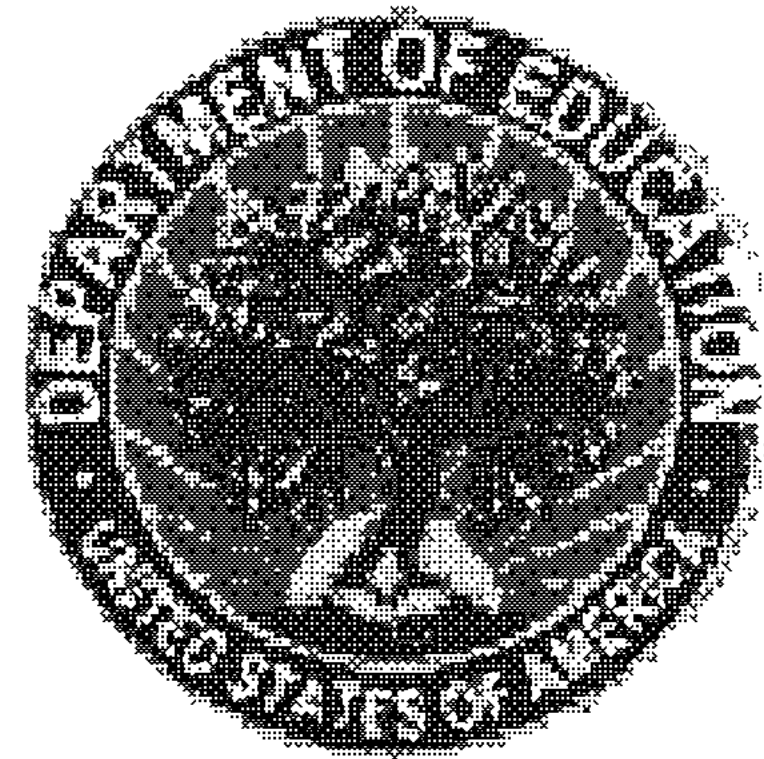


# U.S. Department of Education

Washington, D.C. 20202-5335



## APPLICATION FOR GRANTS UNDER THE

**CHARTER SCHOOLS PROGRAM NON-SEA PLANNING, PROGRAM DESIGN, AND  
IMPLEMENTATION**

**CFDA # 84.282B**

**PR/Award # U282B090007**

OMB No. 1894-0006, Expiration Date:

Closing Date: AUG 26, 2009

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

**Application for Federal Assistance SF-424**

Version 02

* 1. Type of Submission	* 2. Type of Application:* If Revision, select appropriate letter(s):	
<input type="checkbox"/> Preapplication	<input checked="" type="checkbox"/> New	
<input checked="" type="checkbox"/> Application	<input type="checkbox"/> Continuation	* Other (Specify)
<input type="checkbox"/> Changed/Corrected Application	<input type="checkbox"/> Revision	

* 3. Date Received:	4. Applicant Identifier:
8/25/2009	

5a. Federal Entity Identifier:	* 5b. Federal Award Identifier:
	NA

**State Use Only:**

6. Date Received by State:	7. State Application Identifier:

**8. APPLICANT INFORMATION:**

\* a. Legal Name: Laupahoehoe Alumni/Community Association

* b. Employer/Taxpayer Identification Number (EIN/TIN):	* c. Organizational DUNS:
990349364	831672634

**d. Address:**

* Street1:	P.O. Box 127
Street2:	35-188 Kihalani Homestead Rd.
* City:	Laupahoehoe
County:	Hawaii
State:	HI
Province:	
* Country:	USA
* Zip / Postal Code:	96764

**e. Organizational Unit:**

Department Name:	Division Name:
NA	NA

**f. Name and contact information of person to be contacted on matters involving this application:**

Prefix:	* First Name:	Fred
Middle Name:		

\* Last Name: Pollock

Suffix:

Title: Acting Project Director

Organizational Affiliation:

NA

\* Telephone  
Number:

(808)640-9013

Fax Number:

(808)962-0608

\* Email: FREDPOLLOCK@STARBAND.NET

**Application for Federal Assistance SF-424**

Version 02

**9. Type of Applicant 1: Select Applicant Type:**

M: Nonprofit with 501C3 IRS Status (Other than Institution of Higher Education)

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

\* Other (specify):

