ka'ōhao Public Charter School	<i>Not available</i>	<i>Not available</i>	<i>Not available</i>	<i>Not available</i>
The Kapolei Charter School by Goodwill Hawaii	<i>Not available</i>	<i>Not available</i>	<i>Not available</i>	<i>Not available</i>
Ka'ū Learning Academy	<i>Not open</i>	<i>Not open</i>	<i>Not open</i>	<i>Not open</i>
Kawaikini New Century Public Charter School	<i>Not available</i>	<i>Not available</i>	<i>Not available</i>	<i>Not available</i>
Ke Ana La'ahana Public Charter School	<i>Not available</i>	<i>Not available</i>	<i>Not available</i>	<i>Not available</i>
Ke Kula Niihau O Kekaha Learning Center	<i>Not available</i>	<i>Not available</i>	<i>Not available</i>	<i>Not available</i>
Ke Kula 'o Nāwahīokalani'ōpu'u Iki, LPCS	<i>Not available</i>	<i>Not available</i>	<i>Not available</i>	<i>Not available</i>
Ke Kula 'o Samuel M. Kamakau, LPCS	<i>Not available</i>	<i>Not available</i>	<i>Not available</i>	<i>Not available</i>
Kihei Charter School	<i>Not available</i>	<i>Not available</i>	<i>Not available</i>	<i>Not available</i>
Kona Pacific Public Charter School	<i>Not available</i>	<i>Not available</i>	<i>Not available</i>	<i>Not available</i>
Kua o ka Lā New Century Public Charter School	<i>Not available</i>	<i>Not available</i>	<i>Not available</i>	<i>Not available</i>
Kualapu'u School: A Public Conversion Charter			<i>Not available</i>	<i>Not available</i>
Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS)	<i>Not available</i>	<i>Not available</i>	<i>Not available</i>	<i>Not available</i>
Laupāhoehoe Community Public Charter School			<i>Not available</i>	<i>Not available</i>
Mālama Honua Public Charter School	<i>Not available</i>	<i>Not available</i>	<i>Not available</i>	<i>Not available</i>
Myron B. Thompson Academy	<i>Not available</i>	<i>Not available</i>	<i>Not available</i>	<i>Not available</i>

Table 12: Students Meeting Annual Growth Benchmarks for Hawai'i State Alternate Assessment in English Language Arts/Literacy (ELA) and Math

School	2018-19		2019-20	
	ELA	Math	ELA	Math
Nā Wai Ola Public Charter School	<i>Not available</i>	<i>Not available</i>	<i>Not available</i>	<i>Not available</i>
SEEQS: the School for Examining Essential Questions of Sustainability	<i>Not available</i>	<i>Not available</i>	<i>Not available</i>	<i>Not available</i>
University Laboratory School	<i>Not available</i>	<i>Not available</i>	<i>Not available</i>	<i>Not available</i>
The Volcano School of Arts & Sciences	<i>Not available</i>	<i>Not available</i>	<i>Not available</i>	<i>Not available</i>
Voyager: A Public Charter School	<i>Not available</i>	<i>Not available</i>	<i>Not available</i>	<i>Not available</i>
Wai'ālae Elementary Public Charter School			<i>Not available</i>	<i>Not available</i>
Waimea Middle Public Conversion Charter School			<i>Not available</i>	<i>Not available</i>
West Hawai'i Explorations Academy	<i>Not available</i>	<i>Not available</i>	<i>Not available</i>	<i>Not available</i>

Table 13: Growth Data For Major Student Subgroups: Median Student Growth Percentiles for English Language Arts/Literacy (ELA) – School Year 2017-18

School	All Students	Free/Reduced-Price Meal Eligible	Special Education (SPED)	English Learner (EL)	Asian, excluding Filipino	Filipino	Pacific Islander	Native Hawaiian	Black	White	Hispanic
Alaka'i O Kaua'i Public Charter School	Not open	Not open	Not open	Not open	Not open	Not open	Not open	Not open	Not open	Not open	Not open
Connections Public Charter School	52	51	39					51		61	
DreamHouse 'Ewa Beach	Not open	Not open	Not open	Not open	Not open	Not open	Not open	Not open	Not open	Not open	Not open
Hakipu'u Learning Center	21			Not available		Not available				Not available	Not available
Hālau Kū Māna Public Charter School	53			Not available				53	Not available		
Hawai'i Academy of Arts & Science Public Charter School	43	40						39		48	
Hawai'i Technology Academy	56	59	39		60	58		48		59	
Innovations Public Charter School	58	58						50	Not available	60	
Ka 'Umeke Kā'eo	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply
Ka Waihona o ka Na'auao Public Charter School	44	45	29	Not available				45			
Kamaile Academy, PCS	41	38	20			36	42	41		42	
Kamalani Academy Charter School	33	43				28		30		36	
Kanu o ka 'Āina New Century Public Charter School	53	56		Not available			Not available	57		47	Not available
Kanuikapono Public Charter School	55	48					Not available	45		62	Not available

Table 13: Growth Data For Major Student Subgroups: Median Student Growth Percentiles for English Language Arts/Literacy (ELA) – School Year 2017-18

School	All Students	Free/Reduced-Price Meal Eligible	Special Education (SPED)	English Learner (EL)	Asian, excluding Filipino	Filipino	Pacific Islander	Native Hawaiian	Black	White	Hispanic
Ka'ōhao Public Charter School	51						Not available			48	
The Kapolei Charter School by Goodwill Hawaii	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply
Ka'ū Learning Academy	35		Not available	Not available	Not available	Not available	Not available		Not available	Not available	Not available
Kawaikini New Century Public Charter School		Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available
Ke Ana La'ahana Public Charter School	35			Not available	Not available	Not available	Not available		Not available		Not available
Ke Kula Niihau O Kekaha Learning Center	70	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available
Ke Kula 'o Nāwahīokalani'ōpu'u Iki, LPCS	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply
Ke Kula 'o Samuel M. Kamakau, LPCS	58	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available
Kihei Charter School	47	43		Not available						50	
Kona Pacific Public Charter School	41	37		Not available						41	
Kua o ka Lā New Century Public Charter School	57	60			Not available			43		62	Not available

Table 13: Growth Data For Major Student Subgroups: Median Student Growth Percentiles for English Language Arts/Literacy (ELA) – School Year 2017-18

School	All Students	Free/Reduced-Price Meal Eligible	Special Education (SPED)	English Learner (EL)	Asian, excluding Filipino	Filipino	Pacific Islander	Native Hawaiian	Black	White	Hispanic
Kualapu'u School: A Public Conversion Charter	40	40			Not available			40			Not available
Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS)	46				Not available	Not available	Not available			Not available	Not available
Laupāhoehoe Community Public Charter School	36	36						38	Not available	38	
Mālama Honua Public Charter School	43			Not available		Not available	Not available				Not available
Myron B. Thompson Academy	58	50	Not available	Not available						58	82
Nā Wai Ola Public Charter School	67	69						58	Not available	83	Not available
SEEQS: the School for Examining Essential Questions of Sustainability	54	40		Not available	48					55	
University Laboratory School	41				45	39				47	
The Volcano School of Arts & Sciences	56	57						50	Not available	66	Not available
Voyager: A Public Charter School	61	53	43		59	70		55		60	
Wai'ālae Elementary Public Charter School	55				61					54	
Waimea Middle Public Conversion Charter School	42	40				39		39		54	
West Hawai'i Explorations Academy	56	56		Not available				59		54	

Table 14: Growth Data For Major Student Subgroups: Median Student Growth Percentiles for Math – School Year 2017-18

School	All Students	Free/Reduced-Price Meal Eligible	Special Education (SPED)	English Learner (EL)	Asian, excluding Filipino	Filipino	Pacific Islander	Native Hawaiian	Black	White	Hispanic
Alaka'i O Kaua'i Public Charter School	Not open	Not open	Not open	Not open	Not open	Not open	Not open	Not open	Not open	Not open	Not open
Connections Public Charter School	38	36	24					38		40	
DreamHouse 'Ewa Beach	Not open	Not open	Not open	Not open	Not open	Not open	Not open	Not open	Not open	Not open	Not open
Hakipu'u Learning Center	25			Not available		Not available				Not available	Not available
Hālau Kū Māna Public Charter School	37			Not available				36	Not available		
Hawai'i Academy of Arts & Science Public Charter School	37	37						44		40	
Hawai'i Technology Academy	46	46	53		41	37		46		47	
Innovations Public Charter School	55	53						58	Not available	54	
Ka 'Umeke Kā'eo	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply
Ka Waihona o ka Na'auao Public Charter School	36	39	47	Not available				36			
Kamaile Academy, PCS	38	37	27			42	45	38		21	
Kamalani Academy Charter School	26	25				34		20		30	
Kanu o ka 'Āina New Century Public Charter School	39	38		Not available			Not available	42		30	Not available
Kanuikaponu Public Charter School	45	47					Not available	34		47	Not available

Table 14: Growth Data For Major Student Subgroups: Median Student Growth Percentiles for Math – School Year 2017-18

School	All Students	Free/Reduced-Price Meal Eligible	Special Education (SPED)	English Learner (EL)	Asian, excluding Filipino	Filipino	Pacific Islander	Native Hawaiian	Black	White	Hispanic
Ka'ōhao Public Charter School	53						Not available			55	
The Kapolei Charter School by Goodwill Hawaii	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply
Ka'ū Learning Academy	35		Not available	Not available	Not available	Not available	Not available		Not available	Not available	Not available
Kawaikini New Century Public Charter School		Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available
Ke Ana La'ahana Public Charter School	43			Not available	Not available	Not available	Not available		Not available		Not available
Ke Kula Niihau O Kekaha Learning Center	60	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available
Ke Kula 'o Nāwahīokalani'ōpu'u Iki, LPCS	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply
Ke Kula 'o Samuel M. Kamakau, LPCS	61	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available
Kihei Charter School	39	36		Not available						39	
Kona Pacific Public Charter School	57	50		Not available						50	
Kua o ka Lā New Century Public Charter School	40	44			Not available			44		42	Not available
Kualapu'u School: A Public Conversion Charter	36	33			Not available			35			Not available

Table 14: Growth Data For Major Student Subgroups: Median Student Growth Percentiles for Math – School Year 2017-18

School	All Students	Free/Reduced-Price Meal Eligible	Special Education (SPED)	English Learner (EL)	Asian, excluding Filipino	Filipino	Pacific Islander	Native Hawaiian	Black	White	Hispanic
Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS)	24				Not available	Not available	Not available			Not available	Not available
Laupāhoehoe Community Public Charter School	33	31						34	Not available	29	
Mālama Honua Public Charter School	16			Not available		Not available	Not available				Not available
Myron B. Thompson Academy	54	48	Not available	Not available						53	64
Nā Wai Ola Public Charter School	71	72						65	Not available	71	Not available
SEEQS: the School for Examining Essential Questions of Sustainability	38	40		Not available	43					30	
University Laboratory School	31				28	35				34	
The Volcano School of Arts & Sciences	60	53						50	Not available	60	Not available
Voyager: A Public Charter School	60	36	47		62	60		64		53	
Wai'ālae Elementary Public Charter School	65				66					65	
Waimea Middle Public Conversion Charter School	57	54	58			49		59		65	
West Hawai'i Explorations Academy	49	44		Not available				47		44	

Table 15: Growth Data For Major Student Subgroups: Students Meeting Annual Growth Benchmarks for Kaiapuni Assessment of Educational Outcomes in Hawaiian Language Arts (HLA) and Hawaii State Alternate Assessment in English Language Arts/Literacy (ELA) – School Year 2017-18

School	All Students	Free/Reduced-Price Meal Eligible	Special Education (SPED)	English Learner (EL)	Asian, excluding Filipino	Filipino	Pacific Islander	Native Hawaiian	Black	White	Hispanic
Alaka'i O Kaua'i Public Charter School	Not open	Not open	Not open	Not open	Not open	Not open	Not open	Not open	Not open	Not open	Not open
Connections Public Charter School	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available
DreamHouse 'Ewa Beach	Not open	Not open	Not open	Not open	Not open	Not open	Not open	Not open	Not open	Not open	Not open
Hakipu'u Learning Center	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available
Hālau Kū Māna Public Charter School	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available
Hawai'i Academy of Arts & Science Public Charter School	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available
Hawai'i Technology Academy	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available
Innovations Public Charter School	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available
Ka 'Umeke Kā'eo	43%			Not available		Not available		45%	Not available		Not available
Ka Waihona o ka Na'auao Public Charter School		Not available		Not available	Not available	Not available	Not available		Not available	Not available	Not available
Kamaile Academy, PCS					Not available	Not available			Not available	Not available	Not available
Kamalani Academy Charter School		Not available		Not available		Not available	Not available	Not available	Not available	Not available	Not available
Kanu o ka 'Āina New Century Public Charter School		Not available		Not available	Not available	Not available	Not available		Not available	Not available	Not available

Table 15: Growth Data For Major Student Subgroups: Students Meeting Annual Growth Benchmarks for Kaiapuni Assessment of Educational Outcomes in Hawaiian Language Arts (HLA) and Hawaii State Alternate Assessment in English Language Arts/Literacy (ELA) – School Year 2017-18

School	All Students	Free/Reduced-Price Meal Eligible	Special Education (SPED)	English Learner (EL)	Asian, excluding Filipino	Filipino	Pacific Islander	Native Hawaiian	Black	White	Hispanic
Kanuikapono Public Charter School	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available
Ka'ōhao Public Charter School	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available
The Kapolei Charter School by Goodwill Hawaii	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available
Ka'ū Learning Academy	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available
Kawaikini New Century Public Charter School			Not available	Not available	Not available	Not available	Not available		Not available		Not available
Ke Ana La'ahana Public Charter School	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available
Ke Kula Niihau O Kekaha Learning Center			Not available		Not available	Not available	Not available		Not available	Not available	Not available
Ke Kula 'o Nāwahīokalani'ōpu'u Iki, LPCS	47%	33%		Not available	Not available		Not available	47%	Not available		Not available
Ke Kula 'o Samuel M. Kamakau, LPCS			Not available		Not available		Not available		Not available	Not available	Not available
Kihei Charter School	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available
Kona Pacific Public Charter School	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available
Kua o ka Lā New Century Public Charter School	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available
Kualapu'u School: A Public Conversion Charter			Not available	Not available	Not available	Not available	Not available		Not available	Not available	Not available

Table 15: Growth Data For Major Student Subgroups: Students Meeting Annual Growth Benchmarks for Kaiapuni Assessment of Educational Outcomes in Hawaiian Language Arts (HLA) and Hawaii State Alternate Assessment in English Language Arts/Literacy (ELA) – School Year 2017-18

School	All Students	Free/Reduced-Price Meal Eligible	Special Education (SPED)	English Learner (EL)	Asian, excluding Filipino	Filipino	Pacific Islander	Native Hawaiian	Black	White	Hispanic
Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS)	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available
Laupāhoehoe Community Public Charter School		Not available		Not available	Not available	Not available	Not available		Not available	Not available	Not available
Mālama Honua Public Charter School	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available
Myron B. Thompson Academy	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available
Nā Wai Ola Public Charter School	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available
SEEQS: the School for Examining Essential Questions of Sustainability	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available
University Laboratory School	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available
The Volcano School of Arts & Sciences	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available
Voyager: A Public Charter School	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available
Wai'ālae Elementary Public Charter School		Not available		Not available	Not available	Not available	Not available	Not available	Not available		Not available
Waimea Middle Public Conversion Charter School		Not available		Not available	Not available	Not available	Not available		Not available	Not available	Not available
West Hawai'i Explorations Academy	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available

Table 16: Growth Data For Major Student Subgroups: Students Meeting Annual Growth Benchmarks for Kaiapuni Assessment of Educational Outcomes and Hawaii State Alternate Assessment in Math – School Year 2017-18

School	All Students	Free/Reduced-Price Meal Eligible	Special Education (SPED)	English Learner (EL)	Asian, excluding Filipino	Filipino	Pacific Islander	Native Hawaiian	Black	White	Hispanic
Alaka'i O Kaua'i Public Charter School	Not open	Not open	Not open	Not open	Not open	Not open	Not open	Not open	Not open	Not open	Not open
Connections Public Charter School	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available
DreamHouse 'Ewa Beach	Not open	Not open	Not open	Not open	Not open	Not open	Not open	Not open	Not open	Not open	Not open
Hakipu'u Learning Center	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available
Hālau Kū Māna Public Charter School	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available
Hawai'i Academy of Arts & Science Public Charter School	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available
Hawai'i Technology Academy	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available
Innovations Public Charter School	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available
Ka 'Umeke Kā'eo	14%			Not available		Not available		14%	Not available		Not available
Ka Waihona o ka Na'auao Public Charter School		Not available		Not available	Not available	Not available	Not available		Not available	Not available	Not available
Kamaile Academy, PCS					Not available	Not available			Not available	Not available	Not available
Kamalani Academy Charter School		Not available		Not available		Not available	Not available	Not available	Not available	Not available	Not available
Kanu o ka 'Āina New Century Public Charter School		Not available		Not available	Not available	Not available	Not available		Not available	Not available	Not available

Table 16: Growth Data For Major Student Subgroups: Students Meeting Annual Growth Benchmarks for Kaiapuni Assessment of Educational Outcomes and Hawaii State Alternate Assessment in Math – School Year 2017-18

School	All Students	Free/Reduced-Price Meal Eligible	Special Education (SPED)	English Learner (EL)	Asian, excluding Filipino	Filipino	Pacific Islander	Native Hawaiian	Black	White	Hispanic
Kanuikapono Public Charter School	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available
Ka'ōhao Public Charter School	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available
The Kapolei Charter School by Goodwill Hawaii	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available
Ka'ū Learning Academy	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available
Kawaikini New Century Public Charter School			Not available	Not available	Not available	Not available	Not available		Not available		Not available
Ke Ana La'ahana Public Charter School	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available
Ke Kula Niihau O Kekaha Learning Center			Not available		Not available	Not available	Not available		Not available	Not available	Not available
Ke Kula 'o Nāwahīokalani'ōpu'u Iki, LPCS	21%	14%		Not available	Not available		Not available	22%	Not available		Not available
Ke Kula 'o Samuel M. Kamakau, LPCS			Not available		Not available		Not available		Not available	Not available	Not available
Kihei Charter School	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available
Kona Pacific Public Charter School	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available
Kua o ka Lā New Century Public Charter School	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available
Kualapu'u School: A Public Conversion Charter			Not available	Not available	Not available	Not available	Not available		Not available	Not available	Not available

Table 16: Growth Data For Major Student Subgroups: Students Meeting Annual Growth Benchmarks for Kaiapuni Assessment of Educational Outcomes and Hawaii State Alternate Assessment in Math – School Year 2017-18

School	All Students	Free/Reduced-Price Meal Eligible	Special Education (SPED)	English Learner (EL)	Asian, excluding Filipino	Filipino	Pacific Islander	Native Hawaiian	Black	White	Hispanic
Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS)	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available
Laupāhoehoe Community Public Charter School		Not available		Not available	Not available	Not available	Not available		Not available	Not available	Not available
Mālama Honua Public Charter School	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available
Myron B. Thompson Academy	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available
Nā Wai Ola Public Charter School	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available
SEEQS: the School for Examining Essential Questions of Sustainability	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available
University Laboratory School	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available
The Volcano School of Arts & Sciences	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available
Voyager: A Public Charter School	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available
Wai'ālae Elementary Public Charter School		Not available		Not available	Not available	Not available	Not available	Not available	Not available		Not available
Waimea Middle Public Conversion Charter School		Not available		Not available	Not available	Not available	Not available		Not available	Not available	Not available
West Hawai'i Explorations Academy	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available

Table 17: Growth Data For Major Student Subgroups: Median Student Growth Percentiles for English Language Arts/Literacy (ELA) – School Year 2018-19

School	All Students	Free/Reduced-Price Meal Eligible	Special Education (SPED)	English Learner (EL)	Asian, excluding Filipino	Filipino	Pacific Islander	Native Hawaiian	Black	White	Hispanic
Alaka'i O Kaua'i Public Charter School			Not available	Not available	Not available	Not available	Not available	Not available	Not available		
Connections Public Charter School	63	63	40					72		59	
DreamHouse 'Ewa Beach	Not open	Not open	Not open	Not open	Not open	Not open	Not open	Not open	Not open	Not open	Not open
Hakipu'u Learning Center	50			Not available	Not available	Not available					Not available
Hālau Kū Māna Public Charter School	38			Not available		Not available		53	Not available		Not available
Hawai'i Academy of Arts & Science Public Charter School	47	51	60					43		48	
Hawai'i Technology Academy	52	48			43	56		48		52	
Innovations Public Charter School	56	55						57	Not available	67	
Ka 'Umeke Kā'eo	61	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available
Ka Waihona o ka Na'auao Public Charter School	46	46	40	Not available				46			
Kamaile Academy, PCS	44	44	44				47	44		31	
Kamalani Academy Charter School	35	28						36			
Kanu o ka 'Āina New Century Public Charter School	57	56			Not available		Not available	58		53	Not available
Kanuikapono Public Charter School	40	49		Not available	Not available		Not available	41		41	Not available

Table 17: Growth Data For Major Student Subgroups: Median Student Growth Percentiles for English Language Arts/Literacy (ELA) – School Year 2018-19

School	All Students	Free/Reduced-Price Meal Eligible	Special Education (SPED)	English Learner (EL)	Asian, excluding Filipino	Filipino	Pacific Islander	Native Hawaiian	Black	White	Hispanic
Ka'ōhao Public Charter School	52									53	
The Kapolei Charter School by Goodwill Hawaii	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply
Ka'ū Learning Academy	Not open	Not open	Not open	Not open	Not open	Not open	Not open	Not open	Not open	Not open	Not open
Kawaikini New Century Public Charter School		Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available
Ke Ana La'ahana Public Charter School	26			Not available	Not available	Not available	Not available		Not available	Not available	Not available
Ke Kula Niihau O Kekaha Learning Center		Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available
Ke Kula 'o Nāwahīokalani'ōpu'u Iki, LPCS		Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available
Ke Kula 'o Samuel M. Kamakau, LPCS	58	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available
Kihei Charter School	42	47	46			30	Not available	47		41	46
Kona Pacific Public Charter School	84	82		Not available						86	
Kua o ka Lā New Century Public Charter School	59	59					Not available	42			Not available
Kualapu'u School: A Public Conversion Charter	36	40			Not available		Not available	40			Not available
Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century	46			Not available	Not available	Not available			Not available	Not available	Not available

Table 17: Growth Data For Major Student Subgroups: Median Student Growth Percentiles for English Language Arts/Literacy (ELA) – School Year 2018-19

School	All Students	Free/Reduced-Price Meal Eligible	Special Education (SPED)	English Learner (EL)	Asian, excluding Filipino	Filipino	Pacific Islander	Native Hawaiian	Black	White	Hispanic
Public Charter School (PCS)											
Laupāhoehoe Community Public Charter School	38	34							Not available	46	
Mālama Honua Public Charter School	33	45		Not available	Not available			34			Not available
Myron B. Thompson Academy	60	55	Not available	Not available	72				Not available	51	
Nā Wai Ola Public Charter School	53	50									Not available
SEEQS: the School for Examining Essential Questions of Sustainability	50	52	49		50					61	
University Laboratory School	49				54	39				52	
The Volcano School of Arts & Sciences	50	49						47	Not available	43	Not available
Voyager: A Public Charter School	61		73		67	69		55		55	
Wai'ālae Elementary Public Charter School	51				59					42	
Waimea Middle Public Conversion Charter School	62	62	54			53		64	Not available	66	
West Hawai'i Explorations Academy	36	31								34	