**10. Name of Federal Agency:**

U.S. Department of Education

**11. Catalog of Federal Domestic Assistance Number:**

84.282B

CFDA Title:

Charter Schools Program Non-SEA Planning, Program Design, and Implementation

**\* 12. Funding Opportunity Number:**

ED-GRANTS-072709-001

Title:

Charter Schools Program (CSP) Grants to Non State Educational Agencies for Planning, Program Design, and Implementation and for Dissemination (Federal Register Vol 74 No. 142, Monday, July 27, 2009 pg 37020) (FY 2009) (\$454300 project funds in response to question 18 below are from this grant program for 36 months of funding-see Budget Form ED 524)

**13. Competition Identification Number:**

Title:



**14. Areas Affected by Project (Cities, Counties, States, etc.):**

North Hilo District (Hamakua Coast), Hawaii County, State of Hawaii

**\* 15. Descriptive Title of Applicant's Project:**

Planning, program design and implentation of conversion of state K12 public school (Laupahoehoe High & Elementary School) to public charter school (Laupahoehoe Community Public Charter School)

Attach supporting documents as specified in agency instructions.

**Attachment:**

Title :

File :

**Attachment:**

Title :

File :

**Attachment:**

Title :

File :

**Application for Federal Assistance SF-424**

Version 02

**16. Congressional Districts Of:**

\* a. Applicant: HI-002

\* b. Program/Project: HI-002

Attach an additional list of Program/Project Congressional Districts if needed.

**Attachment:**

Title :

File :

**17. Proposed Project:**

\* a. Start Date: 10/1/2009

\* b. End Date: 9/30/2012

**18. Estimated Funding (\$):**

a. Federal	\$ 454300
b. Applicant	\$ 0
c. State	\$ 0
d. Local	\$ 0
e. Other	\$ 0
f. Program	\$ 0
Income	
g. TOTAL	\$ 454300

**\* 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

a. This application was made available to the State under the Executive Order 12372 Process for

review on .

b. Program is subject to E.O. 12372 but has not been selected by the State for review.

c. Program is not covered by E.O. 12372.

**\* 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes", provide explanation.)**

Yes  No

**21. \*By signing this application, I certify (1) to the statements contained in the list of certifications\*\* and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances\*\* and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

\*\* I AGREE

\*\* The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

**Authorized Representative:**

Prefix: \* First Name: Lucille

Middle Name: V

\* Last Name: Chung

Suffix:

Title: President

\* Telephone Number: (808)938-3688 Fax Number: (808)935-1868

\* Email: LCHUNG@QLCC.ORG

\* Signature of Authorized Representative:

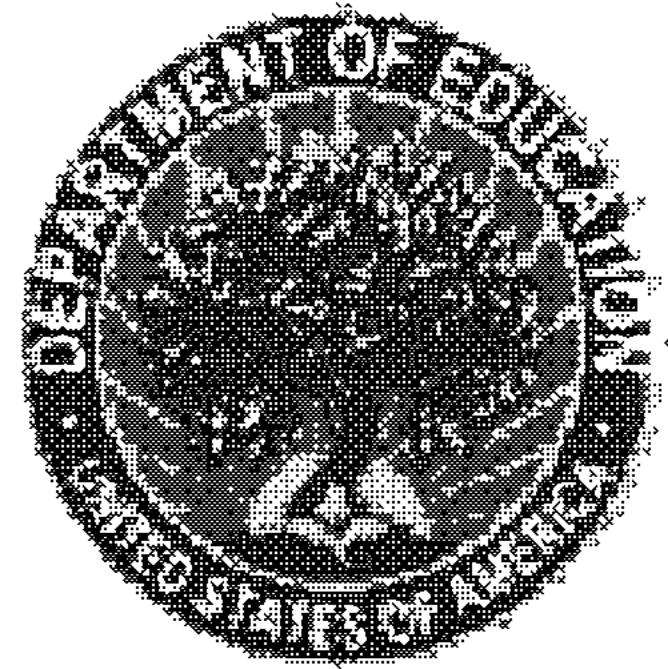
\* Date Signed:

**Application for Federal Assistance SF-424**

Version 02

**\* Applicant Federal Debt Delinquency Explanation**

The following field should contain an explanation if the Applicant organization is delinquent on any Federal Debt. Maximum number of characters that can be entered is 4,000. Try and avoid extra spaces and carriage returns to maximize the availability of space.



**U.S. DEPARTMENT OF EDUCATION**

**BUDGET INFORMATION**

**NON-CONSTRUCTION PROGRAMS**

OMB Control Number: 1894-0008

Expiration Date: 02/28/2011

Name of Institution/Organization:  
Laupahoehoe Alumni/Community Ass...

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY**

**U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1(a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
2. Fringe Benefits	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
3. Travel	\$ 17,000	\$ 12,500	\$ 0	\$ 0	\$ 0	\$ 29,500
4. Equipment	\$ 5,000	\$ 0	\$ 49,000	\$ 0	\$ 0	\$ 54,000
5. Supplies	\$ 2,250	\$ 7,600	\$ 23,850	\$ 0	\$ 0	\$ 33,700
6. Contractual	\$ 127,200	\$ 132,500	\$ 77,150	\$ 0	\$ 0	\$ 336,850
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 250	\$ 0	\$ 0	\$ 0	\$ 0	\$ 250
9. Total Direct Costs (lines 1-8)	\$ 151,700	\$ 152,600	\$ 150,000	\$ 0	\$ 0	\$ 454,300
10. Indirect Costs*	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
11. Training Stipends	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
12. Total Costs (lines 9-11)	\$ 151,700	\$ 152,600	\$ 150,000	\$ 0	\$ 0	\$ 454,300

**\*Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government?  Yes  No

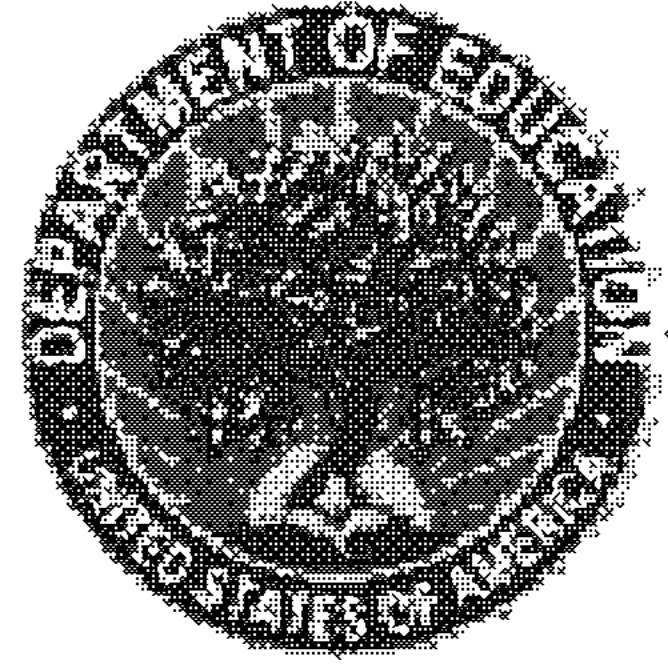
(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: \_\_\_/\_\_\_/\_\_\_ To: \_\_\_/\_\_\_/\_\_\_ (mm/dd/yyyy)

Approving Federal agency:  ED  Other (please specify): \_\_\_\_\_ The Indirect Cost Rate is \_\_\_\_\_%

(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

Is included in your approved Indirect Cost Rate Agreement? or,  Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is \_\_\_\_\_%



**U.S. DEPARTMENT OF EDUCATION**

**BUDGET INFORMATION**

**NON-CONSTRUCTION PROGRAMS**

OMB Control Number: 1894-0008

Expiration Date: 02/28/2011

Name of Institution/Organization:  
Laupahoehoe Alumni/Community Ass...

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION B - BUDGET SUMMARY**

**NON-FEDERAL FUNDS**

Budget Categories	Project Year 1(a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
2. Fringe Benefits	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
3. Travel	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
4. Equipment	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
5. Supplies	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
6. Contractual	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
9. Total Direct Costs (lines 1-8)	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
10. Indirect Costs	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
11. Training Stipends	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
12. Total Costs (lines 9-11)	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0



## ASSURANCES - NON-CONSTRUCTION PROGRAMS

Standard Form 424B (Rev.7-97)

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

**NOTE:** Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance, and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management, and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States, and if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. "4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. "1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. '794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act
9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. "276a to 276a-7), the Copeland Act (40 U.S.C. '276c and 18 U.S.C. "874) and the Contract Work Hours and Safety Standards Act (40 U.S.C. " 327-333), regarding labor standards for federally assisted construction sub-agreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. "1451 et seq.); (f) conformity of Federal actions to State (Clear Air) Implementation Plans under Section 176(c) of the Clear Air Act of 1955, as amended (42 U.S.C. "7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended, (P.L. 93-523); and (h) protection of endangered species under the Endangered Species Act of 1973, as amended, (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. "1721 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance



of 1975, as amended (42 U.S.C. " 6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) " 523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. " 290 dd-3 and 290 ee 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. ' 3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.