Table 18: Growth Data For Major Student Subgroups: Median Student Growth Percentiles for Math – School Year 2018-19

School	All Students	Free/Reduced-Price Meal Eligible	Special Education (SPED)	English Learner (EL)	Asian, excluding Filipino	Filipino	Pacific Islander	Native Hawaiian	Black	White	Hispanic
Alaka'i O Kaua'i Public Charter School			Not available	Not available	Not available	Not available	Not available	Not available	Not available		
Connections Public Charter School	56	61	41					74		56	
DreamHouse 'Ewa Beach	Not open	Not open	Not open	Not open	Not open	Not open	Not open	Not open	Not open	Not open	Not open
Hakipu'u Learning Center	50			Not available	Not available	Not available					Not available
Hālau Kū Māna Public Charter School	43			Not available		Not available		43	Not available		Not available
Hawai'i Academy of Arts & Science Public Charter School	41	40	52					42		41	
Hawai'i Technology Academy	49	32			57	58		39		53	
Innovations Public Charter School	63	61						59	Not available	70	
Ka 'Umeke Kā'eo	34	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available
Ka Waihona o ka Na'auao Public Charter School	31	32	25	Not available				29			
Kamaile Academy, PCS	44	43	46				52	44		39	
Kamalani Academy Charter School	29	30						22			
Kanu o ka 'Āina New Century Public Charter School	38	40			Not available		Not available	40		33	Not available
Kanuikapono Public Charter School	37	31		Not available	Not available		Not available	29		48	Not available

Table 18: Growth Data For Major Student Subgroups: Median Student Growth Percentiles for Math – School Year 2018-19

School	All Students	Free/Reduced-Price Meal Eligible	Special Education (SPED)	English Learner (EL)	Asian, excluding Filipino	Filipino	Pacific Islander	Native Hawaiian	Black	White	Hispanic
Ka'ōhao Public Charter School	61									62	
The Kapolei Charter School by Goodwill Hawaii	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply
Ka'ū Learning Academy	Not open	Not open	Not open	Not open	Not open	Not open	Not open	Not open	Not open	Not open	Not open
Kawaikini New Century Public Charter School		Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available
Ke Ana La'ahana Public Charter School	40			Not available	Not available	Not available	Not available		Not available	Not available	Not available
Ke Kula Niihau O Kekaha Learning Center		Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available
Ke Kula 'o Nāwahīokalani'ōpu'u Iki, LPCS		Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available
Ke Kula 'o Samuel M. Kamakau, LPCS	61	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available
Kihei Charter School	37	34	29			29	Not available	45		37	
Kona Pacific Public Charter School	86	87		Not available						86	
Kua o ka Lā New Century Public Charter School	66	59					Not available				Not available
Kualapu'u School: A Public Conversion Charter	23	28			Not available		Not available	22			Not available
Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century	29			Not available	Not available	Not available			Not available	Not available	Not available

Table 18: Growth Data For Major Student Subgroups: Median Student Growth Percentiles for Math – School Year 2018-19

School	All Students	Free/Reduced-Price Meal Eligible	Special Education (SPED)	English Learner (EL)	Asian, excluding Filipino	Filipino	Pacific Islander	Native Hawaiian	Black	White	Hispanic
Public Charter School (PCS)											
Laupāhoehoe Community Public Charter School	37	35							Not available	44	
Mālama Honua Public Charter School	27	31		Not available	Not available			31			Not available
Myron B. Thompson Academy	55	52	Not available	Not available	61				Not available	51	
Nā Wai Ola Public Charter School	40	47									Not available
SEEQS: the School for Examining Essential Questions of Sustainability	40	31	40		41					47	
University Laboratory School	45				46	45				53	
The Volcano School of Arts & Sciences	59	64						61	Not available	55	Not available
Voyager: A Public Charter School	57		30		66	47		46		53	
Wai'ālae Elementary Public Charter School	62				61					58	
Waimea Middle Public Conversion Charter School	57	56	70			64		51	Not available	70	
West Hawai'i Explorations Academy	30	23								23	

Table 19: Growth Data For Major Student Subgroups: Students Meeting Annual Growth Benchmarks for Kaiapuni Assessment of Educational Outcomes in Hawaiian Language Arts (HLA) – School Year 2018-19

School	All Students	Free/Reduced-Price Meal Eligible	Special Education (SPED)	English Learner (EL)	Asian, excluding Filipino	Filipino	Pacific Islander	Native Hawaiian	Black	White	Hispanic
Alaka'i O Kaua'i Public Charter School	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply
Connections Public Charter School	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply
DreamHouse 'Ewa Beach	Not open	Not open	Not open	Not open	Not open	Not open	Not open	Not open	Not open	Not open	Not open
Hakipu'u Learning Center	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply
Hālau Kū Māna Public Charter School	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply
Hawai'i Academy of Arts & Science Public Charter School	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply
Hawai'i Technology Academy	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply
Innovations Public Charter School	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply
Ka 'Umeke Kā'eo	61%	45%		Not available		Not available		63%	Not available		Not available
Ka Waihona o ka Na'auao Public Charter School	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply
Kamaile Academy, PCS	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply
Kamalani Academy Charter School	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply
Kanu o ka 'Āina New Century Public Charter School	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply

Table 19: Growth Data For Major Student Subgroups: Students Meeting Annual Growth Benchmarks for Kaiapuni Assessment of Educational Outcomes in Hawaiian Language Arts (HLA) – School Year 2018-19

School	All Students	Free/Reduced-Price Meal Eligible	Special Education (SPED)	English Learner (EL)	Asian, excluding Filipino	Filipino	Pacific Islander	Native Hawaiian	Black	White	Hispanic
Kanuikapono Public Charter School	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply
Ka'ōhao Public Charter School	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply
The Kapolei Charter School by Goodwill Hawaii	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply
Ka'ū Learning Academy	Not open	Not open	Not open	Not open	Not open	Not open	Not open	Not open	Not open	Not open	Not open
Kawaikini New Century Public Charter School	57%			Not available	Not available		Not available	56%	Not available		Not available
Ke Ana La'ahana Public Charter School	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply
Ke Kula Niihau O Kekaha Learning Center			Not available		Not available	Not available	Not available		Not available	Not available	Not available
Ke Kula 'o Nāwahīokalani'ōpu'u Iki, LPCS	62%	52%	Not available	Not available			Not available	61%	Not available		Not available
Ke Kula 'o Samuel M. Kamakau, LPCS	38%		Not available		Not available		Not available	38%	Not available		Not available
Kihei Charter School	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply
Kona Pacific Public Charter School	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply
Kua o ka Lā New Century Public Charter School	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply
Kualapu'u School: A Public Conversion Charter	43%			Not available	Not available	Not available	Not available		Not available	Not available	Not available

Table 19: Growth Data For Major Student Subgroups: Students Meeting Annual Growth Benchmarks for Kaiapuni Assessment of Educational Outcomes in Hawaiian Language Arts (HLA) – School Year 2018-19

School	All Students	Free/Reduced-Price Meal Eligible	Special Education (SPED)	English Learner (EL)	Asian, excluding Filipino	Filipino	Pacific Islander	Native Hawaiian	Black	White	Hispanic
Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS)	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply
Laupāhoehoe Community Public Charter School	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply
Mālama Honua Public Charter School	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply
Myron B. Thompson Academy	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply
Nā Wai Ola Public Charter School	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply
SEEQS: the School for Examining Essential Questions of Sustainability	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply
University Laboratory School	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply
The Volcano School of Arts & Sciences	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply
Voyager: A Public Charter School	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply
Wai'ālae Elementary Public Charter School	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply
Waimea Middle Public Conversion Charter School	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply
West Hawai'i Explorations Academy	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply

Table 20: Growth Data For Major Student Subgroups: Students Meeting Annual Growth Benchmarks for Kaiaipuni Assessment of Educational Outcomes in Math – School Year 2018-19

School	All Students	Free/Reduced-Price Meal Eligible	Special Education (SPED)	English Learner (EL)	Asian, excluding Filipino	Filipino	Pacific Islander	Native Hawaiian	Black	White	Hispanic
Alaka'i O Kaua'i Public Charter School	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply
Connections Public Charter School	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply
DreamHouse 'Ewa Beach	Not open	Not open	Not open	Not open	Not open	Not open	Not open	Not open	Not open	Not open	Not open
Hakipu'u Learning Center	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply
Hālau Kū Māna Public Charter School	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply
Hawai'i Academy of Arts & Science Public Charter School	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply
Hawai'i Technology Academy	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply
Innovations Public Charter School	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply
Ka 'Umeke Kā'eo	45%	36%		Not available		Not available		43%	Not available		Not available
Ka Waihona o ka Na'auao Public Charter School	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply
Kamaile Academy, PCS	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply
Kamalani Academy Charter School	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply
Kanu o ka 'Āina New Century Public Charter School	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply

Table 20: Growth Data For Major Student Subgroups: Students Meeting Annual Growth Benchmarks for Kaiaipuni Assessment of Educational Outcomes in Math – School Year 2018-19

School	All Students	Free/Reduced-Price Meal Eligible	Special Education (SPED)	English Learner (EL)	Asian, excluding Filipino	Filipino	Pacific Islander	Native Hawaiian	Black	White	Hispanic
Kanuikapono Public Charter School	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply
Ka'ōhao Public Charter School	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply
The Kapolei Charter School by Goodwill Hawaii	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply
Ka'ū Learning Academy	Not open	Not open	Not open	Not open	Not open	Not open	Not open	Not open	Not open	Not open	Not open
Kawaikini New Century Public Charter School	50%			Not available	Not available		Not available	44%	Not available		Not available
Ke Ana La'ahana Public Charter School	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply
Ke Kula Niihau O Kekaha Learning Center			Not available		Not available	Not available	Not available		Not available	Not available	Not available
Ke Kula 'o Nāwahīokalani'ōpu'u Iki, LPCS	66%	50%	Not available	Not available			Not available	68%	Not available		Not available
Ke Kula 'o Samuel M. Kamakau, LPCS	38%		Not available		Not available		Not available	38%	Not available		Not available
Kihei Charter School	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply
Kona Pacific Public Charter School	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply
Kua o ka Lā New Century Public Charter School	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply
Kualapu'u School: A Public Conversion Charter	61%			Not available	Not available	Not available	Not available		Not available	Not available	Not available

Table 20: Growth Data For Major Student Subgroups: Students Meeting Annual Growth Benchmarks for Kaiapuni Assessment of Educational Outcomes in Math – School Year 2018-19

School	All Students	Free/Reduced-Price Meal Eligible	Special Education (SPED)	English Learner (EL)	Asian, excluding Filipino	Filipino	Pacific Islander	Native Hawaiian	Black	White	Hispanic
Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS)	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply
Laupāhoehoe Community Public Charter School	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply
Mālama Honua Public Charter School	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply
Myron B. Thompson Academy	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply
Nā Wai Ola Public Charter School	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply
SEEQS: the School for Examining Essential Questions of Sustainability	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply
University Laboratory School	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply
The Volcano School of Arts & Sciences	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply
Voyager: A Public Charter School	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply
Wai'ālae Elementary Public Charter School	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply
Waimea Middle Public Conversion Charter School	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply
West Hawai'i Explorations Academy	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply

Table 21: Growth Data For Major Student Subgroups: Students Meeting Annual Growth Benchmarks for Hawaii State Alternate Assessment in English Language Arts/Literacy (ELA) – School Year 2018-19

School	All Students	Free/Reduced-Price Meal Eligible	Special Education (SPED)	English Learner (EL)	Asian, excluding Filipino	Filipino	Pacific Islander	Native Hawaiian	Black	White	Hispanic
Alaka'i O Kaua'i Public Charter School	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available
Connections Public Charter School	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available
DreamHouse 'Ewa Beach	Not open	Not open	Not open	Not open	Not open	Not open	Not open	Not open	Not open	Not open	Not open
Hakipu'u Learning Center	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available
Hālau Kū Māna Public Charter School	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available
Hawai'i Academy of Arts & Science Public Charter School	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available
Hawai'i Technology Academy	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available
Innovations Public Charter School	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available
Ka 'Umeke Kā'eo	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available
Ka Waihona o ka Na'auao Public Charter School				Not available	Not available	Not available	Not available		Not available	Not available	Not available
Kamaile Academy, PCS					Not available	Not available			Not available		Not available
Kamalani Academy Charter School		Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available
Kanu o ka 'Āina New Century Public Charter School				Not available	Not available	Not available	Not available		Not available	Not available	Not available

Table 21: Growth Data For Major Student Subgroups: Students Meeting Annual Growth Benchmarks for Hawaii State Alternate Assessment in English Language Arts/Literacy (ELA) – School Year 2018-19

School	All Students	Free/Reduced-Price Meal Eligible	Special Education (SPED)	English Learner (EL)	Asian, excluding Filipino	Filipino	Pacific Islander	Native Hawaiian	Black	White	Hispanic
Kanuikapono Public Charter School		Not available		Not available	Not available	Not available	Not available	Not available	Not available		Not available
Ka'ōhao Public Charter School	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available
The Kapolei Charter School by Goodwill Hawaii	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available
Ka'ū Learning Academy	Not open	Not open	Not open	Not open	Not open	Not open	Not open	Not open	Not open	Not open	Not open
Kawaikini New Century Public Charter School	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available
Ke Ana La'ahana Public Charter School	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available
Ke Kula Niihau O Kekaha Learning Center	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available
Ke Kula 'o Nāwahīokalani'ōpu'u Iki, LPCS	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available
Ke Kula 'o Samuel M. Kamakau, LPCS	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available
Kihei Charter School	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available
Kona Pacific Public Charter School	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available
Kua o ka Lā New Century Public Charter School	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available
Kualapu'u School: A Public Conversion Charter				Not available	Not available	Not available	Not available		Not available	Not available	Not available

Table 21: Growth Data For Major Student Subgroups: Students Meeting Annual Growth Benchmarks for Hawaii State Alternate Assessment in English Language Arts/Literacy (ELA) – School Year 2018-19

School	All Students	Free/Reduced-Price Meal Eligible	Special Education (SPED)	English Learner (EL)	Asian, excluding Filipino	Filipino	Pacific Islander	Native Hawaiian	Black	White	Hispanic
Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS)	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available
Laupāhoehoe Community Public Charter School				Not available	Not available	Not available	Not available		Not available	Not available	Not available
Mālama Honua Public Charter School	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available
Myron B. Thompson Academy	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available
Nā Wai Ola Public Charter School	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available
SEEQS: the School for Examining Essential Questions of Sustainability	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available
University Laboratory School	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available
The Volcano School of Arts & Sciences	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available
Voyager: A Public Charter School	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available
Wai'ālae Elementary Public Charter School				Not available		Not available	Not available		Not available		Not available
Waimea Middle Public Conversion Charter School				Not available	Not available	Not available	Not available	Not available	Not available		Not available
West Hawai'i Explorations Academy	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available

Table 22: Growth Data For Major Student Subgroups: Students Meeting Annual Growth Benchmarks for Hawai'i State Alternate Assessment in Math – School Year 2018-19

School	All Students	Free/Reduced-Price Meal Eligible	Special Education (SPED)	English Learner (EL)	Asian, excluding Filipino	Filipino	Pacific Islander	Native Hawaiian	Black	White	Hispanic
Alaka'i O Kaua'i Public Charter School	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available
Connections Public Charter School	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available
DreamHouse 'Ewa Beach	Not open	Not open	Not open	Not open	Not open	Not open	Not open	Not open	Not open	Not open	Not open
Hakipu'u Learning Center				Not available		Not available	Not available	Not available	Not available	Not available	Not available
Hālau Kū Māna Public Charter School	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available
Hawai'i Academy of Arts & Science Public Charter School	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available
Hawai'i Technology Academy	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available
Innovations Public Charter School	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available
Ka 'Umeke Kā'eo	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available
Ka Waihona o ka Na'auao Public Charter School				Not available	Not available	Not available	Not available		Not available	Not available	Not available
Kamaile Academy, PCS					Not available	Not available			Not available		Not available
Kamalani Academy Charter School		Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available
Kanu o ka 'Āina New Century Public Charter School				Not available	Not available	Not available	Not available		Not available	Not available	Not available

Table 22: Growth Data For Major Student Subgroups: Students Meeting Annual Growth Benchmarks for Hawai'i State Alternate Assessment in Math – School Year 2018-19

School	All Students	Free/Reduced-Price Meal Eligible	Special Education (SPED)	English Learner (EL)	Asian, excluding Filipino	Filipino	Pacific Islander	Native Hawaiian	Black	White	Hispanic
Kanuikapono Public Charter School		Not available		Not available	Not available	Not available	Not available	Not available	Not available		Not available
Ka'ōhao Public Charter School	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available
The Kapolei Charter School by Goodwill Hawaii	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available
Ka'ū Learning Academy	Not open	Not open	Not open	Not open	Not open	Not open	Not open	Not open	Not open	Not open	Not open
Kawaikini New Century Public Charter School	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available
Ke Ana La'ahana Public Charter School	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available
Ke Kula Niihau O Kekaha Learning Center	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available
Ke Kula 'o Nāwahīokalani'ōpu'u Iki, LPCS	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available
Ke Kula 'o Samuel M. Kamakau, LPCS	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available
Kihei Charter School	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available
Kona Pacific Public Charter School	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available
Kua o ka Lā New Century Public Charter School	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available
Kualapu'u School: A Public Conversion Charter				Not available	Not available	Not available	Not available		Not available	Not available	Not available

Table 22: Growth Data For Major Student Subgroups: Students Meeting Annual Growth Benchmarks for Hawai'i State Alternate Assessment in Math – School Year 2018-19

School	All Students	Free/Reduced-Price Meal Eligible	Special Education (SPED)	English Learner (EL)	Asian, excluding Filipino	Filipino	Pacific Islander	Native Hawaiian	Black	White	Hispanic
Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS)	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available
Laupāhoehoe Community Public Charter School				Not available	Not available	Not available	Not available		Not available	Not available	Not available
Mālama Honua Public Charter School	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available
Myron B. Thompson Academy	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available
Nā Wai Ola Public Charter School	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available
SEEQS: the School for Examining Essential Questions of Sustainability	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available
University Laboratory School	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available
The Volcano School of Arts & Sciences	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available
Voyager: A Public Charter School	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available
Wai'ālae Elementary Public Charter School				Not available		Not available	Not available		Not available		Not available
Waimea Middle Public Conversion Charter School				Not available	Not available	Not available	Not available	Not available	Not available		Not available
West Hawai'i Explorations Academy	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available	Not available

Table 23: Growth Data For Major Student Subgroups: Median Student Growth Percentiles for English Language Arts/Literacy (ELA) – School Year 2019-20

Due to the impact of COVID-19, statewide assessments were cancelled for school year 2019-20.
As a result, charter school median student growth percentiles for ELA are not available.

Table 24: Growth Data For Major Student Subgroups: Median Student Growth Percentiles for Math – School Year 2019-20

Due to the impact of COVID-19, statewide assessments were cancelled for school year 2019-20.
As a result, charter school median student growth percentiles for math are not available.

Table 25: Chronic Absenteeism Rates for All Grade Levels

School	2016-17	2017-18	2018-19	2019-20
<i>Charter-wide</i>	20%	18%	<i>Not available</i>	<i>Not available</i>
<i>Statewide</i>	15%	15%	15%	<i>Not available</i>
Alaka'i O Kaua'i Public Charter School	<i>Not open</i>	<i>Not open</i>	25%	19%
Connections Public Charter School	46%	40%	23%	27%
DreamHouse 'Ewa Beach	<i>Not open</i>	<i>Not open</i>	<i>Not open</i>	21%
Hakipu'u Learning Center	37%	40%	41%	20%
Hālau Kū Māna Public Charter School	17%	14%	20%	19%
Hawai'i Academy of Arts & Science Public Charter School	10%	11%	14%	12%
Hawai'i Technology Academy	18%	24%	19%	10%
Innovations Public Charter School	8%	3%	6%	(0-5%)
Ka 'Umeke Kā'eo	18%	14%	14%	12%
Ka Waihona o ka Na'auao Public Charter School	29%	25%	21%	16%
Kamaile Academy, PCS	36%	27%	33%	28%
Kamalani Academy Charter School	<i>Not open</i>	(0-5%)	11%	8%
Kanu o ka 'Āina New Century Public Charter School	17%	23%	19%	9%
Kanuikaponu Public Charter School	20%	29%	21%	12%
Ka'ōhao Public Charter School	11%	9%	(0-5%)	(0-5%)
The Kapolei Charter School by Goodwill Hawaii	<i>Not open</i>	18%	16%	11%
Ka'ū Learning Academy	(0-5%)	57%	<i>Not open</i>	<i>Not open</i>
Kawaikini New Century Public Charter School	37%	17%	19%	9%
Ke Ana La'ahana Public Charter School	33%	35%	26%	13%
Ke Kula Niihau O Kekaha Learning Center	42%	34%	26%	19%
Ke Kula 'o Nāwahīokalani'ōpu'u Iki, LPCS	17%	18%	14%	13%
Ke Kula 'o Samuel M. Kamakau, LPCS	25%	(0-5%)	21%	13%
Kihei Charter School	23%	11%	(0-5%)	13%
Kona Pacific Public Charter School	41%	36%	19%	11%
Kua o ka Lā New Century Public Charter School	16%	21%	13%	(0-5%)
Kualapu'u School: A Public Conversion Charter	7%	9%	9%	10%
Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS)	16%	27%	66%	27%
Laupāhoehoe Community Public Charter School	14%	11%	14%	9%
Mālama Honua Public Charter School	15%	13%	9%	10%
Myron B. Thompson Academy	(0-5%)	(0-5%)	10%	(0-5%)
Nā Wai Ola Public Charter School	45%	44%	40%	27%
SEEQS: the School for Examining Essential Questions of Sustainability	11%	12%	9%	6%
University Laboratory School	9%	10%	6%	(0-5%)
The Volcano School of Arts & Sciences	34%	29%	19%	15%
Voyager: A Public Charter School	18%	10%	10%	8%
Wai'alae Elementary Public Charter School	9%	7%	6%	6%
Waimea Middle Public Conversion Charter School	23%	23%	23%	17%
West Hawai'i Explorations Academy	11%	16%	14%	12%

Table 26: Four-Year Graduation Rate and College-Going Rate

School	2016-17		2017-18		2018-19		2019-20	
	4-Year Grad	College-Going	4-Year Grad	College-Going	4-Year Grad	College-Going	4-Year Grad	College-Going
<i>Charter-wide</i>	77%	54%	75%	57%	Not available	Not available	Not available	Not available
<i>Statewide</i>	83%	55%	83%	55%	84%	55%	Not available	Not available
Alaka'i O Kaua'i Public Charter School	Not open	Not open	Not open	Not open	Does not apply	Does not apply	Does not apply	Does not apply
Connections Public Charter School	70%	39%	52%	33%	69%	42%	77%	48%
DreamHouse 'Ewa Beach	Not open	Not open	Not open	Not open	Not open	Not open	Does not apply	Does not apply
Hakipu'u Learning Center	56%		52%		48%		41%	
Hālau Kū Māna Public Charter School	52%		76%		84%		86%	
Hawai'i Academy of Arts & Science Public Charter School	70%	58%	70%	37%	81%	46%	80%	36%
Hawai'i Technology Academy	66%	44%	83%	57%	89%	39%	90%	45%
Innovations Public Charter School	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply
Ka 'Umeke Kā'eo				Does not apply		Not available	Does not apply	Does not apply
Ka Waihona o ka Na'auao Public Charter School	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply
Kamaile Academy, PCS	74%	45%	65%		76%		60%	
Kamalani Academy Charter School	Not open	Not open	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply
Kanu o ka 'Āina New Century Public Charter School	82%		40%		30%	Not available	67%	
Kanuikapono Public Charter School							75%	
Ka'ōhao Public Charter School	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply	Does not apply
The Kapolei Charter School by Goodwill Hawaii	Not open	Not open	Not available	Not available	Not available	Not available	Does not apply	Does not apply
Ka'ū Learning Academy	Does not apply	Does not apply	Does not apply	Does not apply	Not open	Not open	Not open	Not open
Kawaikini New Century Public Charter School								
Ke Ana La'ahana Public Charter School	70%						45%	
Ke Kula Niihau O Kekaha Learning Center								