7. Will comply, or has already complied, with the requirements of Titles II and III of the uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with the provisions of the Hatch Act (5 U.S.C. "1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. '470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. "469a-1 et seq.).

14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. "2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. "4801 et seq.) which prohibits the use of lead- based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations and policies governing this program.

**Signature of Authorized Certifying Representative:**

**Name of Authorized Certifying Representative:** Lucille V Chung

**Title:** President

**Date Submitted:** 08/22/2009

### Disclosure of Lobbying Activities

Complete this form to disclose lobbying activities pursuant to 31 U.S.C. 1352

<b>1. Type of Federal Action:</b> <input type="checkbox"/> Contract <input checked="" type="checkbox"/> Grant <input type="checkbox"/> Cooperative Agreement <input type="checkbox"/> Loan <input type="checkbox"/> Loan Guarantee <input type="checkbox"/> Loan Insurance	<b>2. Status of Federal Action:</b> <input checked="" type="checkbox"/> Bid/Offer/Application <input type="checkbox"/> Initial Award <input type="checkbox"/> Post-Award	<b>3. Report Type:</b> <input checked="" type="checkbox"/> Initial Filing <input type="checkbox"/> Material Change <b>For Material Change only:</b> Year: 0 Quarter: 0 Date of Last Report:
<b>4. Name and Address of Reporting Entity:</b> <input checked="" type="checkbox"/> Prime <input type="checkbox"/> Subawardee Tier, if known: 0 Name: Laupahoehoe Alumni/Community Association Address: P.O. Box 127 City: Laupahoehoe State: HI Zip Code + 4: 96764-0127  <b>Congressional District, if known: 02</b>	<b>5. If Reporting Entity in No. 4 is a Subawardee, Enter Name and Address of Prime:</b>  Name: Address: City: State: Zip Code + 4: -  <b>Congressional District, if known:</b>	
<b>6. Federal Department/Agency:</b> DOE, Charter Schools Program	<b>7. Federal Program Name/Description:</b> Charter Schools Program  CFDA Number, if applicable: 84.282B	
<b>8. Federal Action Number, if known:</b>	<b>9. Award Amount, if known:</b> \$0	
<b>10. a. Name of Lobbying Registrant</b> (if individual, last name, first name, MI): NO LOBBYING Address: City: State: Zip Code + 4: -	<b>b. Individuals Performing Services</b> (including address if different from No. 10a) (last name, first name, MI): NO LOBBYING Address: City: State: Zip Code + 4: -	
<b>11.</b> Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when this transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.	Name: Lucille V Chung Title: President Applicant: Laupahoehoe Alumni/Community Association Date: 08/22/2009	
<b>Federal Use Only:</b>		Authorized for Local Reproduction Standard Form LLL (Rev. 7-97)

## **CHARTER SCHOOLS PROGRAM ASSURANCES**

### **NON-SEA APPLICANTS FOR PLANNING, PROGRAM DESIGN, AND IMPLEMENTATION**

Pursuant to Section 5202(b) of the ESEA, an applicant for CSP funds that is not a State educational agency (SEA) must provide the following assurances.

As the duly authorized representative of the applicant, I certify that the applicant will submit to the Secretary:

- (a) All items described in the application requirements;
- (b) An assurance that the eligible applicant will annually provide the Secretary such information as may be required to determine if the charter school is making satisfactory progress toward achieving the objectives described in section 5203(b)(3)(C)(i) of the ESEA;
- (c) An assurance that the applicant will cooperate with the Secretary in evaluating the program assisted under this subpart;
- (d) A description of how a charter school that is considered a local educational agency under State law, or a local educational agency in which a charter school is located, will comply with sections 613(a)(5) and 613(e)(1)(B) of the Individuals with Disabilities Education Act;
- (e) Proof that the applicant has applied to an authorized public chartering authority to operate a charter school and provided to that authority adequate and timely notice, and a copy, of this application; or an assurance that this application is for a precharter planning grant and the authorized public chartering authority to which a charter school proposal will be submitted has not been determined;
- (f) A copy of proof of applicant's non-profit status;
- (g) The applicant's DUNS and TIN numbers;
- (h) A statement as to whether or not an applicant for planning and implementation funding has previously received funding for this program either through a State subgrant or directly from the Department;
- (i) Such other information and assurances as the Secretary may require;
- (j) An assurance that the eligible applicant will use the funds to plan and implement a charter school in accordance with the Charter Schools Program; and
- (k) Assurances that the State educational agency will (i) grant, or will obtain, waivers of State statutory or regulatory requirements; and (ii) will assist each subgrantee in the State in receiving a waiver under section 5204(e) of the ESEA.

**NAME OF AUTHORIZED OFFICIAL:** Lucille V. Chung

**TITLE:** President

**SIGNATURE OF AUTHORIZED OFFICIAL:**

**APPLICANT ORGANIZATION:** Laupahoehoe Alumni/Community  
Association

**DATE SUBMITTED:** 08/22/2009



## CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements.

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal Loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance.

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee or any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

### APPLICANT'S ORGANIZATION

Laupahoehoe Alumni/Community Association

### PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix:                      First Name: Lucille                      Middle Name: V  
Last Name: Chung                      Suffix:  
Title: President

Signature: \_\_\_\_\_                      Date: 08/22/2009

ED 80-0013

03/04

## Section 427 of GEPA

### NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P. L.) 103-382).

#### **To Whom Does This Provision Apply?**

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

#### **What Does This Provision Require?**

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct

description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

#### **What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?**

The following examples may help illustrate how an applicant may comply with Section 427.

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.



### Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is **1894-0005**. The time required to complete this information collection is estimated to average 1.5 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. **If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to:** U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202-4537.

Applicants should use this section to address the GEPA provision.

**Attachment:**

Title : SECTION 427 GEPA STATEMENT

File : C:\fakepath\SECTION 427 GEPA STATEMENT.doc

## SECTION 427 GEPA STATEMENT

**REF:** Charter Schools Program Non-SEA Planning, Program Design and Implementation:

CDFA #84.282b.

Applicant: Laupahoehoe Alumni/Community Association ("LACA"), P.O. Box 127,  
Laupahoehoe, HI 96764

Contact: Fred Pollock, ph 808-640-9013, fredpollock@starband.net

The Laupahoehoe Alumni/Community Association ("LACA"), a non-profit corporation and sponsor of Laupahoehoe Community Public Charter School ("LCPCS"), has designed this project to provide access to proposed activities by students, teachers, school staff, and parents regardless of gender, age, race, color, national origin, disability, religion, or sexual orientation.

The proposed project will take the following steps to ensure this aim:

For Project Participants: Training programs, parent conferences, and other activities offered by project staff will be designed to eliminate unfair barriers to participation. The following steps may be used as appropriate: written materials translated into other languages, audiotape, or Braille; oral translation provided; and specialized electronic equipment provided upon request. Outreach efforts to invite at-risk students and their parents or guardians to special programs and activities offered by the school will be planned. All outreach materials such as brochures, flyers, and fact sheets will use simple, easy-to-read language and materials will be translated, when appropriate. Enrollment materials and other project forms will be translated if required, and assistance provided to assure proper completion. A non-discrimination statement will be included on all outreach materials and formal communications with parents or guardians and students. This statement will be posted in public areas of the school building.

For Project Personnel: The project will develop an affirmative action policy and orient staff to its provisions. This policy will address procedures in regard to employment and personnel actions, including, but not limited to, compensation, benefits, training, promotion, demotion, layoff/recall, transfer, and termination. Such policies and procedures will assure non-discrimination in regard to gender, age, race, color, national origin, disability, religion, sexual orientation or other non-merit factors. Recruitment activities will include outreach to members of traditionally under-represented groups. All employment forms and advertisements of job openings will include a non-discrimination statement. Job announcements will be posted in the project office and application materials made readily available. Required processes will be documented on forms provided by the project, including justification for any hiring decisions. An affirmative action report will be completed annually. Reasonable accommodation will be made for project personnel and job applicants, upon request.

Facilities: The school buildings and grounds will be periodically evaluated in regard to accessibility and appropriate steps taken to remedy faults.

**SUPPLEMENTAL INFORMATION  
REQUIRED FOR  
DEPARTMENT OF EDUCATION GRANTS**

**1. Project Director:**

Prefix:      \* First Name:              Middle Name:              \* Last Name:              Suffix:  
                Fred    Pollock

Address:

\* Street1:              P.O. Box 486

Street2:

\* City:                      Laupahoehoe

County:                  Hawaii

\* State:                  HI\* Zip / Postal Code: 96764 \* Country: USA

\* Phone Number (give area      Fax Number (give area  
code)                                      code)  
(808)640-9013                      (808)962-0608

Email Address:

FREDPOLLOCK@STARBAND.NET

**2. Applicant Experience**

Novice Applicant                       Yes               No               Not applicable

**3. Human Subjects Research**

Are any research activities involving human subjects planned at any time during the proposed project period?

Yes               No

Are ALL the research activities proposed designated to be exempt from the regulations?

Yes      Provide Exemption(s) #:

No      Provide Assurance #, if available:

**Please attach an explanation Narrative:****Attachment:**

Title :

File :

# Project Narrative

## ED Abstract Narrative Form

Attachment 1:

Title: **ABSTRACT v5** Pages: **1** Uploaded File: **ABSTRACT v5.doc**



## **ED Abstract Narrative**

### **Charter Schools Program Non-SEA Planning, Program Design and Implementation:**

CDFA # 84.282b (FY 2009)

Applicant-Laupahoehoe Alumni/Community Association (LACA), P.O. Box 127, Laupahoehoe HI 96764

Contact-Fred Pollock, ph 808-640-9013, *fredpollock@starband.net*

**Goals:** Convert the existing K-12 "departmental" school (Laupahoehoe High and Elementary School) to a legally autonomous K-12 public charter school (Laupahoehoe Community Public Charter School-LCPCS) and create an innovative educational program, open to all students, that will insure success for an ethnically and socio-economically diverse (including Title I and SPED) student population using a *Community School Model* and *Project Based Learning* (PBL) curriculum.

### **Outcomes Expected:**

\*Improve education outcomes: integrate Hawai'i (academic) Content and Performance Standards with innovative *Program Based Learning* teaching methodologies and learning strands including votech instruction, agriculture, technology, arts, and music.

\*Protect Laupahoehoe School from closure: enable preservation of its small school qualities and strategies to comprehensively and effectively address the needs of at-risk students.

\*Enhance Community Well-being: preserve local education and control and implement a vibrant and inclusive *Community School Model* where Hawaii businesses, public agencies, and talented individuals partner to volunteer to help students; and the school provides programs to the community including health, after school, and family services.

\*Leverage USDOE funding: take advantage of the campus and per-pupil education funding and support services funding (maintenance, food service, transportation) **provided by the State of Hawai'i** to enhance the beneficial effects of USDOE CSP Planning, Program Design and Implementation funds.

**Contributions for Research etc:** Create a template for saving rural schools, effective learning methods, and the value of *Community Schools Programs*.

**Relationship to Program Purposes:** This project will expand the number of high quality charter schools; provide useful data to evaluate the value of charter vs. departmental schools; and create a model that can be publicized and increase understanding of the charter school model. v5

# Project Narrative

## Project Narrative Attachment Form

Attachment 1:

Title: **LCPCS PROJECT NARRATIVE** Pages: **50** Uploaded File: **LCPCS PROJECT NARRATIVE.doc**

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REF: Charter Schools Program Non-SEA Planning, Program Design and Implementation:  
CDFA #84.282b.

Applicant: Laupahoehoe Alumni/Community Association ("LACA"), P.O. Box 127,  
Laupahoehoe, HI 96764

Contact: Fred Pollock, ph 808-640-9013, fredpollock@starband

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## 1. Introduction

Historical Background. Laupahoehoe School was founded in 1883 at the site of the Hawaiian fishing village at Laupahoehoe Point. The name Laupahoehoe means “leaf of smooth lava” in the Hawaiian language, which fittingly describes the leaf-shaped shard of land jutting into the Pacific Ocean, directly below 400-foot high sea cliffs on the windward coast of Hawai‘i Island – the Big Island. The founding of the school coincided with the opening of the Laupahoehoe Sugar Company ("LSC"). Initially, LSC employed 70 workers and their families, but as the company grew, hundreds of immigrants from Portugal, Japan, and the Philippines found work there. By 1918, nine hundred laborers housed in 12 plantation camps surrounded Laupahoehoe. That same year, the Laupahoehoe School was enlarged to accommodate the growing population and a gymnasium was built.<sup>1</sup>