Table 26: Four-Year Graduation Rate and College-Going Rate

School	2016-17		2017-18		2018-19		2019-20	
	4-Year Grad	College-Going	4-Year Grad	College-Going	4-Year Grad	College-Going	4-Year Grad	College-Going
Ke Kula 'o Nāwahīokalani'ōpu'u Iki, LPCS	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>
Ke Kula 'o Samuel M. Kamakau, LPCS				<i>Does not apply</i>				
Kihei Charter School	83%	46%	70%	66%	86%	49%	93%	58%
Kona Pacific Public Charter School	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>
Kua o ka Lā New Century Public Charter School	38%		50%		43%		38%	
Kualapu'u School: A Public Conversion Charter	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>
Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS)								
Laupāhoehoe Community Public Charter School	61%		64%		70%		71%	
Mālama Honua Public Charter School	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>
Myron B. Thompson Academy	(95-100%)	36%	(95-100%)	50%	(95-100%)	47%	84%	
Nā Wai Ola Public Charter School	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>
SEEQS: the School for Examining Essential Questions of Sustainability	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>
University Laboratory School	(95 - 100%)	86%	(95-100%)	94%	(95-100%)	92%	(95-100%)	88%
The Volcano School of Arts & Sciences	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>
Voyager: A Public Charter School	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>
Wai'ālae Elementary Public Charter School	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>
Waimea Middle Public Conversion Charter School	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>	<i>Does not apply</i>
West Hawai'i Explorations Academy	79%	42%	91%	56%	79%	35%	68%	65%

Table 27: Status of Value Added Measures/Goals – School Year 2017-18

School	Status
Alaka'i O Kaua'i Public Charter School	<i>Not open</i>
Connections Public Charter School	Making progress
DreamHouse 'Ewa Beach	<i>Not open</i>
Hakipu'u Learning Center	Did not complete
Hālau Kū Māna Public Charter School	Making limited progress
Hawai'i Academy of Arts & Science Public Charter School	Exceeded target
Hawai'i Technology Academy	Completed
Innovations Public Charter School	Making progress
Ka 'Umeke Kā'eo	Making progress
Ka Waihona o ka Na'auao Public Charter School	Making progress
Kamaile Academy, PCS	Making progress
Kamalani Academy Charter School	<i>Not available</i>
Kanu o ka 'Āina New Century Public Charter School	Making progress
Kanuikapono Public Charter School	Completed
Ka'ōhao Public Charter School	Did not complete
The Kapolei Charter School by Goodwill Hawaii	Making progress
Ka'ū Learning Academy	<i>Does not apply</i>
Kawaikini New Century Public Charter School	Making progress
Ke Ana La'ahana Public Charter School	Did not complete
Ke Kula Niihau O Kekaha Learning Center	Making progress
Ke Kula 'o Nāwahīokalani'ōpu'u Iki, LPCS	Making progress
Ke Kula 'o Samuel M. Kamakau, LPCS	Making progress
Kihei Charter School	Making progress
Kona Pacific Public Charter School	Did not complete
Kua o ka Lā New Century Public Charter School	Making progress
Kualapu'u School: A Public Conversion Charter	Making progress
Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS)	<i>Not available</i>
Laupāhoehoe Community Public Charter School	Completed
Mālama Honua Public Charter School	Making progress
Myron B. Thompson Academy	Making progress
Nā Wai Ola Public Charter School	Completed
SEEQS: the School for Examining Essential Questions of Sustainability	Making progress
University Laboratory School	Making progress
The Volcano School of Arts & Sciences	Completed
Voyager: A Public Charter School	Completed
Wai'alae Elementary Public Charter School	Making progress
Waimea Middle Public Conversion Charter School	Completed
West Hawai'i Explorations Academy	Making progress

Table 28: Status of Value Added Measures/Goals		
School	2018-19	2019-20
Alaka'i O Kaua'i Public Charter School	Submitted and Received	<i>Not available</i>
Connections Public Charter School	Submitted and Received	<i>Not available</i>
DreamHouse 'Ewa Beach	<i>Not open</i>	<i>Does not apply</i>
Hakipu'u Learning Center	Submitted and Received	<i>Not applicable</i>
Hālau Kū Māna Public Charter School	Submitted and Received	<i>Not available</i>
Hawai'i Academy of Arts & Science Public Charter School	Submitted and Received	<i>Not available</i>
Hawai'i Technology Academy	Submitted and Received	<i>Not available</i>
Innovations Public Charter School	Submitted and Received	<i>Not available</i>
Ka 'Umeke Kā'eo	Submitted and Received	<i>Not available</i>
Ka Waihona o ka Na'auao Public Charter School	Submitted and Received	<i>Not available</i>
Kamaile Academy, PCS	Submitted and Received	<i>Not available</i>
Kamalani Academy Charter School	Submitted and Received	<i>Not available</i>
Kanu o ka 'Āina New Century Public Charter School	Submitted and Received	<i>Not available</i>
Kanuikapono Public Charter School	Submission Pending	<i>Not available</i>
Ka'ōhao Public Charter School	Submitted and Received	<i>Not available</i>
The Kapolei Charter School by Goodwill Hawaii	Submitted and Received	<i>Not available</i>
Ka'ū Learning Academy	<i>Not open</i>	<i>Not open</i>
Kawaikini New Century Public Charter School	Submitted and Received	<i>Not available</i>
Ke Ana La'ahana Public Charter School	Submitted and Received	<i>Not available</i>
Ke Kula Niihau O Kekaha Learning Center	Submission Pending	<i>Not available</i>
Ke Kula 'o Nāwahīokalani'ōpu'u Iki, LPCS	Submission Pending	<i>Not available</i>
Ke Kula 'o Samuel M. Kamakau, LPCS	Submitted and Received	<i>Not available</i>
Kihei Charter School	Submitted and Received	<i>Not available</i>
Kona Pacific Public Charter School	Submitted and Received	<i>Not available</i>
Kua o ka Lā New Century Public Charter School	Submitted and Received	<i>Not available</i>
Kualapu'u School: A Public Conversion Charter	Submitted and Received	<i>Not available</i>
Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS)	Submitted and Received	<i>Not available</i>
Laupāhoehoe Community Public Charter School	Submitted and Received	<i>Not available</i>
Mālama Honua Public Charter School	Submitted and Received	Submitted
Myron B. Thompson Academy	Submitted and Received	<i>Not available</i>
Nā Wai Ola Public Charter School	Submitted and Received	<i>Not available</i>
SEEQS: the School for Examining Essential Questions of Sustainability	Submitted and Received	<i>Not available</i>
University Laboratory School	Submitted and Received	<i>Not available</i>
The Volcano School of Arts & Sciences	Submitted and Received	<i>Not available</i>
Voyager: A Public Charter School	Submitted and Received	<i>Not available</i>
Wai'alae Elementary Public Charter School	Submitted and Received	<i>Not available</i>
Waimea Middle Public Conversion Charter School	Submitted and Received	<i>Not available</i>
West Hawai'i Explorations Academy	Submission Pending	<i>Not available</i>

Table 29: Enrollment by Charter School

School	2016-17	2017-18	2018-19	2019-20
<i>Charter-wide</i>	10,634	11,160	11,546	11,877
<i>Statewide</i>	179,902	179,255	179,698	179,331
Alaka'i O Kaua'i Public Charter School	<i>Not open</i>	<i>Not open</i>	123	149
Connections Public Charter School	369	363	335	335
DreamHouse 'Ewa Beach	<i>Not open</i>	<i>Not open</i>	<i>Not open</i>	85
Hakipu'u Learning Center	64	63	54	55
Hālau Kū Māna Public Charter School	140	142	140	131
Hawai'i Academy of Arts & Science Public Charter School	637	644	644	710
Hawai'i Technology Academy	1,062	1,111	1,197	1,285
Innovations Public Charter School	237	239	240	242
Ka 'Umeke Kā'eo	215	205	207	213
Ka Waihona o ka Na'auao Public Charter School	650	653	738	694
Kamaile Academy, PCS	887	858	839	878
Kamalani Academy Charter School	<i>Not open</i>	286	297	207
Kanu o ka 'Āina New Century Public Charter School	377	559	548	486
Kanuikapono Public Charter School	186	194	187	225
Ka'ōhao Public Charter School	327	327	341	341
The Kapolei Charter School by Goodwill Hawaii	<i>Not open</i>	49	89	140
Ka'ū Learning Academy	96	79	<i>Not open</i>	<i>Not open</i>
Kawaikini New Century Public Charter School	150	147	155	168
Ke Ana La'ahana Public Charter School	54	43	38	41
Ke Kula Niihau O Kekaha Learning Center	50	54	52	50
Ke Kula 'o Nāwahīokalani'ōpu'u Iki, LPCS	395	426	450	463
Ke Kula 'o Samuel M. Kamakau, LPCS	141	133	119	122
Kihei Charter School	526	520	652	689
Kona Pacific Public Charter School	223	216	218	178
Kua o ka Lā New Century Public Charter School	202	200	185	231
Kualapu'u School: A Public Conversion Charter	310	325	315	327
Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS)	48	49	50	33
Laupāhoehoe Community Public Charter School	267	305	359	346
Mālama Honua Public Charter School	85	103	126	150
Myron B. Thompson Academy	685	582	568	585
Nā Wai Ola Public Charter School	158	162	146	147
SEEQS: the School for Examining Essential Questions of Sustainability	160	177	185	189
University Laboratory School	443	437	437	443
The Volcano School of Arts & Sciences	170	190	191	223
Voyager: A Public Charter School	299	294	291	284
Wai'alae Elementary Public Charter School	501	515	505	496
Waimea Middle Public Conversion Charter School	254	258	259	256
West Hawai'i Explorations Academy	266	252	266	280

**Appendix C: Charter School Financial Performance Framework Data for School Years
2016-17, 2017-18, 2018-19, and 2019-20**

Table 30: Current Ratio
Current Ratio = Current Assets ÷ Current Liabilities

School	2016-17	2017-18	2018-19	2019-20
Alaka'i O Kaua'i Public Charter School	<i>Not open</i>	<i>Not open</i>	1.1	2.1
Connections Public Charter School	5.5	6.7	8.5	8.0
DreamHouse 'Ewa Beach	<i>Not open</i>	<i>Not open</i>	<i>Not open</i>	2.1
Hakipu'u Learning Center	2.7	4.0	3.7	5.2
Hālau Kū Māna Public Charter School	20.8	17.8	12.2	3.5
Hawai'i Academy of Arts & Science Public Charter School	4.0	3.1	4.0	3.9
Hawai'i Technology Academy	3.6	3.1	3.3	3.8
Innovations Public Charter School	2.4	2.8	2.5	2.0
Ka 'Umeke Kā'eo	6.3	3.4	2.8	4.0
Ka Waihona o ka Na'auao Public Charter School	0.8	0.8	1.2	4.9
Kamaile Academy, PCS	6.1	7.9	7.2	7.7
Kamalani Academy Charter School	<i>Not open</i>	1.2	1.1	1.4
Kanu o ka 'Āina New Century Public Charter School	3.2	6.4	8.9	9.5
Kanuikapono Public Charter School	8.3	13.2	7.0	6.6
Ka'ōhao Public Charter School	6.5	7.9	9.6	7.1
The Kapolei Charter School by Goodwill Hawaii	<i>Not open</i>	3.3	5.0	15.5
Ka'ū Learning Academy	2.4	<i>Not available</i>	<i>Not open</i>	<i>Not open</i>
Kawaikini New Century Public Charter School	3.9	13.5	4.5	4.0
Ke Ana La'ahana Public Charter School	6.7	5.7	5.4	4.8
Ke Kula Niihau O Kekaha Learning Center	6.3	6.3	6.8	10.2
Ke Kula 'o Nāwahīokalani'ōpu'u Iki, LPCS	4.5	2.0	2.1	10.0
Ke Kula 'o Samuel M. Kamakau, LPCS	6.7	7.5	6.9	8.1
Kihei Charter School	79.4	44.7	47.2	14.6
Kona Pacific Public Charter School	1.0	1.3	1.6	3.1
Kua o ka Lā New Century Public Charter School	6.4	4.2	6.8	26.7
Kualapu'u School: A Public Conversion Charter	3.4	3.7	4.7	4.5
Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS)	10.1	14.2	3.8	2.8
Laupāhoehoe Community Public Charter School	3.8	4.3	4.2	3.4
Mālama Honua Public Charter School	11.9	8.9	7.5	3.4
Myron B. Thompson Academy	14.4	18.8	16.5	17.7
Nā Wai Ola Public Charter School	2.6	2.6	2.6	3.0
SEEQS: the School for Examining Essential Questions of Sustainability	5.1	5.7	3.7	11.3
University Laboratory School	2.5	3.3	3.3	4.3
The Volcano School of Arts & Sciences	2.8	4.6	3.3	2.4
Voyager: A Public Charter School	3.4	3.9	4.0	4.3
Wai'ālae Elementary Public Charter School	3.8	3.2	5.0	7.6
Waimea Middle Public Conversion Charter School	3.1	3.1	2.9	2.6
West Hawai'i Explorations Academy	6.1	5.8	5.9	6.2

Table 31: Unrestricted Days Cash on Hand

$$\text{Unrestricted Days Cash} = \text{Unrestricted Cash} \div [(\text{Total Expenses} - \text{Depreciation Expense}) \div 365]$$

School	2016-17	2017-18	2018-19	2019-20
Alaka'i O Kaua'i Public Charter School	Not open	Not open	23 days	43 days
Connections Public Charter School	187 days	256 days	306 days	328 days
DreamHouse 'Ewa Beach	Not open	Not open	Not open	18 days
Hakipu'u Learning Center	62 days	102 days	136 days	78 days
Hālau Kū Māna Public Charter School	375 days	310 days	279 days	473 days
Hawai'i Academy of Arts & Science Public Charter School	157 days	177 days	176 days	209 days
Hawai'i Technology Academy	97 days	123 days	112 days	143 days
Innovations Public Charter School	149 days	102 days	100 days	81 days
Ka 'Umeke Kā'eo	254 days	251 days	265 days	280 days
Ka Waihona o ka Na'auao Public Charter School	24 days	9 days	31 days	85 days
Kamaile Academy, PCS	223 days	243 days	274 days	259 days
Kamalani Academy Charter School	Not open	23 days	29 days	37 days
Kanu o ka 'Āina New Century Public Charter School	65 days	135 days	165 days	192 days
Kanuikaponu Public Charter School	126 days	204 days	170 days	147 days
Ka'ōhao Public Charter School	182 days	228 days	248 days	217 days
The Kapolei Charter School by Goodwill Hawaii	Not open	152 days	231 days	333 days
Ka'ū Learning Academy	15 days	Not available	Not open	Not open
Kawaikini New Century Public Charter School	83 days	50 days	65 days	58 days
Ke Ana La'ahana Public Charter School	340 days	306 days	403 day	279 days
Ke Kula Niihau O Kekaha Learning Center	56 days	101 days	103 days	139 days
Ke Kula 'o Nāwahīokalani'ōpu'u Iki, LPCS	86 days	48 days	42 days	92 days
Ke Kula 'o Samuel M. Kamakau, LPCS	157 days	130 days	216 days	263 days
Kihei Charter School	90 days	113 days	117 days	153 days
Kona Pacific Public Charter School	10 days	10 days	35 days	76 days
Kua o ka Lā New Century Public Charter School	109 days	80 days	150 days	186 days
Kualapu'u School: A Public Conversion Charter	158 days	178 days	210 days	242 days
Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS)	191 days	95 days	109 days	120 days
Laupāhoehoe Community Public Charter School	113 days	95 days	106 days	164 days
Mālama Honua Public Charter School	186 days	228 days	269 days	246 days
Myron B. Thompson Academy	512 days	560 days	608 days	628 days
Nā Wai Ola Public Charter School	51 days	52 days	66 days	86 days
SEEQS: the School for Examining Essential Questions of Sustainability	57 days	84 days	83 days	111 days
University Laboratory School	87 days	83 days	90 days	88 days
The Volcano School of Arts & Sciences	52 days	39 days	44 days	32 days
Voyager: A Public Charter School	122 days	115 days	123 days	144 days
Wai'ālae Elementary Public Charter School	156 days	166 days	181 days	232 days
Waimea Middle Public Conversion Charter School	199 days	213 days	236 days	242 days
West Hawai'i Explorations Academy	195 days	198 days	197 days	188 days

Table 32: Enrollment Variance
Enrollment Variance = Actual Enrollment ÷ Projected Enrollment

School	2016-17
Alaka'i O Kaua'i Public Charter School	Not open
Connections Public Charter School	104.7%
DreamHouse 'Ewa Beach	Not open
Hakipu'u Learning Center	98.4%
Hālau Kū Māna Public Charter School	95.2%
Hawai'i Academy of Arts & Science Public Charter School	114.5%
Hawai'i Technology Academy	102.6%
Innovations Public Charter School	100.0%
Ka 'Umeke Kā'eo	103.8%
Ka Waihona o ka Na'auao Public Charter School	98.2%
Kamaile Academy, PCS	97.8%
Kamalani Academy Charter School	Not open
Kanu o ka 'Āina New Century Public Charter School	157.1%
Kanuikapono Public Charter School	89.2%
Ka'ōhao Public Charter School	101.5%
The Kapolei Charter School by Goodwill Hawaii	Not open
Ka'ū Learning Academy	124.7%
Kawaikini New Century Public Charter School	99.3%
Ke Ana La'ahana Public Charter School	138.5%
Ke Kula Niihau O Kekaha Learning Center	79.4%
Ke Kula 'o Nāwahīokalani'ōpu'u Iki, LPCS	112.1%
Ke Kula 'o Samuel M. Kamakau, LPCS	96.6%
Kihei Charter School	93.4%
Kona Pacific Public Charter School	99.1%
Kua o ka Lā New Century Public Charter School	145.1%
Kualapu'u School: A Public Conversion Charter	94.2%
Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS)	106.0%
Laupāhoehoe Community Public Charter School	118.3%
Mālama Honua Public Charter School	128.8%
Myron B. Thompson Academy	90.0%
Nā Wai Ola Public Charter School	80.3%
SEEQS: the School for Examining Essential Questions of Sustainability	102.5%
University Laboratory School	97.8%
The Volcano School of Arts & Sciences	94.5%
Voyager: A Public Charter School	100.0%
Wai'ālae Elementary Public Charter School	99.2%
Waimea Middle Public Conversion Charter School	96.5%
West Hawai'i Explorations Academy	104.8%

Table 33: Budget Variance
Actual Total Revenues ÷ Projected Total Revenues in the Charter School's Board-Approved Budget

School	2017-18	2018-19	2019-20
Alaka'i O Kaua'i Public Charter School	<i>Not open</i>	90%	106%
Connections Public Charter School	96%	105%	99%
DreamHouse 'Ewa Beach	<i>Not open</i>	<i>Not open</i>	114%
Hakipu'u Learning Center	95%	116%	99%
Hālau Kū Māna Public Charter School	94%	116%	106%
Hawai'i Academy of Arts & Science Public Charter School	97%	109%	110%
Hawai'i Technology Academy	102%	110%	104%
Innovations Public Charter School	100%	105%	105%
Ka 'Umeke Kā'eo	100%	101%	104%
Ka Waihona o ka Na'auao Public Charter School	96%	93%	102%
Kamaile Academy, PCS	96%	106%	108%
Kamalani Academy Charter School	102%	126%	132%
Kanu o ka 'Āina New Century Public Charter School	121%	118%	109%
Kanuikapono Public Charter School	98%	102%	118%
Ka'ōhao Public Charter School	102%	111%	103%
The Kapolei Charter School by Goodwill Hawaii	102%	99%	114%
Ka'ū Learning Academy	<i>Not available</i>	<i>Not open</i>	<i>Not open</i>
Kawaikini New Century Public Charter School	90%	100%	96%
Ke Ana La'ahana Public Charter School	78%	109%	98%
Ke Kula Niihau O Kekaha Learning Center	93%	119%	116%
Ke Kula 'o Nāwahīokalani'ōpu'u Iki, LPCS	94%	102%	94%
Ke Kula 'o Samuel M. Kamakau, LPCS	89%	133%	121%
Kihei Charter School	98%	97%	103%
Kona Pacific Public Charter School	90%	101%	91%
Kua o ka Lā New Century Public Charter School	81%	108%	99%
Kualapu'u School: A Public Conversion Charter	102%	107%	115%
Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS)	150%	90%	76%
Laupāhoehoe Community Public Charter School	104%	107%	123%
Mālama Honua Public Charter School	99%	102%	109%
Myron B. Thompson Academy	86%	108%	112%
Nā Wai Ola Public Charter School	83%	119%	97%
SEEQS: the School for Examining Essential Questions of Sustainability	101%	94%	98%
University Laboratory School	98%	98%	101%
The Volcano School of Arts & Sciences	100%	107%	111%
Voyager: A Public Charter School	88%	105%	108%
Wai'ālae Elementary Public Charter School	103%	99%	109%
Waimea Middle Public Conversion Charter School	101%	113%	106%
West Hawai'i Explorations Academy	100%	117%	113%

Table 34: Total Margin
 $Total\ Margin = Net\ Income \div Total\ Revenue$

School	2016-17	2017-18	2018-19	2019-20
Alaka'i O Kaua'i Public Charter School	<i>Not open</i>	<i>Not open</i>	-2.6%	5.4%
Connections Public Charter School	18.5%	16.7%	14.6%	8.1%
DreamHouse 'Ewa Beach	<i>Not open</i>	<i>Not open</i>	<i>Not open</i>	9.2%
Hakipu'u Learning Center	-5.9%	9.4%	1.5%	-6.2%
Hālau Kū Māna Public Charter School	-2.6%	-0.8%	-5.4%	3.3%
Hawai'i Academy of Arts & Science Public Charter School	9.1%	2.9%	2.6%	6.7%
Hawai'i Technology Academy	3.3%	9.7%	24.1%	23.1%
Innovations Public Charter School	0.5%	4.2%	0.2%	-3.1%
Ka 'Umeke Kā'eo	11.0%	1.6%	2.2%	-2.5%
Ka Waihona o ka Na'auao Public Charter School	2.5%	0.2%	0.3%	16.3%
Kamaile Academy, PCS	11.1%	10.0%	4.8%	2.9%
Kamalani Academy Charter School	<i>Not open</i>	6.7%	0.2%	0.6%
Kanu o ka 'Āina New Century Public Charter School	11.8%	17.3%	9.0%	8.7%
Kanuikapono Public Charter School	14.3%	18.8%	5.7%	-3.0%
Ka'ōhao Public Charter School	5.0%	7.8%	8.5%	2.9%
The Kapolei Charter School by Goodwill Hawaii	<i>Not open</i>	22.5%	26.5%	32.8%
Ka'ū Learning Academy	3.4	<i>Not available</i>	<i>Not open</i>	<i>Not open</i>
Kawaikini New Century Public Charter School	-0.4%	-9.2%	0.8%	-0.7%
Ke Ana La'ahana Public Charter School	8.3%	-3.7%	6.8%	-11.8%
Ke Kula Niihau O Kekaha Learning Center	3.6%	-2.1%	17.8%	10.3%
Ke Kula 'o Nāwahīokalani'ōpu'u Iki, LPCS	5.8%	-6.1%	1.8%	13.2%
Ke Kula 'o Samuel M. Kamakau, LPCS	13.6%	15.6%	32.5%	12.5%
Kihei Charter School	1.0%	1.9%	5.0%	8.3%
Kona Pacific Public Charter School	0.4%	1.7%	-26.2%	8.2%
Kua o ka Lā New Century Public Charter School	6.7%	-0.9%	12.8%	9.5%
Kualapu'u School: A Public Conversion Charter	11.5%	15.4%	5.3%	7.8%
Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS)	12.2%	-7.8%	-13.6%	-10.0%
Laupāhoehoe Community Public Charter School	7.4%	4.5%	9.5%	7.4%
Mālama Honua Public Charter School	23.6%	16.6%	11.6%	26.0%
Myron B. Thompson Academy	16.3%	8.0%	7.6%	15.1%
Nā Wai Ola Public Charter School	11.8%	-1.0%	5.3%	0.2%
SEEQS: the School for Examining Essential Questions of Sustainability	3.1%	11.5%	3.2%	6.2%
University Laboratory School	0.4%	2.3%	-2.0%	-0.1%
The Volcano School of Arts & Sciences	-4.6%	5.8%	3.1%	-1.0%
Voyager: A Public Charter School	5.0%	1.8%	2.0%	4.4%
Wai'alae Elementary Public Charter School	0.5%	10.3%	3.2%	9.9%
Waimea Middle Public Conversion Charter School	-4.8%	0.1%	4.6%	-3.4%
West Hawai'i Explorations Academy	-4.3%	5.8%	-3.6%	-7.5%

Table 35: Debt-to-Assets Ratio
Debt to Asset Ratio = Total Liabilities ÷ Total Assets

School	2016-17	2017-18	2018-19	2019-20
Alaka'i O Kaua'i Public Charter School	Not open	Not open	91%	47.2%
Connections Public Charter School	12.6%	10.5%	9.0%	10.0%
DreamHouse 'Ewa Beach	Not open	Not open	Not open	47.8%
Hakipu'u Learning Center	28.1%	24.6%	29.1%	21.1%
Hālau Kū Māna Public Charter School	3.4%	4.0%	5.8%	22.1%
Hawai'i Academy of Arts & Science Public Charter School	18.8	25.6%	21.0%	23.1%
Hawai'i Technology Academy	30.3	26.5%	24.1%	23.1%
Innovations Public Charter School	42.4	31.0%	32.3%	37.9%
Ka 'Umeke Kā'eo	13.4%	24.5%	29.6%	19.2%
Ka Waihona o ka Na'auao Public Charter School	22.2%	19.0%	16.4%	7.7%
Kamaile Academy, PCS	16.5%	10.2%	11.4%	9.0%
Kamalani Academy Charter School	Not open	78.0%	77.8%	49.9%
Kanu o ka 'Āina New Century Public Charter School	26.8%	14.0%	10.1%	9.7%
Kanuikapono Public Charter School	9.8%	7.6%	12.7%	12.0%
Ka'ōhao Public Charter School	13.6%	1.1%	8.5%	11.5%
The Kapolei Charter School by Goodwill Hawaii	Not open	23.1%	20.0%	6.4%
Ka'ū Learning Academy	23.3%	Not available	Not open	Not open
Kawaikini New Century Public Charter School	7.0%	7.0%	6.5%	7.1%
Ke Ana La'ahana Public Charter School	14.6%	17.6%	18.5%	20.9%
Ke Kula Niihau O Kekaha Learning Center	6.7%	15.8%	8.9%	6.8%
Ke Kula 'o Nāwahīokalani'ōpu'u Iki, LPCS	8.2%	13.1%	17.8%	4.9%
Ke Kula 'o Samuel M. Kamakau, LPCS	13.3%	13.4%	11.2%	9.3%
Kihei Charter School	0.8%	1.5%	1.6%	5.7%
Kona Pacific Public Charter School	90.8%	59.4%	201.5%	145.8%
Kua o ka Lā New Century Public Charter School	14.0%	24.1%	13.5%	3.2%
Kualapu'u School: A Public Conversion Charter	28.1%	23.2%	20.6%	21.0%
Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS)	8.9%	5.0%	17.5%	19.3%
Laupāhoehoe Community Public Charter School	24.2%	20.0%	20.0%	25.6%
Mālama Honua Public Charter School	6.3%	11.2%	11.6%	26.0%
Myron B. Thompson Academy	6.3%	5.0%	5.7%	5.2%
Nā Wai Ola Public Charter School	24.3%	37.8%	31.4%	28.3%
SEEQS: the School for Examining Essential Questions of Sustainability	15.7%	12.0%	17.9%	8.9%
University Laboratory School	40.5%	30.5%	30.3%	23.2%
The Volcano School of Arts & Sciences	32.8%	19.0%	25.5%	33.7%
Voyager: A Public Charter School	29.6%	25.4%	24.5%	21.9%
Wai'alae Elementary Public Charter School	37.7%	31.5%	27.9%	21.6%
Waimea Middle Public Conversion Charter School	27.5%	30.9%	28.3%	29.0%
West Hawai'i Explorations Academy	7.6%	9.6%	11.5%	14.6%

Table 36: Cash Flow
Cash Flow = Year-end Cash Balance – Beginning Year Cash Balance

School	2016-17	2017-18	2018-19	2019-20
Alaka'i O Kaua'i Public Charter School	<i>Not open</i>	<i>Not open</i>	\$69,775	\$77,454
Connections Public Charter School	\$545,755	\$553,238	\$462,711	\$371,618
DreamHouse 'Ewa Beach	<i>Not open</i>	<i>Not open</i>	<i>Not open</i>	\$50,761
Hakipu'u Learning Center	-\$83,015	\$251,601	\$98,857	-\$145,828
Hālau Kū Māna Public Charter School	-\$76,286	-\$7,447	-\$54,934	\$670,496
Hawai'i Academy of Arts & Science Public Charter School	\$706,352	\$584,166	\$56,435	\$770,677
Hawai'i Technology Academy	-\$237,668	\$768,454	\$163,958	\$1,215,880
Innovations Public Charter School	\$164,043	-\$211,093	-\$11,889	-\$67,752
Ka 'Umeke Kā'eo	\$108,186	\$478,626	\$694,444	-\$600,426
Ka Waihona o ka Na'auao Public Charter School	\$118,173	-\$264,909	\$453,842	\$887,622
Kamaile Academy, PCS	\$1,025,224	\$880,444	\$1,082,679	\$340,692
Kamalani Academy Charter School	<i>Not open</i>	\$204,043	-\$26,368	\$40,673
Kanu o ka 'Āina New Century Public Charter School	\$291,522	\$1,182,914	\$611,017	\$497,175
Kanuikapono Public Charter School	\$173,170	\$355,145	\$209,263	-\$34,486
Ka'ōhao Public Charter School	\$207,476	\$338,517	-\$622,659	-\$38,736
The Kapolei Charter School by Goodwill Hawaii	<i>Not open</i>	\$145,720	\$195,165	\$398,434
Ka'ū Learning Academy	-\$38,070	<i>Not available</i>	<i>Not open</i>	<i>Not open</i>
Kawaikini New Century Public Charter School	\$172,570	-\$113,860	\$81,052	\$12,923
Ke Ana La'ahana Public Charter School	\$88,256	-\$36,290	\$94,894	-\$142,099
Ke Kula Niihau O Kekaha Learning Center	-\$101,203	\$157,096	\$39,032	\$129,776
Ke Kula 'o Nāwahīokalani'ōpu'u Iki, LPCS	\$196,085	-\$762,574	\$561,873	\$727,684
Ke Kula 'o Samuel M. Kamakau, LPCS	\$97,675	-\$99,296	\$334,594	\$326,598
Kihei Charter School	-\$708,556	\$237,113	\$280,767	\$641,170
Kona Pacific Public Charter School	\$4,765	\$8,555	\$233,323	\$137,522
Kua o ka Lā New Century Public Charter School	\$524,962	-\$11,842	\$701,110	\$268,784
Kualapu'u School: A Public Conversion Charter	\$301,748	\$436,753	\$349,592	\$451,066
Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS)	\$12,475	-\$129,862	-\$343	-\$22,515
Laupāhoehoe Community Public Charter School	\$60,807	-\$36,465	\$207,460	\$494,939
Mālama Honua Public Charter School	\$233,997	\$217,493	\$266,943	\$230,142
Myron B. Thompson Academy	\$756,021	\$430,234	\$485,873	\$568,335
Nā Wai Ola Public Charter School	\$127,444	\$43,150	\$60,778	\$79,979
SEEQS: the School for Examining Essential Questions of Sustainability	\$219,173	\$109,252	\$59,076	\$142,161
University Laboratory School	\$55,907	\$11,460	\$107,800	\$20,530
The Volcano School of Arts & Sciences	\$41,289	-\$43,406	\$84,949	-\$90,196
Voyager: A Public Charter School	\$113,620	-\$19,390	\$88,884	\$159,930
Wai'ālae Elementary Public Charter School	-\$48,659	\$249,158	\$322,822	\$571,121
Waimea Middle Public Conversion Charter School	\$17,207	\$26,364	\$227,415	\$105,444
West Hawai'i Explorations Academy	\$310,837	\$175,706	\$47	\$3,197

Table 37: Unrestricted Fund Balance Percentage	
<i>Unrestricted Fund Balance Percentage = Year End Unrestricted Fund Balance ÷ Total Expenses</i>	
School	2016-17
Alaka'i O Kaua'i Public Charter School	Not open
Connections Public Charter School	69.5%
DreamHouse 'Ewa Beach	Not open
Hakipu'u Learning Center	17.5%
Hālau Kū Māna Public Charter School	143.7%
Hawai'i Academy of Arts & Science Public Charter School	48.1%
Hawai'i Technology Academy	30.0%
Innovations Public Charter School	23.6%
Ka 'Umeke Kā'eo	99.9%
Ka Waihona o ka Na'auao Public Charter School	43.2%
Kamaile Academy, PCS	100.4%
Kamalani Academy Charter School	Not open
Kanu o ka 'Āina New Century Public Charter School	24.8%
Kanuikapono Public Charter School	61.9%
Ka'ōhao Public Charter School	91.3%
The Kapolei Charter School by Goodwill Hawaii	Not open
Ka'ū Learning Academy	14.3%
Kawaikini New Century Public Charter School	89.9%
Ke Ana La'ahana Public Charter School	84.3%
Ke Kula Niihau O Kekaha Learning Center	73.6%
Ke Kula 'o Nāwahīokalani'ōpu'u Iki, LPCS	72.3%
Ke Kula 'o Samuel M. Kamakau, LPCS	96.9%
Kihei Charter School	43.0%
Kona Pacific Public Charter School	0.7%
Kua o ka Lā New Century Public Charter School	40.7%
Kualapu'u School: A Public Conversion Charter	44.4%
Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS)	75.7%
Laupāhoehoe Community Public Charter School	31.2%
Mālama Honua Public Charter School	72.0%
Myron B. Thompson Academy	139.7%
Nā Wai Ola Public Charter School	23.1%
SEEQS: the School for Examining Essential Questions of Sustainability	21.1%
University Laboratory School	15.9%
The Volcano School of Arts & Sciences	15.1%
Voyager: A Public Charter School	3.7%
Wai'ālae Elementary Public Charter School	37.9%
Waimea Middle Public Conversion Charter School	59.4%
West Hawai'i Explorations Academy	108.8%

Table 38: Change in Total Fund Balance
Change in Total Fund Balance = Year End Fund Balance – Total Year Begin Fund Balance

School	2016-17
Alaka'i O Kaua'i Public Charter School	Not open
Connections Public Charter School	\$608,122
DreamHouse 'Ewa Beach	Not open
Hakipu'u Learning Center	-\$56,947
Hālau Kū Māna Public Charter School	-\$40,367
Hawai'i Academy of Arts & Science Public Charter School	\$336,374
Hawai'i Technology Academy	\$277,901
Innovations Public Charter School	\$9,741
Ka 'Umeke Kā'eo	\$321,066
Ka Waihona o ka Na'auao Public Charter School	\$180,288
Kamaile Academy, PCS	\$1,111,604
Kamalani Academy Charter School	Not open
Kanu o ka 'Āina New Century Public Charter School	\$575,867
Kanuikapono Public Charter School	\$256,593
Ka'ōhao Public Charter School	\$136,628
The Kapolei Charter School by Goodwill Hawaii	Not open
Ka'ū Learning Academy	-\$33,389
Kawaikini New Century Public Charter School	-\$6,063
Ke Ana La'ahana Public Charter School	\$59,751
Ke Kula Niihau O Kekaha Learning Center	\$43,998
Ke Kula 'o Nāwahīokalani'ōpu'u Iki, LPCS	\$531,992
Ke Kula 'o Samuel M. Kamakau, LPCS	\$255,651
Kihei Charter School	\$41,631
Kona Pacific Public Charter School	\$7,583
Kua o ka Lā New Century Public Charter School	\$165,890
Kualapu'u School: A Public Conversion Charter	\$306,096
Kula Aupuni Niihau A Kahelani Aloha (KANAKA) A New Century Public Charter School (PCS)	\$99,190
Laupāhoehoe Community Public Charter School	\$220,186
Mālama Honua Public Charter School	\$247,125
Myron B. Thompson Academy	\$818,397
Nā Wai Ola Public Charter School	\$193,857
SEEQS: the School for Examining Essential Questions of Sustainability	\$47,796
University Laboratory School	\$12,961
The Volcano School of Arts & Sciences	-\$81,949
Voyager: A Public Charter School	\$121,590
Wai'ālae Elementary Public Charter School	\$23,511
Waimea Middle Public Conversion Charter School	-\$141,184
West Hawai'i Explorations Academy	- \$91,928

Table 39: Audited Fiscal Year 2019-20 Financial Performance Framework Risk Assessment Results
(table appears on following page)

Table 39: Audited Fiscal Year 2019-20 Financial Performance Framework Risk Assessment Results			Near Term						Sustainability								Budget		Risk Assessment Results			
		Indicators	Current Ratio		Unrestricted Days Cash				Debt to Assets		Cash Flow				Total Margin						Budget Variance	
		Risk	Inability to meet current obligations 10%		Insufficient cash to meet cash obligations 35%				Not being able to pay back debt 10%		Financial instability over time 10%				Closure risk when operating at a deficit for a sustained period 25%				Unable to meet budgeted expenses 10%			
		Risk Index	More than 1.5 = 1 1.35-1.5 = 2 1.20-1.35 = 3 1.0-1.2 = 4 Less than 1.0 = 5		Total of individual score for three years/3 Annual scoring metric: More than 60 days, = 1 50-60 days, = 2 30-50 days, = 3 20-30 days, = 4 Less than 20 days, = 5				Less than 0.20 = 1 0.20-0.40 = 2 0.40-0.50 = 3 0.50-0.75 = 4 More than 0.75 = 5		(+,+,+) CF, upward trend = 1 (-,+,+) CF, up/down trend = 2 (+,+,-) or (+,+,-) CF, up/down trend = 3 (-,+,-) or (+,-,-) or (-,-,-) CF, up/down trend = 4 (-,-,-) CF, downward trend = 5				(+,+,+) Margin, upward trend = 1 (-,+,+) Margin, up/down trend = 2 (+,+,-)or (+,+,-) Margin, up/down trend = 3 (-,+,-) or (+,-,-) or (-,-,-) Margin, up/down trend = 4 (-,-,-) Margin, downward trend = 5				Over 99% = 1 96%-98% = 2 94%-95% = 3 91%-93% = 4 Less than 90% = 5		Low = 1 to 1.45 Acceptable = 1.5 to 2.45 Moderate = 2.5 to 3.45 High = 3.5 to 4.45 Significant = 4.5 or higher	
Official School Name	Org ID	2020	Risk Rating	2018	2019	2020	Avg.	Risk Rating	2020	Risk Rating	2018	2019	2020	Risk Rating	2018	2019	2020	Risk Rating	2020	Risk Rating	Audit	Risk Rating
	558	2.1	1	-	23	43	33	3	0.47	3	-	69,775	77,454	1	-	-2.6%	5.4%	3	106%	1	2.40	Acceptable
Connections Public Charter School	396	8.0	1	256	306	328	297	1	0.10	1	553,238	462,711	371,618	1	16.7%	14.6%	8.1%	1	99%	2	1.10	Low
DreamHouse Ewa Beach	568	2.1	1	-	-	18	18	5	0.48	3	-	-	50,761	1	-	-	9.2%	1	114%	1	2.60	Moderate
Hakipu'u Learning Center	546	5.2	1	102	136	78	105	1	0.21	2	251,601	98,857	(145,828)	3	9.4%	1.5%	-6.2%	3	99%	2	1.90	Acceptable
Hālau Kū Māna Public Charter School	540	3.5	1	310	279	473	354	1	0.22	2	(7,447)	(54,934)	670,496	4	-0.8%	-5.4%	3.3%	4	106%	1	2.15	Acceptable
Hawai'i Academy of Arts & Science Public Charter School	561	3.9	1	177	176	209	187	1	0.23	2	584,166	56,435	770,677	1	2.9%	2.6%	6.7%	1	110%	1	1.10	Low
Hawai'i Technology Academy (HTA)	551	3.8	1	123	112	143	126	1	0.23	2	768,454	163,958	1,215,880	1	9.7%	24.1%	23.1%	1	104%	1	1.10	Low
Innovations Public Charter School	548	2.0	1	102	100	81	94	1	0.38	2	(211,093)	(11,889)	(67,752)	5	4.2%	0.2%	-3.1%	3	105%	1	2.00	Acceptable
Ka Umeke Ka'eo	562	4.0	1	251	265	280	265	1	0.19	1	478,626	694,444	(600,426)	3	1.6%	2.2%	-2.5%	3	104%	1	1.70	Acceptable
Ka Waihona o ka Na'auao Public Charter School	545	4.9	1	9	31	85	41	3	0.08	1	(264,909)	453,842	887,622	2	0.2%	0.3%	16.3%	1	102%	1	1.80	Acceptable
Kamaile Academy, PCS	275	7.7	1	243	274	259	259	1	0.09	1	880,444	1,082,679	340,692	1	10.0%	4.8%	2.9%	1	108%	1	1.00	Low
Kamalani Academy	553	1.4	2	23	29	37	30	4	0.50	3	204,043	(26,368)	40,673	3	0	0.2%	0.6%	1	132%	1	2.55	Moderate
Kanu o ka Aina New Century Public Charter School	397	9.5	1	135	165	192	164	1	0.10	1	1,182,914	611,017	497,175	1	17.3%	9.0%	8.7%	1	109%	1	1.00	Low
Kanuikapono Public Charter School	564	6.6	1	204	170	147	174	1	0.12	1	355,145	209,263	(34,486)	3	18.8%	5.7%	-3.0%	3	118%	1	1.70	Acceptable
Ka'ohao School (formerly: Lanikai Elementary Public Charter School)	320	7.1	1	228	248	217	231	1	0.11	1	338,517	(622,659)	(38,736)	4	7.8%	8.5%	2.9%	1	103%	1	1.30	Low
Kapolei Charter School by Goodwill Hawaii	555	15.5	1	152	231	333	239	1	0.06	1	145,720	195,165	398,434	1	0	26.5%	32.8%	1	114%	1	1.00	Low
Kawaikini New Century Public Charter School	565	4.0	1	50	65	58	57	2	0.07	1	(113,860)	81,052	12,923	2	-9.2%	0.8%	-0.7%	4	96%	2	2.30	Acceptable
Ke Ana La'ahana Public Charter School	549	4.8	1	306	403	279	329	1	0.21	2	(36,290)	94,894	(142,099)	4	-3.7%	6.8%	-11.8%	4	98%	2	2.25	Acceptable
Ke Kula Niihau O Kekaha Learning Center	556	10.2	1	101	103	139	114	1	0.07	1	157,096	39,032	129,776	1	-2.1%	17.8%	10.3%	2	116%	1	1.25	Low
Ke Kula o Nāwahiōkalanī'ōpu'u Iki, LPCS	563	10.0	1	48	42	92	61	1	0.05	1	(762,574)	561,873	727,684	2	-6.1%	1.8%	13.2%	2	94%	3	1.55	Acceptable
Ke Kula o Samuel M. Kamakau, LPCS	547	8.1	1	130	216	263	203	1	0.09	1	(99,296)	334,594	326,598	2	15.6%	32.5%	12.5%	1	121%	1	1.10	Low
Kihei Charter School	554	14.6	1	113	117	153	128	1	0.06	1	237,113	280,767	641,170	1	1.9%	5.0%	8.3%	1	103%	1	1.00	Low
Kona Pacific Public Charter School	566	3.1	1	10	35	76	40	3	1.46	5	8,555	233,323	137,522	1	1.7%	7.2%	8.2%	1	91%	4	2.40	Acceptable
Kua o ka Lā New Century Public Charter School	557	26.7	1	80	150	186	139	1	0.03	1	(11,842)	701,110	268,784	2	-0.9%	12.8%	9.5%	2	99%	1	1.35	Low
Kualapu'u School: A Public Conversion Charter	411	4.5	1	178	210	242	210	1	0.21	2	436,753	349,592	451,066	1	15.4%	5.3%	7.8%	1	115%	1	1.10	Low
Kula Aupuni Niihau A Kahelelani Aloha A New Century Public Charter School	466	2.8	1	95	109	120	108	1	0.19	1	(129,862)	24,580	(22,515)	4	-7.8%	0.4%	-10.0%	4	76%	5	2.45	Acceptable
Laupāhoehoe Community Public Charter School	377	3.4	1	95	106	164	122	1	0.26	2	(36,465)	207,460	494,939	2	4.5%	9.5%	7.4%	1	123%	1	1.20	Low
Mālama Honua Public Charter School	550	3.4	1	228	269	246	247	1	0.26	2	217,493	266,943	230,142	1	16.6%	11.6%	26.0%	1	109%	1	1.10	Low
Myron B. Thompson Academy	544	17.7	1	560	608	628	599	1	0.05	1	430,234	485,873	568,335	1	8.0%	7.6%	15.1%	1	112%	1	1.00	Low
Nā Wai Ola Public Charter School	398	3.0	1	52	66	86	68	1	0.28	2	43,150	60,778	79,979	1	-1.0%	5.3%	0.2%	2	97%	2	1.45	Low
SEEQS: the School for Examining Essential Questions of Sustainability	567	11.3	1	84	83	111	93	1	0.09	1	109,252	59,076	142,161	1	11.5%	3.2%	6.2%	1	98%	2	1.10	Low
University Laboratory School	543	4.3	1	83	90	88	87	1	0.23	2	11,460	107,800	20,531	1	2.3%	-2.0%	-0.1%	4	101%	1	1.85	Acceptable
The Volcano School of Arts & Sciences	560	2.4	1	39	44	32	38	3	0.34	2	(43,406)	84,949	(90,196)	4	5.8%	3.1%	-1.0%	3	111%	1	2.60	Moderate
Voyager: A Public Charter School	541	4.3	1	115	123	144	128	1	0.22	2	(19,390)	88,884	159,930	2	1.8%	2.0%	4.4%	1	108%	1	1.20	Low
Wai'ālae Elementary Public Charter School	149	7.6	1	166	181	232	193	1	0.22	2	249,158	322,822	571,121	1	10.3%	3.2%	9.9%	1	109%	1	1.10	Low
Waimea Middle Public Conversion Charter School	394	2.6	1	213	236	242	230	1	0.29	2	26,364	227,415	105,444	1	0.1%	4.6%	-3.4%	3	106%	1	1.60	Acceptable
West Hawai'i Explorations Academy	399	6.2	1	198	197	188	194	1	0.15	1	175,706	47	3,197	1	5.8%	-3.6%	-7.5%	4	113%	1	1.75	Acceptable