The numerous ethnic groups housed in plantation camps were segregated by ethnicity and their status within the sugar company. The school, however, brought the children of all races together on more equal terms. The children of plantation managers, clerks and laborers all shared the same classrooms. While social friction due to ethnicity and the hierarchical nature of the plantation could never be fully erased, the democratic, egalitarian values learned from the school and the spirit of Aloha facilitated harmony within the incredible multi-cultural diversity of Laupahoehoe, which is still the case today.

A motor-able road built in the early 20<sup>th</sup> century linked Laupahoehoe to the nearest major town, Hilo, 25 miles away – as the crow flies. But, this gravel road wound through numerous

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<sup>1</sup> Hawai‘i Sugar Planters Association.

steep-sided gulches, so that the journey to Hilo could take hours due to frequent landslides blocking the roadway. Therefore, the school became the center of education, local life, sports, cultural events and meetings. A prominent community elder recently stated that, “the school was the glue that held the community together.” Today’s two-lane roadway, while much improved, still experiences frequent closures due to landslides. Today, as in the past, steep, rugged terrain and high rainfall maintain the rural and remote character of Laupahoehoe.

On April 1, 1946, a large earthquake in Alaska caused an immense tidal wave that struck the Hawaiian Islands in early morning, causing widespread destruction and hundreds of deaths. A 40-foot high tsunami wave struck Laupahoehoe Point at 7:00 a.m., killing 23 students and 3 teachers and destroyed the 8 bungalows housing the teachers and principal, and the ocean side portion of the school itself.

The school continued operations at the point for several years, but the community quickly decided their children were far too precious to risk being in the path of another great tsunami. They began planning a new school to be built atop the sea cliffs overlooking the point. The community held fundraisers and successfully lobbied political leaders to provide the resources to build the new school. So that the new school would be a fitting memorial to so many lost and loved children and young adults, the community decided that the new school building and campus would have to be very special. Thus, renowned architect Alfred Preis, designer of the USS Arizona memorial at Pearl Harbor, was commissioned to design the new school. The Laupahoehoe High and Elementary School ("LHES") - on high ground - opened its doors in the fall of 1952, and remains today as one of the most beautiful, comfortable, and environmentally-appropriate school campuses in the islands.

A golden age for the school occurred between 1952 and the 1980s. But, the decline of sugar and eventual closure of the mills in the mid-1990s brought economic crisis and outmigration. The Laupahoehoe community also began to realize that the Hawai'i Department of Education ("HIDOE") was not doing a good job of preparing its students for more demanding non-agricultural professions or for higher education. Standardized test scores ranked Hawai'i near the very bottom of the U.S. and most developed countries in mathematics and reading, and Laupahoehoe ranked near the bottom of Hawai'i schools.

After 1995, the sale of vast tracts of former sugar cane lands at moderate prices, spurred in-migration to Laupahoehoe and East Hawai'i; the reasonable prices for homesteads attracted a large group of parents with small children. After 2000, however, some parents began to home school their children and other parents began to seriously discuss the founding of a charter school due to their dissatisfaction with the HIDOE's operation of the school and evident disinterest in parent's concerns and feedback. In 2005, the parents and community began to work with their State Representative, Dwight Takamine on a new Community Vision for LHES.

School Administration and Governance. The administration of Hawai'i public schools, which began 169 years ago as a centralized kingdom-wide school system, remains today as America's only centralized statewide school system.

The fact that Hawai'i public schools, have always been managed from Honolulu is the main reason why community participation in local school governance remains limited in Hawai'i. The HIDOE and the school community are not true partners in school governance and in the educational planning for their children's futures.

There have been many attempts to reform the HIDOE system. The most recent reform effort came in 2002, when the present governor won election on a robust school reform platform



that advocated the formation of seven local school districts and locally elected school boards as a means to decentralize school planning and decision-making. The HIDOE responded to the governor's agenda by creating fifteen "complex areas" to situate resources and decision-making closer to the schools. But, there has been no local stakeholder participation in the decision-making at the complex areas.