Appendix D: Charter School Organizational Performance Framework Data for School Years 2016-17, 2017-18, 2018-19, and 2019-20

Table 40: On-Time Completion Rate for Epicenter Tasks	
School	2016-17
Alaka'i O Kaua'i Public Charter School	<i>Not open</i>
Connections Public Charter School	100%
DreamHouse 'Ewa Beach	<i>Not open</i>
Hakipu'u Learning Center	92%
Hālau Kū Māna Public Charter School	100%
Hawai'i Academy of Arts & Science Public Charter School	100%
Hawai'i Technology Academy	100%
Innovations Public Charter School	95%
Ka 'Umeke Kā'eo	95%
Ka Waihona o ka Na'auao Public Charter School	100%
Kamaile Academy, PCS	100%
Kamalani Academy Charter School	<i>Not open</i>
Kanu o ka 'Āina New Century Public Charter School	100%
KanuiKapono Public Charter School	72%
Ka'ōhao Public Charter School	100%
The Kapolei Charter School by Goodwill Hawaii	<i>Not open</i>
Ka'ū Learning Academy	88%
Kawaikini New Century Public Charter School	91%
Ke Ana La'ahana Public Charter School	82%
Ke Kula Niihau O Kekaha Learning Center	83%
Ke Kula 'o Nāwahīokalani'ōpu'u Iki, LPCS	100%
Ke Kula 'o Samuel M. Kamakau, LPCS	100%
Kihei Charter School	100%
Kona Pacific Public Charter School	96%
Kua o ka Lā New Century Public Charter School	96%
Kualapu'u School: A Public Conversion Charter	100%
Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS)	100%
Laupāhoehoe Community Public Charter School	95%
Mālama Honua Public Charter School	100%
Myron B. Thompson Academy	100%
Nā Wai Ola Public Charter School	68%
SEEQS: the School for Examining Essential Questions of Sustainability	91%
University Laboratory School	100%
The Volcano School of Arts & Sciences	100%
Voyager: A Public Charter School	95%
Wai'alae Elementary Public Charter School	95%
Waimea Middle Public Conversion Charter School	100%
West Hawai'i Explorations Academy	85%

Table 41: Number of Notices of Deficiency	
School	2016-17
Alaka'i O Kaua'i Public Charter School	<i>Not open</i>
Connections Public Charter School	0
DreamHouse 'Ewa Beach	<i>Not open</i>
Hakipu'u Learning Center	0
Hālau Kū Māna Public Charter School	0
Hawai'i Academy of Arts & Science Public Charter School	0
Hawai'i Technology Academy	0
Innovations Public Charter School	1
Ka 'Umeke Kā'eo	1
Ka Waihona o ka Na'auao Public Charter School	0
Kamaile Academy, PCS	0
Kamalani Academy Charter School	<i>Not open</i>
Kanu o ka 'Āina New Century Public Charter School	0
Kanuikapono Public Charter School	0
Ka'ōhao Public Charter School	0
The Kapolei Charter School by Goodwill Hawaii	<i>Not open</i>
Ka'ū Learning Academy	0
Kawaikini New Century Public Charter School	0
Ke Ana La'ahana Public Charter School	0
Ke Kula Niihau O Kekaha Learning Center	0
Ke Kula 'o Nāwahīokalani'ōpu'u Iki, LPCS	0
Ke Kula 'o Samuel M. Kamakau, LPCS	0
Kihei Charter School	0
Kona Pacific Public Charter School	0
Kua o ka Lā New Century Public Charter School	0
Kualapu'u School: A Public Conversion Charter	0
Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS)	0
Laupāhoehoe Community Public Charter School	0
Mālama Honua Public Charter School	0
Myron B. Thompson Academy	0
Nā Wai Ola Public Charter School	0
SEEQS: the School for Examining Essential Questions of Sustainability	0
University Laboratory School	0
The Volcano School of Arts & Sciences	0
Voyager: A Public Charter School	0
Wai'alae Elementary Public Charter School	0
Waimea Middle Public Conversion Charter School	0
West Hawai'i Explorations Academy	0

Table 42: Number of Incidents of Non-Compliance with Governing Board Requirements

School	2016-17
Alaka'i O Kaua'i Public Charter School	<i>Not open</i>
Connections Public Charter School	2
DreamHouse 'Ewa Beach	<i>Not open</i>
Hakipu'u Learning Center	1
Hālau Kū Māna Public Charter School	0
Hawai'i Academy of Arts & Science Public Charter School	0
Hawai'i Technology Academy	0
Innovations Public Charter School	0
Ka 'Umeke Kā'eo	0
Ka Waihona o ka Na'auao Public Charter School	1
Kamaile Academy, PCS	0
Kamalani Academy Charter School	<i>Not open</i>
Kanu o ka 'Āina New Century Public Charter School	0
Kanuikaponu Public Charter School	3+
Ka'ōhao Public Charter School	2
The Kapolei Charter School by Goodwill Hawaii	<i>Not open</i>
Ka'ū Learning Academy	3+
Kawaikini New Century Public Charter School	0
Ke Ana La'ahana Public Charter School	1
Ke Kula Niihau O Kekaha Learning Center	0
Ke Kula 'o Nāwahīokalani'ōpu'u Iki, LPCS	0
Ke Kula 'o Samuel M. Kamakau, LPCS	0
Kihei Charter School	3+
Kona Pacific Public Charter School	0
Kua o ka Lā New Century Public Charter School	3+
Kualapu'u School: A Public Conversion Charter	0
Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS)	0
Laupāhoehoe Community Public Charter School	0
Mālama Honua Public Charter School	1
Myron B. Thompson Academy	0
Nā Wai Ola Public Charter School	2
SEEQS: the School for Examining Essential Questions of Sustainability	0
University Laboratory School	0
The Volcano School of Arts & Sciences	0
Voyager: A Public Charter School	2
Wai'alae Elementary Public Charter School	0
Waimea Middle Public Conversion Charter School	0
West Hawai'i Explorations Academy	0

Table 43: Number of Incidents of Non-Compliance with School Policy Requirements	
School	2016-17
Alaka'i O Kaua'i Public Charter School	<i>Not open</i>
Connections Public Charter School	0
DreamHouse 'Ewa Beach	<i>Not open</i>
Hakipu'u Learning Center	2+
Hālau Kū Māna Public Charter School	0
Hawai'i Academy of Arts & Science Public Charter School	1
Hawai'i Technology Academy	0
Innovations Public Charter School	0
Ka 'Umeke Kā'eo	0
Ka Waihona o ka Na'auao Public Charter School	0
Kamaile Academy, PCS	0
Kamalani Academy Charter School	<i>Not open</i>
Kanu o ka 'Āina New Century Public Charter School	0
Kanuikapono Public Charter School	2+
Ka'ōhao Public Charter School	0
The Kapolei Charter School by Goodwill Hawaii	<i>Not open</i>
Ka'ū Learning Academy	0
Kawaikini New Century Public Charter School	0
Ke Ana La'ahana Public Charter School	1
Ke Kula Niihau O Kekaha Learning Center	0
Ke Kula 'o Nāwahīokalani'ōpu'u Iki, LPCS	0
Ke Kula 'o Samuel M. Kamakau, LPCS	0
Kihei Charter School	0
Kona Pacific Public Charter School	0
Kua o ka Lā New Century Public Charter School	0
Kualapu'u School: A Public Conversion Charter	0
Kula Aupuni Niihau A Kahelelani Aloha (KANAKA) A New Century Public Charter School (PCS)	0
Laupāhoehoe Community Public Charter School	0
Mālama Honua Public Charter School	0
Myron B. Thompson Academy	0
Nā Wai Ola Public Charter School	0
SEEQS: the School for Examining Essential Questions of Sustainability	0
University Laboratory School	0
The Volcano School of Arts & Sciences	0
Voyager: A Public Charter School	0
Wai'alae Elementary Public Charter School	0
Waimea Middle Public Conversion Charter School	0
West Hawai'i Explorations Academy	0

Table 44: Completed Assurance of Compliance Statement			
School	2017-2018	2018-2019	2019-2020
Alaka'i O Kaua'i Public Charter School	<i>Not open</i>	Completed	Completed
Connections Public Charter School	Completed	Completed	Completed
Hakipu'u Learning Center	Completed	Completed	Completed
DreamHouse 'Ewa Beach	<i>Not open</i>	<i>Not open</i>	Completed
Hālau Kū Māna Public Charter School	Not Completed	Completed	Completed
Hawai'i Academy of Arts & Science Public Charter School	Completed	Completed	Completed
Hawai'i Technology Academy	Completed	Completed	Completed
Innovations Public Charter School	Completed	Completed	Completed
Ka 'Umeke Kā'eo	Completed	Completed	Completed
Ka Waihona o ka Na'auao Public Charter School	Completed	Completed	Completed
Kamaile Academy, PCS	Completed	Completed	Completed
Kamalani Academy Charter School	Completed	Completed	Completed
Kanu o ka 'Āina New Century Public Charter School	Completed	Completed	Completed
Kanuikapono Public Charter School	Completed	Completed	Completed
Ka'ōhao Public Charter School	Completed	Completed	Completed
The Kapolei Charter School by Goodwill Hawaii	Completed	Completed	Completed
Ka'ū Learning Academy	Completed	<i>Not open</i>	<i>Not open</i>
Kawaikini New Century Public Charter School	Completed	Completed	Completed
Ke Ana La'ahana Public Charter School	Not Completed	Completed	Completed
Ke Kula Niihau O Kekaha Learning Center	Not Completed	Completed	Completed
Ke Kula 'o Nāwahīokalani'ōpu'u Iki, LPCS	Completed	Completed	Completed
Ke Kula 'o Samuel M. Kamakau, LPCS	Completed	Completed	Completed
Kihei Charter School	Completed	Completed	Completed
Kona Pacific Public Charter School	Completed	Completed	Completed
Kua o ka Lā New Century Public Charter School	Completed	Completed	Completed
Kualapu'u School: A Public Conversion Charter	Completed	Completed	Completed
Kula Aupuni Niihau A Kahalelani Aloha (KANAKA) A New Century Public Charter School (PCS)	Completed	Completed	Completed
Laupāhoehoe Community Public Charter School	Completed	Completed	Completed
Mālama Honua Public Charter School	Completed	Completed	Completed
Myron B. Thompson Academy	Completed	Completed	Completed
Nā Wai Ola Public Charter School	Not Completed	Completed	Completed
SEEQS: the School for Examining Essential Questions of Sustainability	Completed	Completed	Completed
University Laboratory School	Completed	Completed	Completed
The Volcano School of Arts & Sciences	Completed	Completed	Completed
Voyager: A Public Charter School	Completed	Completed	Completed
Wai'alae Elementary Public Charter School	Completed	Completed	Completed
Waimea Middle Public Conversion Charter School	Completed	Completed	Completed
West Hawai'i Explorations Academy	Completed	Completed	Completed

Appendix E: State Public Charter School Commission Annual Audit Report for Fiscal Year 2019-20

**STATE PUBLIC CHARTER SCHOOL
COMMISSION**
(An Agency of the State of Hawaii)

FINANCIAL AND COMPLIANCE AUDIT

**As of and for the Year Ended June 30, 2020
(With Prior Year Comparative Information)**



CW Associates
A Hawaii Certified Public Accounting Corporation

STATE PUBLIC CHARTER SCHOOL COMMISSION
(An Agency of the State of Hawaii)

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(With Prior Year Comparative Information)

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PART I
MANAGEMENT'S DISCUSSION AND ANALYSIS

STATE PUBLIC CHARTER SCHOOL COMMISSION
(An Agency of the State of Hawaii)

MANAGEMENT'S DISCUSSION AND ANALYSIS

For the Year Ended June 30, 2020

Effective July 1, 2013, the State Public Charter School Commission ("Commission") was established under Act 130, Chapter 302D, Hawaii Revised Statutes, with statewide chartering jurisdiction and authority. Its predecessor, the Charter School Administrative Office ("CSAO"), which was established by Chapter 302B, Hawaii Revised Statutes in 2014, closed as of June 30, 2013 pursuant to the repeal of Chapter 302B.

The following is management's discussion and analysis of the Commission's financial activities for the fiscal year ended June 30, 2020. Please read it in conjunction with the financial statements and the related notes to the financial statements, which begin on page 16.

FINANCIAL HIGHLIGHTS

- The Commission's total net position increased by \$45,020 in FY 2019-20.
- The Commission, as a pass-through entity, transferred \$113,587,632 to charter schools comprised of state and federal funding in FY 2019-20, an increase of approximately 6% over FY 2018-19.
- The Commission provided \$5,717,373 in FY 2019-20 to eleven charter schools and \$4,535,128 in FY 2018-19 to eleven charter schools for the Pre-K program with funds from the U.S. Department of Education Preschool Development Grant.
- The Commission provided \$2,208,686 in FY 2019-20 to all 37 charter schools from the Elementary and Secondary School Emergency Relief Fund (ESSER) through the CARES Act to address the impact that the COVID-19 pandemic has had, and continues to have, on the charter schools.
- During FY 2019-20, the Commission continued the reorganization of its structure and purpose to an organization that provides direct support, coaching, and leadership development to both charter school administrators and governing board members.

OVERVIEW OF THE FINANCIAL STATEMENTS

This annual report consists of five parts – management's discussion and analysis (this section), financial information, internal control and compliance, schedule of findings and questioned costs, and corrective action plan (none in FY 2019-20). The financial information section includes the financial statements, which consists of two types of statements that present different views of the Commission's financial activities:

- The first two statements are government-wide financial statements that provide both long-term and short-term information about the Commission's overall financial status.
- The remaining statements are fund financial statements that focus on the individual parts of the Commission, reporting the Commission's operations in more detail than the government-wide statements. The fund financial statements show how general services were financed in the short term as well as the funds that remain for future spending.

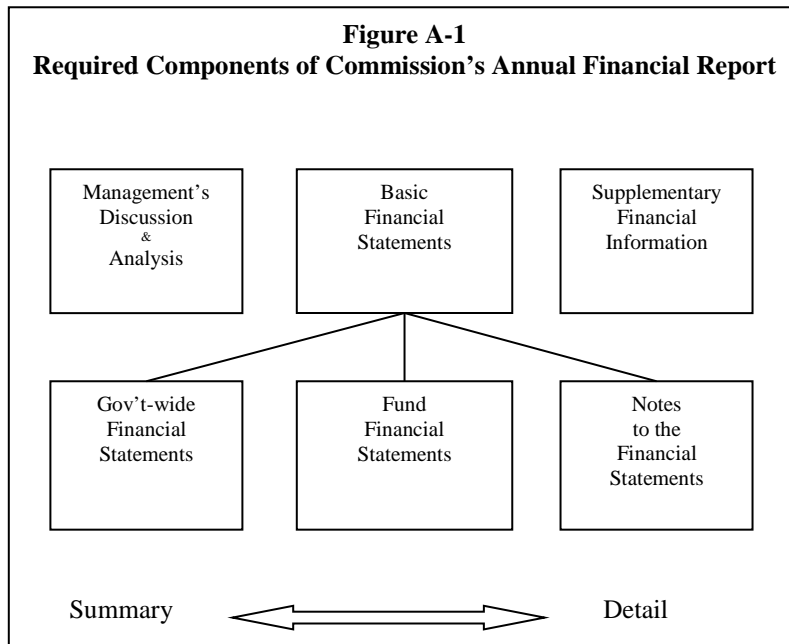
STATE PUBLIC CHARTER SCHOOL COMMISSION
(An Agency of the State of Hawaii)

MANAGEMENT'S DISCUSSION AND ANALYSIS (Continued)

For the Year Ended June 30, 2020

OVERVIEW OF THE FINANCIAL STATEMENTS (Continued)

The financial statements also include notes that explain certain information in the financial statements and provide more detailed information. The statements are followed by supplementary financial information that provides information on the federal expenditures. Figure A-1 shows how the required parts of the annual report are arranged and relate to one another.



STATE PUBLIC CHARTER SCHOOL COMMISSION
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MANAGEMENT'S DISCUSSION AND ANALYSIS (Continued)

For the Year Ended June 30, 2020

OVERVIEW OF THE FINANCIAL STATEMENTS (Continued)

Figure A-2 summarizes the major features of the Commission's financial statements, including the portion of the Commission they cover and the types of information they contain. The remainder of this overview section of management's discussion and analysis explains the structure and content of the financial statements.

<p style="text-align: center;">Figure A-2 Major Features of the Commission's Government-wide and Fund Financial Statements</p>		
	<i>Government-Wide Statements</i>	<i>Fund Statements: Governmental Funds</i>
Scope	Entire Commission	If the Commission operated proprietary or fiduciary funds these would be excluded from these statements.
Required financial statements	<ul style="list-style-type: none"> • Statement of Net Position • Statement of Activities 	<ul style="list-style-type: none"> • Balance Sheet • Statement of Revenues, Expenditures, and Changes in Fund Balances
Accounting basis and measurement focus	Accrual accounting and economic resources focus.	Modified accrual accounting and current financial resources focus.
Type of asset/liability information	All assets and liabilities, both financial and capital, and short-term and long-term.	Only assets expected to be used and liabilities that come due during the year or soon thereafter; no capital assets included.
Type of inflow/outflow information	All revenues and expenses during the year, regardless of when cash is received or paid.	Revenues for which cash is received during or soon after the end of the year; expenditures when goods or services have been received and payment is due during the year or soon thereafter.

STATE PUBLIC CHARTER SCHOOL COMMISSION
(An Agency of the State of Hawaii)

MANAGEMENT'S DISCUSSION AND ANALYSIS (Continued)

For the Year Ended June 30, 2020

OVERVIEW OF THE FINANCIAL STATEMENTS (Continued)

Government-Wide Financial Statements

The government-wide financial statements report information about the Commission as a whole using accounting methods similar to those used by private sector companies. The statement of net position includes all of the Commission's assets and liabilities. All of the current year's revenues and expenses are accounted for in the statement of activities regardless of when cash is received or paid.

The two government-wide statements report the Commission's net position and how net position has changed during the year. Net position, the difference between the Commission's assets and liabilities, is one way to measure the Commission's financial health or position.

- Over time, increases or decreases in the Commission's net position are an indicator of whether its financial health is improving or deteriorating, respectively.
- To assess the overall health of the Commission, one would need to consider additional nonfinancial factors including how well the Commission performed in meeting its statutory obligations.

The government-wide financial statements of the Commission are included in one category, Governmental Activities, although other governmental agencies may report their activities in as many as three categories. For completeness, each of the three different categories is described here even though the Commission's activities are all presented in the Governmental Activities category:

- Governmental Activities – All of the Commission's activities are included here, such as administration, financial services, federal programs support, and information technology support. Operating revenues, which include a percentage of total charter school appropriations and federal grant income, pay for most of these activities.
- Business-type Activities – If the Commission engaged in activities, such as self-insurance programs or activities where the Commission was operating more like a business, these activities would be reported in a separate column in its government-wide financial statements.
- Component Units – If the Commission was financially responsible for a separate entity or entities, usually a non-profit corporation that meets certain accounting rules, then the "component unit" would be reported as such because of the Commission's financial responsibility to the component unit.

Fund Financial Statements

The fund financial statements provide more detailed information about the Commission's most significant funds – not the Commission as a whole. Funds are accounting devices that the Commission uses to keep track of specific sources of funding and spending for particular purposes.

STATE PUBLIC CHARTER SCHOOL COMMISSION
(An Agency of the State of Hawaii)

MANAGEMENT'S DISCUSSION AND ANALYSIS (Continued)

For the Year Ended June 30, 2020

OVERVIEW OF THE FINANCIAL STATEMENTS (Continued)

The Commission reports its financial activities in two funds: the Commission General Fund and the Restricted – Federal Programs Fund. The Commission's general operations are reflected in the General Fund. Within the Restricted – Federal Programs Fund, the Commission records its activities for Federal Title I, Title II, Title III, Pre-K, Impact Aid, CARES ESSER, SPED, and Other Federal Programs.

FINANCIAL ANALYSIS OF THE COMMISSION AS A WHOLE

Net Position: The Commission's net position increased between the fiscal years ended June 30, 2019 and June 30, 2020 from \$379,356 to \$424,376 (See Table A-1).

Table A-1: Commission's Summary Comparative Statement of Net Position

	<u>2020</u>	<u>2019</u>	<u>Percentage Change</u> <u>2019-2020</u>
ASSETS			
Current assets	\$ 10,095,069	\$ 9,008,547	12%
Capital assets, net of depreciation	<u>59,405</u>	<u>66,692</u>	-11%
Total Assets	<u>\$ 10,154,474</u>	<u>\$ 9,075,239</u>	12%
LIABILITIES			
Current liabilities	<u>\$ 9,730,098</u>	<u>\$ 8,695,883</u>	12%
Total Liabilities	<u>9,730,098</u>	<u>8,695,883</u>	12%
NET POSITION			
Invested in capital assets	59,405	66,692	-11%
Unrestricted position	<u>364,971</u>	<u>312,664</u>	17%
Total net position	<u>424,376</u>	<u>379,356</u>	12%
Total liabilities and net position	<u>\$ 10,154,474</u>	<u>\$ 9,075,239</u>	12%

Increases or decreases in the net position may serve as a useful indicator of whether the Commission's financial condition is improving or deteriorating. Some of the Commission's net position is restricted as to the purposes for which they can be used because they are invested in capital assets, primarily computer equipment.

STATE PUBLIC CHARTER SCHOOL COMMISSION
(An Agency of the State of Hawaii)

MANAGEMENT'S DISCUSSION AND ANALYSIS (Continued)

For the Year Ended June 30, 2020

FINANCIAL ANALYSIS OF THE COMMISSION AS A WHOLE (Continued)

Changes in the Commission's Net Position

	<u>2020</u>	<u>2019</u>	Percentage Change <u>2019-2020</u>
Revenues			
Federal grants	\$ 2,032,556	\$ 2,440,923	-17%
State Commission funding	1,694,602	1,647,537	3%
Other income	69,120	35,351	96%
Total revenues	<u>3,796,278</u>	<u>4,123,811</u>	-8%
Expenses			
Payroll and related expenses	2,423,591	2,604,492	-7%
Professional services	866,217	919,273	-6%
Travel	185,342	262,929	-30%
Building leases	107,898	99,407	9%
Meeting refreshments and meals	29,805	30,879	-3%
Rental	23,316	29,141	-20%
Depreciation	19,769	14,037	41%
Utilities	19,326	15,472	25%
Professional development	17,608	58,767	-70%
Repairs and maintenance	12,806	19,532	-34%
Telecommunications	11,419	8,586	33%
Miscellaneous	9,217	2,745	236%
Parking	9,045	18,317	-51%
Supplies	6,612	31,841	-79%
Dues and subscriptions	3,133	1,491	110%
Computer	2,986	5,026	-41%
Printing and advertising	2,124	123	1627%
Postage	1,044	1,543	-32%
Total Expenses	<u>3,751,258</u>	<u>4,123,601</u>	-9%
Transfers			
Transfers in	113,587,632	106,869,969	6%
Transfers out	(113,587,632)	(106,869,969)	-6%
Total transfers	<u>-</u>	<u>-</u>	
Change in net position	45,020	210	21338%
Net position – beginning of year	<u>379,356</u>	<u>379,146</u>	0%
Net position – end of year	<u>\$ 424,376</u>	<u>\$ 379,356</u>	12%

The narrative that follows considers the operations of the Commission's governmental activities.

STATE PUBLIC CHARTER SCHOOL COMMISSION
(An Agency of the State of Hawaii)

MANAGEMENT'S DISCUSSION AND ANALYSIS (Continued)

For the Year Ended June 30, 2020

FINANCIAL ANALYSIS OF THE COMMISSION AS A WHOLE (Continued)

In the fiscal year ended June 30, 2020, the Commission's total revenues decreased by 8% to \$3,796,278, compared to total revenues of \$4,123,811 in the fiscal year ended June 30, 2019. State funding continues to be a significant source of funds for charter schools, as provided by statute and appropriated by the State Legislature. In fiscal years ended June 30, 2020 and 2019, federal revenues amounted to 54% and 59% of total revenues for the Commission, or \$2,032,556 and \$2,440,923, respectively. In the fiscal year ended June 30, 2020, funding provided to administer the Commission increased by 3% or by \$47,065 and other income increased by 96% or by \$33,769 due to funding changes from the State Department of Education.

In the fiscal year ended June 30, 2020, the total cost of all programs and services provided by the Commission decreased by 9% or by \$372,343. Expenses for the Commission cover a range of services as required by statute to support the Commission in its role as authorizer. Significant changes in expenses in the fiscal year ended June 30, 2020 include:

- Payroll and related expenses decreased 7% or \$180,019 due to turnover in the executive director position and various specialist positions.
- Travel expenses decreased 30% or \$77,587 due to travel restrictions brought on by the COVID-19 pandemic.
- Depreciation expenses increased 41% or 5,732 due to increases in office and computer equipment purchased in the prior and current fiscal years.
- Professional development expenses decreased 70% or \$41,159 due to cancellation and postponement of professional development events for charter schools and the Commission due to the COVID-19 pandemic.
- Repairs and maintenance expenses decreased 34% or \$6,726 due to a decrease in the use of on-site equipment and supplies due to the COVID-19 pandemic.
- Telecommunications expenses increased 33% or \$2,833 due to technology infrastructure needed at the Commission's new office space.
- Miscellaneous expenses increased 236% or \$6,472 due to the move to the new office space and for the purchase of personal protective equipment and supplies associated with health and safety measures during the COVID-19 pandemic.
- Parking expenses decreased 51% or \$9,272 due to the cancellation of in-person meetings and professional development events due to the COVID-19 pandemic.
- Supply expenses decreased 79% or \$25,229 due to the initiation of telework procedures for the Commission staff brought on by the COVID-19 pandemic.
- Dues and subscription expenses increased 110% or \$1,642 due to higher utilization of remote online meeting applications to allow for telework and teleconferencing.
- Computer expenses decreased 41% or \$2,040 due to limiting the purchase of new equipment and supplies.
- Printing and advertising expenses increased 1,627% or \$2,001 due to printing materials for charter school educational programs that were distributed to all the charter schools.
- Postage expenses decreased 32% or \$499 due to a decrease in the need for mass mailing to charter schools and the communities they serve.

STATE PUBLIC CHARTER SCHOOL COMMISSION
(An Agency of the State of Hawaii)

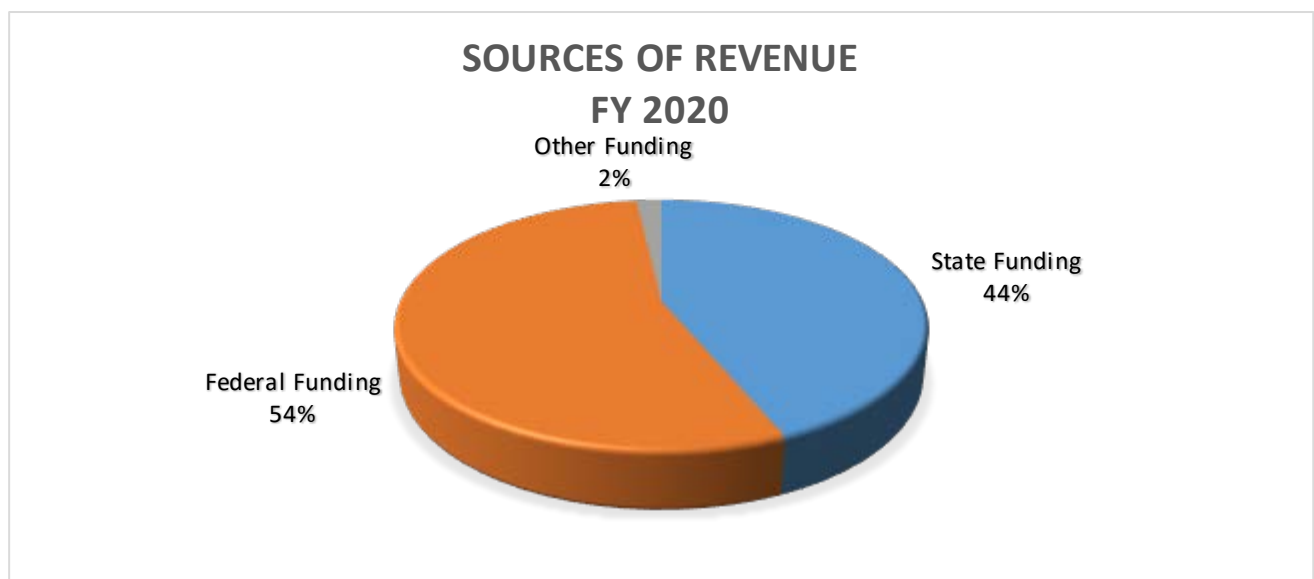
MANAGEMENT'S DISCUSSION AND ANALYSIS (Continued)

For the Year Ended June 30, 2020

FINANCIAL ANALYSIS OF THE COMMISSION AS A WHOLE (Continued)

The narrative that follows considers the operations of the Commission's governmental activities (Figure-1).

Figure-1



Governmental activities

The cost of all governmental activities of the Commission for the fiscal year ended June 30, 2020 was \$3,708,576, a decrease of 10% or \$408,962, compared to \$4,117,538 for the fiscal year ended June 30, 2019.

Business-type activities

Some governmental agencies charge fees to customers to fund certain types of services it provides. If the Commission operated business type funds, these activities would be reported as such. For fiscal years ended June 30, 2020 and 2019, the Commission did not engage in any business-type activities.

STATE PUBLIC CHARTER SCHOOL COMMISSION
(An Agency of the State of Hawaii)

MANAGEMENT'S DISCUSSION AND ANALYSIS (Continued)

For the Year Ended June 30, 2020

FINANCIAL ANALYSIS OF THE COMMISSION'S FUNDS

As the Commission completed the current fiscal year, its governmental funds reported a fund balance of \$424,376, an increase from the prior fiscal year of \$379,356.

CAPITAL ASSET AND LONG-TERM DEBT ACTIVITIES

The Commission's capital asset policy provides that furniture and equipment purchases that exceed \$500 with a useful life of greater than one year be capitalized and depreciated over the asset's useful life. During the year ended June 30, 2020, the Commission made purchases of \$12,482 of furniture or equipment that were capitalized and had no disposals during the year. The Commission has no long-term debt obligations.

ECONOMIC FACTORS AND NEXT YEAR'S BUDGET AND RATES

The official enrollment count date for charter schools is October 15 of each year. Enrollment among the charter schools grew by approximately 3% in the 2019-20 school year to 12,060 compared to 11,680 in the 2018-19 school year.

CONTACTING THE COMMISSION'S FINANCIAL MANAGEMENT

This financial report is designed to provide stakeholders with a general overview of the Commission's finances and to demonstrate the Commission's accountability for the funds it receives. Should you have questions about this report or need additional financial information, contact the SPCSC Fiscal Services team, 1164 Bishop Street, Suite 1100, Honolulu, Hawaii 96813.

PART II
FINANCIAL INFORMATION SECTION

INDEPENDENT AUDITOR'S REPORT

State Public Charter School Commission:

Report on the Financial Statements

We have audited the accompanying financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of the State Public Charter School Commission (Commission), an agency of the State of Hawaii, as of and for the year ended June 30, 2020, and the related notes to the financial statements, which collectively comprise the Commission's basic financial statements as listed in the table of contents.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinions on the Financial Statements

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities, each major fund, and the aggregate remaining fund information of the Commission as of June 30, 2020, and the respective changes in financial position and, where applicable, cash flows thereof for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Other Matters – Required Supplementary Information

Accounting principles generally accepted in the United States of America require that the management's discussion and analysis on pages 3 through 11 be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board which considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Management has omitted the budgetary comparison information that accounting principles generally accepted in the United States of America require to be presented to supplement the basic financial statements. Such missing information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board which considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. Our opinion on the basic financial statements is not affected by the missing information.

Other Matters – Other Information

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise the Commission's basic financial statements. The accompanying Schedule of Expenditures of Federal Awards is presented for purposes of additional analysis as required by the audit requirements of Title 2 U.S. Code of Federal Regulations (CFR) Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance), and is not a required part of the basic financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the basic financial statements. The information has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the Schedule of Expenditures of Federal Awards is fairly stated in all material respects in relation to the basic financial statements as a whole.

Report on Prior Year Comparative Information

We have previously audited the Commission's financial statements as of and for the year ended June 30, 2019, and we expressed an unmodified audit opinion on those audited financial statements in our report dated October 31, 2019. In our opinion, the accompanying prior year comparative information as of and for the year ended June 30, 2019 is consistent, in all material respects, with the audited financial statements from which it has been derived.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated November 12, 2020, on our consideration of the Commission's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts and grants agreements, and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the Commission's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the Commission's internal control over financial reporting and compliance.

CW ASSOCIATES, CPAs

Honolulu, Hawaii
November 12, 2020

STATE PUBLIC CHARTER SCHOOL COMMISSION
(An agency of the State of Hawaii)

STATEMENT OF NET POSITION – GOVERNMENTAL ACTIVITIES

As of June 30, 2020
(With Prior Year Comparative Information)

	<u>2020</u>	<u>2019</u>
Current Assets		
Cash and cash equivalents	\$4,345,581	\$4,181,656
Accounts receivable – net	67,347	49,120
Pass through receivable from State	5,237,360	4,419,173
Funds held for others	444,781	340,528
Prepaid expenses	-	18,070
Total current assets	<u>10,095,069</u>	<u>9,008,547</u>
Capital assets, net of depreciation	<u>59,405</u>	<u>66,692</u>
Total assets	<u>10,154,474</u>	<u>9,075,239</u>
Current Liabilities		
Accounts payable	371,918	245,590
Unearned revenue	3,385,531	4,164,282
Pass through payable to charter schools	4,565,312	3,681,154
Pass through payable to State	662,832	-
Liability for funds held for others	444,781	340,528
Accrued leave earnings	297,921	262,526
Accrued liabilities	1,803	1,803
Total current liabilities	<u>9,730,098</u>	<u>8,695,883</u>
Net position		
Invested in capital assets	59,405	66,692
Unrestricted position	<u>364,971</u>	<u>312,664</u>
Total net position	<u>\$ 424,376</u>	<u>\$ 379,356</u>

See accompanying notes to the financial statements.

STATE PUBLIC CHARTER SCHOOL COMMISSION
(An agency of the State of Hawaii)

STATEMENT OF ACTIVITIES – GOVERNMENTAL ACTIVITIES

For the Year Ended June 30, 2020
(With Prior Year Comparative Information)

	2020			2019		
<u>Functions/Programs</u>	<u>Expenses</u>	<u>Operating Grants Revenues</u>	<u>Net (Expenses) Revenues and Changes in Net Position</u>	<u>Expenses</u>	<u>Operating Grants Revenues</u>	<u>Net (Expenses) Revenues and Changes in Net Position</u>
Governmental activities						
Support and administrative services	\$ 1,718,702	\$ -	\$ (1,718,702)	\$ 1,682,678	\$ -	\$ (1,682,678)
Instructional enhancement	<u>98,933,111</u>	<u>98,933,111</u>	<u>-</u>	<u>94,431,277</u>	<u>94,431,277</u>	<u>-</u>
Total governmental activities	<u>\$ 100,651,813</u>	<u>\$ 98,933,111</u>	<u>(1,718,702)</u>	<u>\$ 96,113,955</u>	<u>\$ 94,431,277</u>	<u>(1,682,678)</u>
General revenues						
State Commission funding			1,694,602			1,647,537
Other income			<u>69,120</u>			<u>35,351</u>
Change in net position			45,020			210
Net position – beginning of year			<u>379,356</u>			<u>379,146</u>
Net position – end of year			<u>\$ 424,376</u>			<u>\$ 379,356</u>

See accompanying notes to the financial statements.

STATE PUBLIC CHARTER SCHOOL COMMISSION
(An agency of the State of Hawaii)

BALANCE SHEET – GOVERNMENTAL FUNDS

As of June 30, 2020
(With Prior Year Comparative Information)

	<u>General</u>	Restricted <u>Funds</u>	<u>Total</u>	
			<u>2020</u>	<u>2019</u>
ASSETS				
Cash				
Cash and cash equivalents	\$ 959,823	\$ 3,385,531	\$ 4,345,354	\$ 4,181,361
Cash held for others	-	444,781	444,781	340,528
Petty cash	<u>227</u>	<u>-</u>	<u>227</u>	<u>295</u>
Total cash	960,050	3,830,312	4,790,362	4,522,184
Accounts receivable – net	67,347	-	67,347	49,120
Pass through receivable from State	5,237,360	-	5,237,360	4,419,173
Prepaid expenses	<u>-</u>	<u>-</u>	<u>-</u>	<u>18,070</u>
TOTAL ASSETS	<u>\$ 6,264,757</u>	<u>\$ 3,830,312</u>	<u>\$ 10,095,069</u>	<u>\$ 9,008,547</u>
LIABILITIES				
Accounts payable	\$ 371,918	\$ -	\$ 371,918	\$ 245,590
Unearned revenue	-	3,385,531	3,385,531	4,164,282
Pass through payable to schools	4,565,312	-	4,565,312	3,681,154
Pass through payable to state	662,832	-	662,832	-
Liability for cash held for others	-	444,781	444,781	340,528
Accrued liabilities	<u>1,803</u>	<u>-</u>	<u>1,803</u>	<u>1,803</u>
Total liabilities	<u>5,601,865</u>	<u>3,830,312</u>	<u>9,432,177</u>	<u>8,433,357</u>
FUND BALANCE				
Unassigned	<u>662,892</u>	<u>-</u>	<u>662,892</u>	<u>575,190</u>
Total fund balance	<u>662,892</u>	<u>-</u>	<u>662,892</u>	<u>575,190</u>
TOTAL LIABILITIES AND FUND BALANCE	<u>\$ 6,264,757</u>	<u>\$ 3,830,312</u>	<u>\$ 10,095,069</u>	<u>\$ 9,008,547</u>

See accompanying notes to the financial statements.

STATE PUBLIC CHARTER SCHOOL COMMISSION
(An agency of the State of Hawaii)

**RECONCILIATION OF THE BALANCE SHEET – GOVERNMENTAL FUNDS
TO THE STATEMENT OF NET POSITION – GOVERNMENTAL ACTIVITIES**

As of June 30, 2020

Total fund balance – governmental funds	\$662,892
Amounts reported for governmental activities that are different in the Statement of Net Position due to	
Capital assets used in governmental activities are not financial resources and therefore not reported in the governmental funds	59,405
Accrued leave earnings are not reported in the governmental funds	<u>(297,921)</u>
Total net position – governmental activities	<u><u>\$424,376</u></u>

See accompanying notes to the financial statements.

STATE PUBLIC CHARTER SCHOOL COMMISSION
(An agency of the State of Hawaii)

**STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN
FUND BALANCE – GOVERNMENTAL FUNDS**

For the Year Ended June 30, 2020
(With Prior Year Comparative Information)

	Restricted Funds									2020	2019
	General	Title I	Title II	Title III	PreK Grant	Impact Aid	CARES ESSER	SPED	Other		
REVENUES											
Federal grants	\$ 59,225	\$ 1,446,010	\$ -	\$ 16,418	\$ 492,003	\$ -	\$ -	\$ -	\$ 18,900	\$ 2,032,556	\$ 2,440,923
State Commission funding	1,694,602	-	-	-	-	-	-	-	-	1,694,602	1,647,537
Other income	69,120	-	-	-	-	-	-	-	-	69,120	35,351
Total revenues	<u>1,822,947</u>	<u>1,446,010</u>	<u>-</u>	<u>16,418</u>	<u>492,003</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>18,900</u>	<u>3,796,278</u>	<u>4,123,811</u>
EXPENDITURES											
Payroll and related expenses	1,286,843	782,758	-	-	299,695	-	-	-	18,900	2,388,196	2,568,215
Professional services	212,623	536,515	-	9,000	108,079	-	-	-	-	866,217	919,273
Travel	59,043	89,673	-	6,560	30,066	-	-	-	-	185,342	262,929
Building leases	107,898	-	-	-	-	-	-	-	-	107,898	99,407
Meeting refreshments and meal	1,318	1,521	-	858	26,108	-	-	-	-	29,805	30,879
Rental	265	21,332	-	-	1,719	-	-	-	-	23,316	29,141
Utilities	19,326	-	-	-	-	-	-	-	-	19,326	15,472
Supplies	3,673	924	-	-	14,497	-	-	-	-	19,094	76,092
Professional development	6,862	5,603	-	-	5,143	-	-	-	-	17,608	58,767
Repairs and maintenance	12,052	-	-	-	754	-	-	-	-	12,806	19,532
Telecommunications	3,881	5,461	-	-	2,077	-	-	-	-	11,419	8,586
Miscellaneous	9,054	73	-	-	90	-	-	-	-	9,217	2,745
Parking	7,525	-	-	-	1,520	-	-	-	-	9,045	18,317
Dues and subscriptions	2,675	132	-	-	326	-	-	-	-	3,133	1,491
Computer	1,428	13	-	-	1,545	-	-	-	-	2,986	5,026
Printing and advertising	119	2,005	-	-	-	-	-	-	-	2,124	123
Postage	660	-	-	-	384	-	-	-	-	1,044	1,543
Total expenditures	<u>1,735,245</u>	<u>1,446,010</u>	<u>-</u>	<u>16,418</u>	<u>492,003</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>18,900</u>	<u>3,708,576</u>	<u>4,117,538</u>
CHANGE IN NET POSITION	<u>87,702</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>87,702</u>	<u>6,273</u>

(Continued)

STATE PUBLIC CHARTER SCHOOL COMMISSION
(An agency of the State of Hawaii)

**STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN
FUND BALANCE – GOVERNMENTAL FUNDS (Continued)**

For the Year Ended June 30, 2020
(With Prior Year Comparative Information)

	Restricted Funds										
	<u>General</u>	<u>Title I</u>	<u>Title II</u>	<u>Title III</u>	<u>Pre-K</u>	<u>Impact Aid</u>	<u>CARES ESSER</u>	<u>SPED</u>	<u>Other</u>	<u>2020</u>	<u>2019</u>
CHANGE IN NET POSITION	\$ 87,702	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 87,702	\$ 6,273
OTHER FINANCING SOURCES (USES)											
Transfers in	94,786,566	6,249,557	161,483	-	5,717,373	3,594,293	2,208,686	662,808	206,865	113,587,632	106,869,969
Transfers out	(94,786,566)	(6,249,557)	(161,483)	-	(5,717,373)	(3,594,293)	(2,208,686)	(662,808)	(206,865)	(113,587,632)	(106,869,969)
Total other financing sources (uses)	-	-	-	-	-	-	-	-	-	-	-
NET CHANGE IN FUND BALANCE	87,702	-	-	-	-	-	-	-	-	87,702	6,273
FUND BALANCE, BEGINNING OF YEAR	575,190	-	-	-	-	-	-	-	-	575,190	568,917
FUND BALANCE, END OF YEAR	\$ 662,892	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 662,892	\$ 575,190

See accompanying notes to the financial statements.

STATE PUBLIC CHARTER SCHOOL COMMISSION
(An agency of the State of Hawaii)

**RECONCILIATION OF THE STATEMENT OF REVENUES, EXPENDITURES,
AND CHANGES IN FUND BALANCE – GOVERNMENTAL FUNDS TO THE STATEMENT OF
ACTIVITIES – GOVERNMENTAL ACTIVITIES**

For the Year Ended June 30, 2020

Total net change in fund balance – governmental funds		\$ 87,702
Amounts reported for governmental activities that are different in the Statement of Activities due to		
Governmental funds report capital asset outlays (disposals) as expenditures		
Capital Asset Outlays Recorded in the Current Period	\$ 12,482	
Depreciation expense	<u>(19,769)</u>	
		(7,287)
Net change in obligations for accrued vested vacation benefits is reported in the Statement of Activities, but is not reported as an expenditure in the governmental funds as it does not require the use of current financial resources.		<u>(35,395)</u>
Change in net position of governmental activities		<u>\$ 45,020</u>

See accompanying notes to the financial statements.

STATE PUBLIC CHARTER SCHOOL COMMISSION
(An agency of the State of Hawaii)

STATEMENT OF CASH FLOWS

For the Year Ended June 30, 2020
(With Prior Year Comparative Information)

	<u>General</u>	<u>Title I</u>	<u>Title II</u>	<u>Title III</u>	<u>PreK Grant</u>	<u>Impact Aid</u>	<u>School Improvement Grant</u>	<u>Other</u>	<u>Total All Funds 2020</u>	<u>Total All Funds 2019</u>
RECONCILIATION OF CHANGE IN NET POSITION TO										
NET CASH PROVIDED BY (USED IN) OPERATING ACTIVITIES										
Change in net position	\$ 45,020	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 45,020	\$ 210
Adjustments to reconcile change in net position										
to net cash provided by (used in) operating activities										
Depreciation	19,769	-	-	-	-	-	-	-	19,769	14,037
Changes in operating assets and liabilities										
Accounts receivable and pass through receivable										
from State	(836,414)	-	-	-	-	-	-	-	(836,414)	(3,284,976)
Prepaid expenses	18,070	-	-	-	-	-	-	-	18,070	(18,070)
Accounts payable, pass through payable to State and Charter Schools,										
and accrued expenses	1,812,966	-	-	-	-	-	-	-	1,812,966	(60,852)
Unearned revenue	-	(86,456)	84,712	(4,391)	(1,002,993)	167,870	-	62,507	(778,751)	(4,351,255)
NET CASH PROVIDED BY (USED IN)										
OPERATING ACTIVITIES	<u>\$ 1,059,411</u>	<u>\$ (86,456)</u>	<u>\$ 84,712</u>	<u>\$ (4,391)</u>	<u>\$ (1,002,993)</u>	<u>\$ 167,870</u>	<u>\$ -</u>	<u>\$ 62,507</u>	<u>\$ 280,660</u>	<u>\$ (7,700,906)</u>

(Continued)

STATE PUBLIC CHARTER SCHOOL COMMISSION
(An agency of the State of Hawaii)

STATEMENT OF CASH FLOWS (Continued)

For the Year Ended June 30, 2020
(With Prior Year Comparative Information)

	<u>General</u>	<u>Title I</u>	<u>Title II</u>	<u>Title III</u>	<u>PreK Grant</u>	<u>Impact Aid</u>	<u>School Improvement Grant</u>	<u>Other</u>	<u>Total All Funds 2020</u>	<u>Total All Funds 2019</u>
Cash Flows from Operating Activities										
Cash received from State	\$ 98,160,297	\$ -	\$ -	\$ -	\$ 4,000,000	\$ 167,870	\$ -	\$ 350,329	\$ 102,678,496	\$ 100,040,137
Cash received from Federal Government	-	7,587,322	231,192	12,027	1,181,790	3,541,387	-	-	12,553,718	2,000,000
Other cash receipts	-	-	-	-	24,592	-	-	-	24,592	1,087,463
Cash paid to Charter Schools	(97,100,886)	(6,307,485)	(146,480)	-	(5,717,372)	(3,541,387)	-	(287,822)	(113,101,432)	(107,886,409)
Cash paid to State	-	-	-	-	-	-	-	-	-	(1,019,586)
Cash paid to employees and vendors	-	(1,366,293)	-	(16,418)	(492,003)	-	-	-	(1,874,714)	(1,922,511)
Net cash provided by (used in) operating activities	<u>1,059,411</u>	<u>(86,456)</u>	<u>84,712</u>	<u>(4,391)</u>	<u>(1,002,993)</u>	<u>167,870</u>	<u>-</u>	<u>62,507</u>	<u>280,660</u>	<u>(7,700,906)</u>
Cash Flows from Investing Activities										
Purchase of capital assets	(12,482)	-	-	-	-	-	-	-	(12,482)	(44,251)
Net cash used in investing activities	<u>(12,482)</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>(12,482)</u>	<u>(44,251)</u>
Net increase/(decrease) in cash	1,046,929	(86,456)	84,712	(4,391)	(1,002,993)	167,870	-	62,507	268,178	(7,745,157)
Cash, including funds held for others, beginning of year	<u>357,901</u>	<u>(293,946)</u>	<u>(45,262)</u>	<u>81,771</u>	<u>3,903,379</u>	<u>190,709</u>	<u>153,968</u>	<u>173,664</u>	<u>4,522,184</u>	<u>12,267,341</u>
Cash, including funds held for others, ending of year	<u>\$ 1,404,830</u>	<u>\$ (380,402)</u>	<u>\$ 39,450</u>	<u>\$ 77,380</u>	<u>\$ 2,900,386</u>	<u>\$ 358,579</u>	<u>\$ 153,968</u>	<u>\$ 236,171</u>	<u>\$ 4,790,362</u>	<u>\$ 4,522,184</u>

See accompanying notes to the financial statements.

STATE PUBLIC CHARTER SCHOOL COMMISSION
(An agency of the State of Hawaii)

NOTES TO THE FINANCIAL STATEMENTS

For the Year Ended June 30, 2020
(With Prior Year Comparative Information)

NOTE A – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Organization and Activity

The State Public Charter School Commission (Commission) was formed pursuant to Hawaii State Legislature (Legislature) Hawaii Revised Statutes 302D-3 and is attached to the Department of Education (DOE) for administrative purposes only. Among other duties, the Commission is responsible for the following:

- Preparing and executing the budget for the Commission,
- Allocating annual appropriations to the charter schools based on student enrollment,
- Monitoring charter school compliance with various state laws,
- Representing charter schools in communications with the Board of Education (BOE), and
- Chartering jurisdiction and authorizing public charter schools throughout the State of Hawaii (State).

In order to fulfill these responsibilities, the Commission employs an Executive Director and Framework Managers along with staff in its Honolulu, Hawaii office. All staff report to the Executive Director who reports to the Commission.

The Commission receives funding from the State. Other support is in the form of payments for administrative costs allocated from various federal grants.

These financial statements are intended to present the financial position and activity of only the Commission and not that of the DOE. Additionally, these financial statements do not represent any balances or activities of the individual charter schools.

Basis of Accounting

The accompanying financial statements and accounting policies of the Commission are in accordance with accounting principles generally accepted in the United States of America (U.S. GAAP) as applicable to governmental units.

Government-Wide and Fund Financial Statements

The government-wide financial statements consist of the statement of net position and the statement of activities. These statements report all activities of the primary governmental unit. The statement of activities demonstrates the degree to which the direct expenses of a given function are offset by program revenues. Direct expenses are those that are clearly identifiable with a specific function. Program revenues include grants that are restricted to meeting the operational requirements of a particular function. Other items not properly included among program revenues are reported instead as general revenues. The Commission does not allocate general government (indirect) expenses to other functions.

STATE PUBLIC CHARTER SCHOOL COMMISSION
(An agency of the State of Hawaii)

NOTES TO THE FINANCIAL STATEMENTS (Continued)

For the Year Ended June 30, 2020
(With Prior Year Comparative Information)

NOTE A – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Government-Wide and Fund Financial Statements (Continued)

Governmental funds financial statements are reported using the current financial resources measurement focus and the modified accrual basis of accounting. Revenues are recognized when they are both measurable and available. Revenues are considered to be available when they are collectible within the current period or soon enough thereafter to pay liabilities of the current period. For this purpose, the Commission considers revenues other than federal grants and assistance awards to be available if they are collected within 60 days of the end of the fiscal year.

Federal grants and assistance awards made on the basis of entitlement periods are recorded as revenues when available and entitlement occurs which is generally within 12 months of the end of the current fiscal year. All other federal reimbursement-type grants are recorded as intergovernmental receivables and revenues when the related expenditures or expenses are incurred and funds are available.

Expenditures are generally recorded when a liability is incurred. However, expenditures related to compensated absences and claims and judgments, are recorded only when payment is due.

Encumbrances are recorded obligations in the form of purchase orders or contracts. The Commission records encumbrances at the time purchase orders or contracts are awarded and executed. Encumbrances outstanding at fiscal year-end are reported as restrictions, assignments, or commitments (no commitments in 2020 and 2019) of fund balances since they do not constitute expenditures or liabilities.

Fund Accounting

The financial statements of the Commission are recorded in individual funds, each of which is deemed to be a separate accounting entity with a self-balancing set of accounts. The Commission uses fund accounting to report on its financial position and results of operations. Fund accounting is designed to demonstrate legal compliance and to aid financial management by segregating transactions related to certain government functions or activities.

Net Position

In the government-wide financial statements, net position is reported in three categories: net investment in capital assets, net of related debt, if any; restricted (none in 2020 and 2019); and unrestricted. Restricted category components are restricted by parties outside of a State agency (such as citizens, public interest groups, or the judiciary) or imposed by law through enabling legislation.

Fund Balance Reporting

In the fund financial statements, governmental funds report reservations of fund balance for amounts that are not available for appropriation or are legally restricted by outside parties for use for a specific purpose. Designations of fund balances represent tentative management plans that are subject to change.

STATE PUBLIC CHARTER SCHOOL COMMISSION
(An agency of the State of Hawaii)

NOTES TO THE FINANCIAL STATEMENTS (Continued)

For the Year Ended June 30, 2020
(With Prior Year Comparative Information)

NOTE A – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Fund Balance Reporting (Continued)

In accordance with Government Accounting Standards Board (GASB) Statement No. 54, *Fund Balance Reporting and Governmental Fund Type Definitions*, the Commission classifies fund balances based primarily on the extent to which it is bound to follow constraints on how resources can be spent. Classifications used by the Commission are:

Restricted – Represents resources that are restricted to specific purposes usually imposed by external parties such as creditors, grantors, or other governments.

Committed – Represents resources that can only be used for specific purposes pursuant to formal action of the Legislature (none in 2020 and 2019).

Assigned – Represents resources that are constrained by management’s intent to be used for specific purposes, but are neither restricted nor committed (none in 2020 and 2019).

Unassigned – Represents residual balances that are neither nonspendable, restricted, committed or assigned.

Encumbrance balances at year-end are reflected as assigned. The Commission’s Special Funds consist of specific revenue sources restricted or committed as to expenditure for specific purposes other than debt service or capital projects. Restricted and committed revenues are expected to comprise a substantial portion of the fund inflows. Funds not meeting these criteria are reported in the general fund. The spending policy of the Commission’s Special Funds is, in order of priority, restricted, committed, and then assigned. The Commission’s classification of Special Fund inflows are restricted (federal grants), program revenues (committed), transfers from other funds (assigned), investment income (assigned unless restricted), and miscellaneous revenues (assigned). The Commission’s Special Funds are not encumbered.

Use of Estimates

The preparation of financial statements in conformity with U.S. GAAP requires management to make estimates and assumptions that affect the amounts reported in the basic financial statements and accompanying notes. Actual results could differ from those estimates, and it is reasonably possible that such estimates may change within the near term.

Accrued Leave Earnings

The Commission’s policy is to permit employees to accumulate earned but unused vacation and sick leave benefits. There is no liability for unpaid accumulated sick leave as sick leave is not convertible to pay upon termination of employment. All vacation pay is accrued when incurred in the government-wide financial statements. A liability for these amounts is reported in the governmental funds only if they have matured, for example, as a result of employee resignations and retirements.

STATE PUBLIC CHARTER SCHOOL COMMISSION
(An agency of the State of Hawaii)

NOTES TO THE FINANCIAL STATEMENTS (Continued)

For the Year Ended June 30, 2020
(With Prior Year Comparative Information)

NOTE A – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Cash and Cash Equivalents

Cash and cash equivalents include all cash and unrestricted highly liquid investments with original maturities of three months or less.

Unearned Revenue

The Commission reports unearned revenue in the financial statements. Unearned revenue arises when potential revenue does not meet both the measurable and available criteria for recognition in the current period. In general, federal monies received in the current year, which have not been expended for the federal purpose by year-end are unearned.

Capital Assets, Net of Depreciation

Capital assets purchased or acquired with an original cost of \$500 or more are reported in the statement of net position, at cost. Maintenance and repairs are charged to operations when incurred. Betterments and major improvements which significantly increase values, change capacities, or extend useful lives are capitalized. When assets are retired or otherwise disposed of, the cost and accumulated depreciation are removed from the accounts, and any resulting gain or loss is recognized in the statement of activities.

The Commission's capital assets consist of furniture and equipment which are depreciated using the straight-line method over their estimated useful lives of five to seven years.

Pass Through Receivable and Payable Accounts

The Commission acts as an intermediary for payroll and related benefits that are due and/or payable between the State and individual charter schools. For charter schools that choose to be on the DOE system, the Commission records a pass through receivable from charter schools and a payable to the DOE for the payroll amount. Charter schools on a proprietary payroll system, pay the full report amount, which includes fringe benefits and payroll taxes. As with all State agencies, employer payroll taxes are paid by the State of Hawaii Department of Budget & Finance and the Commission records a pass through receivable from the State and payable to the charter schools.

Federal program funds that have been received by the Commission by June 30, 2020 and are to be directly passed on to the charter schools, but paid to the charter schools after year-end, are also included in the pass through accounts.

STATE PUBLIC CHARTER SCHOOL COMMISSION
(An agency of the State of Hawaii)

NOTES TO THE FINANCIAL STATEMENTS (Continued)

For the Year Ended June 30, 2020
(With Prior Year Comparative Information)

NOTE B – CASH AND CASH EQUIVALENTS AND INVESTMENTS

The State of Hawaii, Director of Finance is responsible for the safekeeping of all monies deposited into the State Treasury. The Director of Finance pools and invests any monies of the Commission, which in the Director's judgment, are in excess of the amounts necessary for meeting the specific requirements of the Commission. Investment earnings are allocated to the Commission based on its equity interest in the pooled monies.

Legally authorized investments include obligations of or guaranteed by the U.S. Government, obligations of the State, federally-insured savings and checking accounts, certificates of deposits, and repurchase agreements with federally-insured financial institutions.

NOTE C – CAPITAL ASSETS

For the year ended June 30, 2020, capital asset activity for the governmental activities of the Commission was as follows:

	<u>Beginning Balance</u>	<u>Increases</u>	<u>Decreases</u>	<u>Ending Balance</u>
Office and Computer Equipment	\$ 323,715	\$ 12,482	\$ -	\$ 336,197
Accumulated depreciation	<u>(257,023)</u>	<u>(19,769)</u>	<u>-</u>	<u>(276,792)</u>
Capital assets, net of depreciation	<u>\$ 66,692</u>	<u>\$ (7,287)</u>	<u>\$ -</u>	<u>\$ 59,405</u>

For the year ended June 30, 2019, capital asset activity for the governmental activities of the Commission was as follows:

	<u>Beginning Balance</u>	<u>Increases</u>	<u>Decreases</u>	<u>Ending Balance</u>
Office and Computer Equipment	\$ 279,464	\$ 44,251	\$ -	\$ 323,715
Accumulated depreciation	<u>(242,986)</u>	<u>(14,037)</u>	<u>-</u>	<u>(257,023)</u>
Capital assets, net of depreciation	<u>\$ 36,478</u>	<u>\$ 30,214</u>	<u>\$ -</u>	<u>\$ 66,692</u>

STATE PUBLIC CHARTER SCHOOL COMMISSION
(An agency of the State of Hawaii)

NOTES TO THE FINANCIAL STATEMENTS (Continued)

For the Year Ended June 30, 2020
(With Prior Year Comparative Information)

NOTE D – LEASES

The Commission leases office space and office equipment in Honolulu, Hawaii under operating leases. In April 2020, the Commission moved to a new office space and signed a lease effective through March 31, 2030. The new office space lease includes a monthly base rent of \$10,475 with no additional common area maintenance (CAM) expenses. The previous lease ended in March 2020 and included a monthly base rent of \$2,927 plus CAM expenses of \$4,583. The office equipment lease includes a monthly base rent of \$864 plus additional usage charges. Rent expense for the years ended June 30, 2020 and 2019 totaled \$131,214 and \$128,549, respectively. At June 30, 2020, future minimum lease rent payments are expected to approximate the following:

Years Ending June 30th	
2021	\$ 126,900
2022	\$ 127,900
2023	\$ 131,000
2024	\$ 129,600
2025	\$ 125,400
Thereafter (cumulative)	\$ 622,700

NOTE E – CONTINGENCIES

The Commission is subject to legal proceedings, claims, or litigation arising in the ordinary course of business for which it seeks the advice of the Attorney General of the State of Hawaii. Management estimates that the cost to resolve such matters, if any, would not be material to the financial statements. However, it is reasonably possible that such estimates may change within the near term.

The Commission is in the process of recovering approximately \$750,000 from a charter school. Due to remaining uncertainties, no provision for such recovery has been made in the accompanying financial statements. The Commission reported \$37,882 in funds held for others during the year ended June 30, 2020.

The Commission operates in the State of Hawaii. Local, national and international events (such as the COVID-19 pandemic) can have severe, adverse effects on economic conditions in Hawaii. These financial statements do not include the adjustments that would result if the Commission were to account for future losses or asset impairments, as the effect on the financial statements of the Commission from such changes in economic conditions are not presently determinable.

The COVID-19 pandemic has caused business disruption from government-mandated and voluntary closings or reductions in services for all industries, including funding for the Commission and the state public charter schools. While the disruption is currently expected to be temporary, there is considerable uncertainty as to the duration of the negative economic impact from such disruption. The Commission expects this matter may negatively impact its operating results as the State of Hawaii anticipates budget cuts that could reduce the funding the Commission receives. The related financial impact, however, cannot be reasonably estimated at this time.

STATE PUBLIC CHARTER SCHOOL COMMISSION
(An agency of the State of Hawaii)

NOTES TO THE FINANCIAL STATEMENTS (Continued)

For the Year Ended June 30, 2020
(With Prior Year Comparative Information)

NOTE F – FINANCIAL STATEMENT PRESENTATION

The financial statements include certain prior year comparative information. Such information does not include sufficient detail to constitute a complete presentation in accordance with accounting principles generally accepted in the United States of America. Accordingly, such information should be read in conjunction with the Commission's financial statements as of and for the year ended June 30, 2019, from which the information was derived.

NOTE G – SUBSEQUENT EVENTS

Management has evaluated subsequent events through November 12, 2020, which is the date the financial statements were available to be issued, and determined that the Commission did not have any subsequent events requiring adjustment to the financial statements or disclosure in the notes to the financial statements, except as noted below.

In November 2020, the Commission received a return of federal preschool development grant funds of \$1,470,351 that were previously provided to a Hawaii non-profit organization.

**SUPPLEMENTARY FINANCIAL
INFORMATION**

STATE PUBLIC CHARTER SCHOOL COMMISSION
(An Agency of the State of Hawaii)

SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS

For the Year Ended June 30, 2020

<u>Program Title</u>	<u>Federal CFDA Number</u>	<u>Federal Expenditures</u>	<u>Amount Provided to Subrecipients</u>
<u>United States Department of Education</u>			
Direct Program			
Preschool Development Grants	84.419	<u>\$3,036,053</u>	<u>\$2,894,882</u>
Passed through the State of Hawaii, Department of Education			
Title I Grants to Local Education Agencies	84.010 *	7,695,567	6,249,557
Impact Aid	84.041	3,476,486	3,476,486
COVID-19: Elementary and Secondary School Emergency Relief Fund	84.425D *	2,208,686	2,208,686
Improving Teacher Quality State Grants	84.367	161,483	161,483
Migrant Education State Grant Program	84.011	40,812	40,812
Education for Homeless Children and Youth	84.196	18,900	-
English Language Acquisition State Grants	84.365	<u>16,418</u>	<u>-</u>
Total before Special Education Cluster		13,618,352	12,137,024
<i>Special Education Cluster (IDEA)</i>			
Special Education Grants to States	84.027	<u>662,808</u>	<u>662,808</u>
Total passed through the State of Hawaii, Department of Education		<u>14,281,160</u>	<u>12,799,832</u>
Total United States Department of Education		<u>17,317,213</u>	<u>15,694,714</u>
<u>United States Department of Interior</u>			
Passed through the State of Hawaii, Department of Education			
Economic, Social, and Political Development of the Territories	15.875	<u>117,807</u>	<u>117,807</u>
Total United States Department of Interior		<u>117,807</u>	<u>117,807</u>
Total Expenditures of Federal Awards		<u>\$ 17,435,020</u>	<u>\$ 15,812,521</u>

See accompanying notes to the schedule of expenditures of federal awards.

STATE PUBLIC CHARTER SCHOOL COMMISSION
(An agency of the State of Hawaii)

NOTES TO THE SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS

For the Year Ended June 30, 2020

NOTE A – BASIS OF PRESENTATION

The accompanying schedule of expenditures of federal awards (Schedule) includes the federal grant activity of the State Public Charter School Commission (Commission) and is presented on the accrual basis of accounting. The information in this Schedule is presented in accordance with the requirements of Title 2 U.S. Code of Federal Regulations (CFR) Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Therefore, certain amounts presented in this Schedule may differ from amounts presented in, or used in the preparation of, the financial statements of the Commission.

* Denotes major program.

NOTE B – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

The expenditures are recognized following the cost principles contained in the Uniform Guidance, wherein certain types of expenditures are not allowable or are limited as to reimbursement. In addition, pass-through entity identifying numbers are presented where available.

NOTE C – INDIRECT COST RATES

The Commission has not elected to use the 10 percent de minimis indirect cost rate as allowed under the Uniform Guidance.

PART III
INTERNAL CONTROL AND COMPLIANCE

**INDEPENDENT AUDITOR'S REPORT ON INTERNAL CONTROL OVER
FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS
BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED
IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS***

State Public Charter School Commission:

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of the State Public Charter School Commission (Commission) as of and for the year ended June 30, 2020, and the related notes to the financial statements, which collectively comprise the Commission's basic financial statements, and have issued our report thereon dated November 12, 2020.

Internal Control over Financial Reporting

In planning and performing our audit of the financial statements, we considered the Commission's internal control as a basis for designing the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the Commission's internal control. Accordingly, we do not express an opinion on the effectiveness of the Commission's internal control.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct misstatements on a timely basis. *A material weakness* is a deficiency, or combination of deficiencies, in internal control such that there is a reasonable possibility that a material misstatement of the financial statements will not be prevented, or detected and corrected on a timely basis. *A significant deficiency* is a deficiency or combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether the Commission's financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, including applicable provisions of the Hawaii Public Procurement Code (Chapter 103D of the Hawaii Revised Statutes) and procurement rules, directives, and circulars, noncompliance with which could have a direct and material effect on the financial statements. However, providing an opinion on compliance with those provisions was not an objective of our audit and, accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this report is not suitable for any other purpose.

CW ASSOCIATES, CPAs

Honolulu, Hawaii
November 12, 2020

**INDEPENDENT AUDITOR'S REPORT ON
COMPLIANCE FOR EACH MAJOR FEDERAL PROGRAM
AND REPORT ON INTERNAL CONTROL OVER COMPLIANCE
IN ACCORDANCE WITH THE UNIFORM GUIDANCE**

State Public Charter School Commission:

Report on Compliance for Each Major Federal Program

We have audited the compliance of the State Public Charter School Commission (Commission) with the types of compliance requirements described in the *U. S. Office of Management and Budget (OMB) Compliance Supplement* that could have a direct and material effect on each of the Commission's major federal programs for the year ended June 30, 2020. The major federal programs of the Commission are identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs.

Management's Responsibility

Management is responsible for compliance with the requirements of laws, regulations, contracts, and grants applicable to its federal programs.

Auditor's Responsibility

Our responsibility is to express an opinion on compliance for each of the Commission's major federal programs based on our audit of the types of compliance requirements referred to above. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the audit requirements of Title 2 U.S. Code of Federal Regulations (CFR) Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Those standards and the Uniform Guidance require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about the Commission's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

We believe that our audit provides a reasonable basis for our opinion on compliance for each major federal programs. However, our audit does not provide a legal determination of the Commission's compliance.

Opinion on Each Major Federal Program

In our opinion, the Commission complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2020.

Report on Internal Control Over Compliance

Management of the Commission is responsible for establishing and maintaining effective internal control over compliance with the types of compliance requirements referred to above. In planning and performing our audit, we considered the Commission's internal control over compliance with the types of requirements that could have a direct and material effect on each major federal program to determine the auditing procedures that are appropriate in the circumstances for the purpose of expressing an opinion on compliance for each major federal program and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of the Commission's internal control over compliance.

A deficiency in internal control over compliance exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. A *material weakness in internal control over compliance* is a deficiency, or combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses. However, material weaknesses may exist that were not identified.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of Uniform Guidance. Accordingly, this report is not suitable for any other purpose.

CW ASSOCIATES, CPAs

Honolulu, Hawaii
November 12, 2020

PART IV
SCHEDULE OF AUDIT FINDINGS AND QUESTIONED COSTS

STATE PUBLIC CHARTER SCHOOL COMMISSION
(An agency of the State of Hawaii)

SCHEDULE OF AUDIT FINDINGS AND QUESTIONED COSTS

For the Year Ended June 30, 2020

SUMMARY OF AUDIT RESULTS

Financial statements

Auditor's report on the financial statements	<u> X </u>	Unmodified	<u> </u>	Qualified
	<u> </u>	Adverse	<u> </u>	Disclaimer
Internal control over financial reporting:				
Material weaknesses(es) identified?	<u> </u>	Yes	<u> X </u>	No
Significant deficiency(ies) identified?	<u> </u>	Yes	<u> X </u>	None Reported
Noncompliance material to the financial statements noted?	<u> </u>	Yes	<u> X </u>	No

Federal awards

Internal control over major federal programs:				
Material weaknesses(es) identified?	<u> </u>	Yes	<u> X </u>	No
Significant deficiency(ies) identified?	<u> </u>	Yes	<u> X </u>	None Reported
Auditor's report on compliance for the major federal programs:	<u> X </u>	Unmodified	<u> </u>	Qualified
	<u> </u>	Adverse	<u> </u>	Disclaimer
Any audit findings disclosed that are required to be reported in accordance with 2 CFR 200.516(a)?	<u> </u>	Yes	<u> X </u>	No

Identification of major federal award programs:

 CFDA No. 84.010 – Title I Grants to Local Education Agencies

 CFDA No. 84.425D – COVID-19: Elementary and Secondary School Emergency Relief Fund

Dollar threshold used to distinguish between Type A and Type B programs: \$750,000

Auditee qualified as a low-risk auditee	<u> X </u>	Yes	<u> </u>	No
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FINANCIAL STATEMENT FINDINGS

No matters were noted.

FEDERAL AWARDS FINDINGS AND QUESTIONED COSTS

No matters were noted.

STATE PUBLIC CHARTER SCHOOL COMMISSION
(An agency of the State of Hawaii)

SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS

For the Year Ended June 30, 2020

FINDINGS AND QUESTIONED COSTS – MAJOR FEDERAL AWARD PROGRAM AUDIT

In the prior year, the auditor expressed an unmodified opinion on compliance for the Commission's major federal award programs. However, the following instances of material noncompliance disclosed by auditing procedures, which are required to be reported in accordance with the Uniform Guidance, are described below as *Findings #2019-001, #2019-002, and #2019-003*. Significant deficiencies in internal control over compliance were reported by the auditor in the prior year as described below as *Findings #2019-001, #2019-002, and #2019-003*.

Finding #2019-001: Cash Management

Federal Agency – U.S. Department of Education

Federal Programs – CFDA No. 84.419 – Preschool Development Grants

Criteria – Title 2 CFR 200.305 of the Uniform Guidance requires that program costs be paid with recipient funds before reimbursement is requested from the federal government. Furthermore, when awards provide for advance payments, recipients must follow procedures to minimize the time between the drawdown of funds from the U.S. Treasury and expenditure of funds by the recipient. These regulations include expectations for the Commission to monitor cash drawdowns to ensure subrecipients conform substantially to the same standards that apply to the Commission.

Condition – During our audit for the year ended June 30, 2019, we noted a drawdown of funds by the Commission for subrecipients that did not have adequate documentation, including a review of the purpose or time period covered, to ensure that minimal time passed between the drawdown of funds and the disbursement of funds to the subrecipients. The Commission continues to hold these federal funds due to project cancellations at the subrecipients.

Questioned Costs – \$3,711,658

Effect or Potential Effect – The Commission did not minimize the time between the drawdown of funds and the disbursement of the funds to subrecipients.

Cause – Funds were drawn in advance to meet anticipated cash needs of the subrecipients, but funds were not disbursed due to project cancellations.

Recommendation – The Commission should implement adequate policies and procedures to ensure subrecipient requests for funds are for reimbursements of program expenditures and that the time period between the drawdown of the funds and the use of the funds is minimized.

Current Status – For the year ended June 30, 2020, no exceptions were noted based on the audit procedures performed.

STATE PUBLIC CHARTER SCHOOL COMMISSION
(An agency of the State of Hawaii)

SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS (Continued)

For the Year Ended June 30, 2020

FINDINGS AND QUESTIONED COSTS – MAJOR FEDERAL AWARD PROGRAM AUDIT (Continued)

Finding #2019-002: Allowable Costs and Cost Principles

Federal Agency – U.S. Department of Education

Federal Programs – CFDA No. 84.419 – Preschool Development Grants

Criteria – Title 2 CFR 200.430 of the Uniform Guidance requires that the distribution of salaries and wages to federal awards and other activities must be based on records that accurately reflect the work performed. The records must be supported by a system of internal controls which provides reasonable assurance that the charges are accurate, allowable, and properly allocated, and be incorporated in the official records of the entity.

Condition – The distribution of time for Commission employees that work on more than one activity was based on predetermined allocation percentages. The predetermined allocation percentages were not updated or supported by documentation of the actual time spent by the employees on the programs during the year.

Questioned Costs – Unknown, if any.

Context – Of the \$5,241,451 in expenditures for federal program CFDA No. 84.419, \$279,917 was for payroll related expenditures.

Effect or Potential Effect – The Commission did not complete employee payroll certifications for the actual time that should have been charged to the federal award for the year ended June 30, 2019.

Cause – The Commission did not ensure employee payroll certifications were completed to support the actual time spent on programs by employees.

Recommendation – When using estimated allocation percentages, a reconciliation of estimates against actual time must be done on a “regular basis” to ensure that estimates confirm actual employee activity. The Commission should complete the employee payroll certifications monthly based on the activities of each employee to be consistent with Title 2 CFR 200.430 of the Uniform Guidance. The reports should be signed by the individual employee, or by a responsible supervisory official having firsthand knowledge of the activities performed by the employee, noting the distribution of activity represents reasonable work performed by the employee during the period covered by the reports.

Current Status – For the year ended June 30, 2020, no exceptions were noted based on the audit procedures performed.

STATE PUBLIC CHARTER SCHOOL COMMISSION
(An agency of the State of Hawaii)

SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS (Continued)

For the Year Ended June 30, 2020

FINDINGS AND QUESTIONED COSTS – MAJOR FEDERAL AWARD PROGRAM AUDIT (Continued)

Finding 2019-003: Procurement

Federal Agency – U.S. Department of Education

Federal Programs – CFDA No. 84.419 – Preschool Development Grants

Criteria – The Uniform Guidance procurement requirements became effective for the Commission for the year ended June 30, 2019. The implementation of the Uniform Guidance resulted in changes to the procurement standards for goods and services procured with federal funds, which are provided in Title 2 CFR 200.317 to 200.326.

Condition – During the audit, five of the testing selections, amounting to approximately \$314,363 for contract services, building improvements, and general supplies, did not have documentation of price or rate quotations from an adequate number of qualified sources, or documentation to support a sole source procurement, as required for procurements by small purchases. The Commission must use one of the following procurement methods in accordance with Title 2 CFR 200.320:

- Procurement by micro-purchases for aggregate purchases not exceeding \$10,000, adjusted for inflation.
- Procurement by small purchases for goods and services that allow for relatively simple and informal procurement methods for aggregate purchases not exceeding \$250,000, adjusted for inflation.
- Procurement by sealed bids.
- Procurement by competitive proposals.

In addition, per Title 2 CFR 200.318(h), consideration will be given to such matters as contractor integrity, compliance with public policy, record of past performance, and financial and technical resources. It was noted during the audit that the Commission did not verify that the contractor or vendor was not suspended or debarred prior to entering into the transaction.

Questioned Cost – None.

Context – Of the \$5,241,451 in expenditures for federal program CFDA No. 84.419, approximately \$236,100, \$152,400, and \$102,900 was for contract services, building improvements, and general supplies, respectively. The total amount paid for the contract services, building improvements, and general supplies noted above was \$188,380, \$105,440 and \$20,543.

Effect or Potential Effect – The expenditures charged to the federal program may not provide full and open competition, or may not have been acquired at the lowest price. The contractor or vendor used could also possibly be suspended or debarred.

Cause – The Commission did not maintain evidence of obtaining price or rate quotations from an adequate number of qualified sources (Title 2 CFR 200.320(b)) or document the rationale for the sole source procurement for small purchases.

STATE PUBLIC CHARTER SCHOOL COMMISSION
(An agency of the State of Hawaii)

SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS (Continued)

For the Year Ended June 30, 2020

FINDINGS AND QUESTIONED COSTS – MAJOR FEDERAL AWARD PROGRAM AUDIT (Continued)

Finding 2019-003: Procurement (continued)

Recommendation – The Commission should ensure its procurement policy is in-line with current Uniform Guidance requirements. The Commission should also verify contractors and vendors using the system of award management website to ensure they are not suspended or debarred prior to entering into the transactions.

Current Status – For the year ended June 30, 2020, we noted that the Commission did not update its procurement policy to conform with the Uniform Guidance requirements. Although no exceptions were noted based on the audit procedures performed, our recommendation remains the same.

Appendix F: Information Requested by the Hawai‘i State Board of Education

Appendix F

Requested information:

1) “The Commission’s assessment of the successes, challenges, and areas of improvement in meeting the purposes of this chapter, including the [Commission’s] assessment of the sufficiency of funding for charter schools, and any suggested changes in state law or policy necessary to strengthen the State’s public charter schools.”

Commission’s response:

Commission’s Goals from 2019-20 were addressed and partially achieved:

- ✓ **Strategic Plan Implementation:** The continued implementation of its strategic plan through the restructured Commission office, as well as the its focus on Governance, Leadership, Instruction, and Community.

With the addition of four dedicated staff – School Leads, that worked alongside the governing boards of all 37 public charter schools throughout the 2019-20 school year, the Commission as a whole, improved upon the working relationships with each of its schools. These School Leads attended nearly all governing board meetings, while providing guidance to compliance with their individual charter contracts. In conjunction with all other Commission office Teams, the School Leads worked to improve contract compliance as well as improved student outcomes. This liaison work led to improved access to the various Commission office teams (Performance, Services, Fiscal and Operations), improved understanding and compliance with their individual charter contracts.

- ✓ **Health and Safety:** In collaboration with the DOE, the Commission worked to develop procedures that inform policy on health and safety guidelines for charter schools and their facilities

Early on in the 2019-20 school year the Commission’s Services Team was engaged with their respective colleagues at the DOE’s School Safety Branch to plan out and improve overall emergency training and communications. This led to a better understanding of how emergencies are coordinated between the Hawaii Department of Education and the public charter schools through the Commission office.

On March 3rd through 5th, 2020, the Commission’s Services Team coordinated the Commission’s annual three-day training for all 37 public charter schools. Topics included: registrar training, Section 504/Special Education, suicide prevention, school health requirements and health related topics, the Employee Retirement System (ERS), Temporary Disability Insurance, Workers Compensation and School Safety. The Services Team had planned on scheduling on campus school safety training on each island, however, due to the COVID-19 emergency, these plans were cancelled. The Commission hopes that this much needed training can be rescheduled in the future.

✓ Revisions to the Performance Framework and Academic Outcomes

The Commission staff throughout the 2019-20 school continued the work of revising the Performance Framework and had been on-track to complete this goal before the COVID-19 emergency pushed back the completion of this goal. Commission staff continued to engage and took feedback on the revisions to the Performance Framework from schools along with Commissioners Alencastre and Ikeda.

The effects on academic measures of student outcomes from the COVID-19 emergency had placed this work front and center for the Commission and its portfolio of public charter schools. With the loss of standardized testing last school year, and the unlikely use of the state’s Smarter balanced assessments for high-stakes decision making, the public charter schools’ work on their measures of student learning provides the Public Charter School movement with an opportunity to show their innovations and their proof of success in their students. The Commission’s work on including its school’s work within the performance framework are being incorporated into the new performance framework.

Although the revisions to the Performance Framework were not completed during the 2019-20 school year, the Commission is poised to adopt the revised framework in the 2020-21 school year ahead of the new contracts for those public charter schools that were approved for new charter contracts in the 2019-20 school year.

✓ Early Learning and a P-3 System in Charter Schools

With the conclusion of the federal pre-K grant awarded four years ago to the Commission, eleven (11) public charter schools established and sixteen (16) public charter school classrooms across the state, ensuring that our youngest learners begin their life-long learning journey with a strong foundation. This investment by the federal government was followed by the state’s commitment to a high-quality public early learning system by the enactment of Act 276, Session Laws of Hawai‘i 2019. The state’s commitment resulted in the first state-funded pre-K classrooms in charter schools and the initiation of a pre-K-to-grade 3 (P-3) continuum of learning, which are key components of the Commission’s portfolio strategy.

Despite the disruption caused by COVID-19, the Commission will continue its work with these charter schools to establish a P-3 learning system that is designed to build foundational learning for its students and future improvements in student outcomes. While there are multiple facets of P-3 alignment, schools requested support in building or refining effective instructional practices that promote student engagement and learning. As a result, the Commission entered into a partnership with long-time consultants and Harvard Project Zero Graduate School of Education to build on the instructional practices of our charter schools, as a system-building approach, to sustain and grow school-wide cultures of thinking and learning across all classrooms. The Commission and its partnered public charter schools look forward to the work of the Thinking Classroom and the refined instructional practices of our classrooms.

The goal is to ultimately, improve student outcomes through deeper learning and understanding while honoring Hawai‘i’s language and culture as a learning pathway.

1a) Regarding “the [Commission’s] assessment of the sufficiency of funding for charter schools, and any suggested changes in state law or policy necessary to strengthen the State’s public charter schools”:

Given the reality of the state’s financial condition for the current and future years through 2025, the Commission is very concerned for the financial well-being of all of its 37 public charter schools, especially its smaller schools. With the level of funding cuts already in place, and with more likely to come, the Commission does not have any suggested changes in state law or policy necessary to strengthen the State’s public charter schools funding at this time, only that every effort be made to preserve as much funding as is possible for the upcoming fiscal years and to continue the funding for its Pre-K Program.

Requested information:

3) “A summary of the criteria used by the charter school facilities funding working group, established pursuant to [HRS, Section] 302D-29.5, in allocating facilities funding.”

Commission’s response:

The Commission concluded its work with the Facilities Funding Workgroup by adopting their recommendations, along with some additional comments and issued a report to the Legislature on March 11, 2019. We resubmit our response to this question from last year’s annual report as there has been no allocation of facilities funding for public charter schools during the 2019-20 fiscal year.

In the report to the Legislature, the Commission adopted the following framework and made the following recommendations:

Charter School Facilities Funding Framework

Purpose of ACT 234: To provide a framework for providing facilities funding and support for public charter school facilities with adequate prioritization, oversight, and accountability.

Purpose of facilities funding: Ensuring essential infrastructure upgrades are done and to help with the construction, repair, rehabilitation, and improvement of charter school facilities.

Nearly twenty-five years after Hawai‘i’s public education statutes were changed first to allow up to 25 existing DOE schools to convert to Student-Centered schools to operate as individual learning units within the public school system, and then five years later amended Hawai‘i public education statutes to establish start-up and conversion charter schools, facilities funding was specifically excluded from the funding formula. At the time, proponents of charter schools vowed to make do without funding for facilities in exchange for the autonomy to create public schools that met the needs of each unique community. What worked twenty years ago, doesn’t work in the twenty-first century. Indeed, the time to revisit the need for facilities funding has come, as public education in the form of charter school education has now come at the cost of

our public school students. Public charter school students deserve a great public education, like every other public school student that attends a department public school. The Commission is charged to authorize high-quality public charter schools across the state. The Commission cannot make good on this promise at the cost to public charter school students who attend public charter schools in less than ideal and suitable educational environments. Due to the lack of facilities funding, public charter school students are shortchanged by the learning environments that they have been dealt. Without acknowledgment of facilities funding, public charter schools across the state have been forced to spend many of their per-pupil dollars, not on actual student learning, but on paying the rent for the facilities. It is with this understanding, that the Commission makes the following recommendations for distribution of facilities funding:

1. Commission will solicit applications for facilities funding for charter schools on an annual basis, subject to funding.
2. The charter school's application for facilities funding shall be reviewed based upon the condition of the school's current existing facilities.
3. Virtual education may not be the schools' primary method of delivering core subject instruction.
4. Charter schools eligible for facilities funding shall not have their school facilities' costs paid by DOE/DAGS.

The Commission's annual applications process shall evaluate and prioritize applications for funding based on:

1. The need(s) of the charter school, overall benefit to the surrounding community, amount of risk and availability of recourse to the State, and whether a particular charter school received facilities funding through other state funding, including grants-in-aid or a separate appropriation. (Act 234 of 2015, page 8, line 7-13)
2. The existence of substandard facilities; addresses providing equity and adequacy as well as issues of health, safety, and legal compliance.
3. School facilities located on State of Hawai'i property or under an agreement whereby the State controls the property with at least 20 years remaining.
4. Benefit to surrounding community:
 - Relieve overcrowding in district schools caused by an increasing student population.
 - Provide families an option when schools in their district are low performing.
 - Schools must provide a clear statement of public need along with policies and guidelines for public use if requesting funds for a new building or renovating an existing space, e.g. cafeteria, library or auditorium that would be made available to the public.

5. Title 1 schools
6. Facilities to be built or repaired meet requirements for or have been issued building permits and comply with county laws;

The Commission’s grant application shall require:

1. Applicant charter school to address all of the recommended priorities;
2. A detailed budget of what money will be used for;
3. The submission of the Applicant charter school’s procurement policy to the Commission.
4. The Applicant charter school’s existing lease agreement(s) between landlord and the charter school or the landlord and the support organization and the support organization and the charter school.

The Commission presents these criteria to determine the distribution of funds appropriated for charter school facilities as required by HRS, Section 302D-29.5, as a first step towards addressing the broader issue of facilities funding for public charter schools. The Commission stands ready to continue to work with the Legislature, public charter schools, and other stakeholders to develop solutions to this on-going problem.

XIV. Endnotes

¹ A sample of the current Charter Contract can be viewed on the Commission's website at:

http://docs.wixstatic.com/ugd/8c76b8_18d8eda8ef3e4d92a7e9d827686bba1f.pdf

² Data are from the DOE's Official Enrollment Count Report for school year 2019-20 and represent each school's official August enrollment count for all grades served from kindergarten through grade 12; these figures do not include preschool students.

³ "Yes" = the school was eligible to receive Title 1 funding (because at least 47.2% of the students enrolled during the previous school year were eligible for free or reduced-price lunch) and both applied for and received funds.

"No" = the school was not eligible to receive Title 1 funding.

"No (but eligible)" = the school was eligible to receive Title 1 funding, but either chose not to apply for funding or did not apply in a timely manner.

⁴ Effective July 1, 2017, Lanikai Elementary Public Charter School officially changed its name to Ka'ōhāo Public Charter School. Ka'ōhāo is the traditional Hawaiian name for the area in which the school is located and means "tying together" or "joining together." This report presents information about charter schools during the 2018-19 school year; thus, throughout this report, the school will be referred to as Ka'ōhāo Public Charter School.

⁵ DeBaryshe, B. (2017). Early childhood programs in Hawai'i: Data for planning and policy [pdf document]. Presented at Data matters: New insights on our children and youth. Honolulu, HI.

Malik, R., Hamm, K., Schochet, L., Nova, C., Workman, S., & Jessen-Howard, S., 2018. Center for American Progress. America's Child Care Deserts in 2018. Available at: <https://cdn.americanprogress.org/content/uploads/2018/12/05092728/AmericasChildCareDeserts20181.pdf>

⁶ <https://www.childcareaware.org/our-issues/research/>

⁷ <http://nieer.org/>

⁸ To view the full text of Hawai'i State Senate Bill 78, Senate Draft 2, which was enacted as Session Laws of Hawai'i 2019, Act 276, visit: https://www.capitol.hawaii.gov/session2019/bills/SB78_SD2_.HTM

⁹ For more information about P-3 systems, visit the National P-3 Center website at <https://nationalp-3center.org/p-3-framework/>.

¹⁰ <http://www.pz.harvard.edu/who-we-are/about>

¹¹ <http://www.pz.harvard.edu/professional-development/online-courses>

¹⁴ For an overview of the history of Strive HI and a comparison of Strive HI and NCLB, see the DOE's website:

¹⁵ More information about charter schools' performance on all of the Strive HI measures may be found in each charter school's Strive HI report on the DOE's website at:

¹⁶ See the DOE's website for the press release regarding the decision to cancel statewide assessments for the 2019-20 school year:

¹⁷ Additional information about Kaiapuni schools and the DOE's Hawaiian language immersion program, Ka Papahana Kaiapuni, may be found on the DOE website at:

The related Hawai'i State Board of Education policy (Policy 105-8: Ka Papahana Kaiapuni) may be found here: <http://boe.hawaii.gov/policies/Board%20Policies/Ka%20Papahana%20Kaiapuni.pdf>

¹⁸ Additional information about KĀ'EO may be found on the DOE website at:

¹⁹ The National Student Clearinghouse collects enrollment information from over 3,600 participating colleges (including community colleges) and universities worldwide. These institutions enroll 98 percent of the students who attend public and private U.S. colleges and universities, so the Clearinghouse data cover the majority of the postsecondary institutions at which DOE and public charter school graduates enroll, but not all.

Because Strive HI results do not include college enrollment data from institutions that do not participate in the Clearinghouse, some public school graduates who enroll in a college or university within the first fall of graduation may not be reflected in the Strive HI college-going rates.

For more information about the National Student Clearinghouse, visit;

²⁰ <https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html>

²¹ The sample size is the *total* number of students in a given group, not just the number of students who have met a target. For example, the sample size would be the total number of students who participated in an assessment, not the number of students who met the proficiency target for the assessment. Thus, data would be suppressed if the total number of students participating in an assessment was eight, but not if eight out of 20 students met the proficiency target for the assessment.

²² HRS, Section 302D-7(4)

²³ HRS, Section 302D-5

²⁴ HRS, Section 302D-5(b)

²⁵ HRS, Section 302D-7(6)

²⁶ HRS, Section 302D-7(7)

²⁷ HRS, Section 302D-7(8)

²⁸ The type of federal programs may vary from year to year.

²⁹ The Hawai‘i State Department of Education utilized these funds to provide charter schools with an equivalent pro-rata share of federal Coronavirus, Relief, and Economic Security (CARES) Act funding.

³⁰ The federal Preschool Development Grant sunset on December 31, 2019.

³¹ HRS, Section 302D-21 Annual board report. No later than the opening day of each regular session of the legislature, the board shall issue to the governor, the legislature, and the public, an annual report on the State's public charter schools, drawing from the annual reports submitted by every authorizer, as well as any additional relevant data compiled by the board, for the school year ending in the preceding calendar year. The annual report shall include:

- The board's assessment of the successes, challenges, and areas for improvement in meeting the purposes of this chapter, including the board's assessment of the sufficiency of funding for public charter schools, and any suggested changes in state law or policy necessary to strengthen the State's public charter schools;
- A line-item breakdown of all federal funds received by the department and distributed to authorizers;
- Any concerns regarding equity and recommendations to improve access to and distribution of federal funds to public charter schools;
- A summary of the criteria used by the charter school facilities funding working group, established pursuant to section 302D-29.5, in allocating facilities funding;
- A detailed breakdown of the allocation of funding through general funds and bond funds;
- A detailed list of the projects funded by general funds and bond funds;
- The status of funding for projects previously awarded; and

- A discussion of all board policies adopted in the previous year, including a detailed explanation as to whether each policy is or is not applicable to charter schools. [L 2012, c 130, pt of §2; am L 2013, c 159, §13; am L 2014, c 99, §14; am L 2015, c 114, §8 and c 234, §3]

³² For school year 2015-16, the DOE changed the Strive HI achievement gap rate measure from the previous combined ELA-math gap rate to separate gap rates by subject. In accordance with this change, the school year 2015-16 tables for this measure report separate non-high needs and high needs proficiency and achievement gap rates for ELA and math.

³³ Beginning in school year 2016-17, the Strive HI achievement gap measure changed from achievement gap *rate* to *achievement gap*. Both measures look at the difference between the proficiency rates of high needs and non-high needs students, but an achievement gap rate takes this difference and represents it as a percentage of the high needs proficiency rate; an achievement gap, on the other hand, is simply the difference between the proficiency rates of high needs and non-high needs students.