In spite of public support for local school districts and boards, the legislature voted down two bills - SB 1336 and HB 714 - pertaining to their formation in 2003.<sup>2</sup> Instead, the legislature passed the Reinventing Education Act - Act 51 in 2005. A major theme of Act 51 has been to decentralize local school governance through a School Community Council ("SCC") system. While no program evaluation has ever been conducted, anecdotal experiences reveal that the SCC system is ineffective.

Weighted Student Formula. The second major reform program under Act 51 was an innovative school funding methodology called Weighted Student Formula ("WSF"). While WSF has demonstrated positive results in many, mostly urban school districts, it had never been attempted on a statewide basis until Hawai'i did so in 2005. WSF was supposed to bring equity to school budgeting, but instead, created immediate winners and losers. Large schools with thousands of students, mainly located in Honolulu, became instant money winners, while small schools, especially small, rural schools on neighbor islands, became instant losers. William Ouchi a UCLA professor, Honolulu native, and major proponent of WSF, was highly critical of the way WSF was implemented in Hawai'i. In 2006, Ouchi said, "They made a mess. They did it

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<sup>2</sup> Hawai'i Reporter, April 30, 2003.

in haste. The way it's [WSF] being interpreted by the [Hawai'i] State Department of Education has really ripped the guts from it."<sup>3</sup>

During the first year of WSF implementation, Laupahoehoe's budget cuts were so severe that the school was forced to terminate its music teacher one year after the school's new band/music room was opened. In every year since 2006, the school has lost major funding resulting in layoffs. Believing that legislators might not be fully aware of problems with WSF, a group of Laupahoehoe parents and SCC members met with the Chairman of the State House Education Committee, Representative Roy Takumi, on April 12, 2008. His position was that many small schools needed to close for economic reasons, and when asked if we should consider converting Laupahoehoe to a charter school, Representative Takumi responded, "That may be the solution."

In May 2008, our community learned for the first time, that HB 2972, better known as the "School Closure Bill" was on the governor's desk for signature. The bill targeted many small schools, including Laupahoehoe, for possible closure. Meetings and protest rallies were held and within a week, the governor had received thousands of letters opposing the bill. While vetoing the bill the governor pointed out, "how unfair the final bill was by targeting schools in East Hawai'i for closure and leaving schools on other islands intact."<sup>4</sup>

While veto of the school closure bill was viewed as a victory for community participation in Laupahoehoe and other small schools, the good news was short-lived. In November 2008, the HIDOE implemented their small schools closure agenda through the HIDOE and state BOE administrative rules. On January 9, 2009 HIDOE Superintendent Pat Hamamoto made a

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<sup>3</sup> Stateline.org July 26, 2006.

<sup>4</sup> "Hawai'i Reporter," June 24, 2008; Honolulu Star Bulletin.



presentation to the House Finance Committee, where she stated, “Economic conditions no longer make smaller schools an option.” The Superintendent then laid out the new school closure plan and again, Laupahoehoe and other Hawai‘i Island schools were on the list. In February, Hawai‘i Island BOE member Herb Watanabe was invited to a community meeting to discuss the school closure issue. He knew of the long and very special relationship that the people of Laupahoehoe had with their community school. He said that the legislators and bureaucrats in Honolulu did not understand the geography, terrain, climate and size of the Big Island, which made the busing of rural children a poor option. He then recommended that the community consider converting Laupahoehoe to a charter school as the safest way to prevent closure.

For a number of years, many parents in Laupahoehoe had engaged in discussions about starting a charter school. The Laupahoehoe SCC had even formed a charter school exploration subcommittee in 2007. By 2008, charter discussions became very serious. A Save Our School ("SOS") committee was formed and after nine community meetings and fifteen steering committee meetings, it was decided that a conversion charter school was by far the best course that the community could take to save and improve the school.

Laupahoehoe School is simply too central to the self-identity and spirit of the people of this rural community to be allowed to close. People here want to control their own destiny and not allow legislators and civil servants 175 miles and a world away, who have no understanding of this community to marginalize it. Most parents and many teachers now believe that converting Laupahoehoe to a conversion charter school is in the best interest of its young people and the community.

### **3. Application Requirements**

*i. Describe the educational program to be implemented by the proposed charter school, including how the program will enable all students to meet challenging state student academic achievement standards, the grade levels or ages of students to be served, and the curriculum and instructional practices to be used:*

Please refer to the response to Competitive Priority-Secondary School and Selection Criterion (i), (iv), (vi), (ix).

*ii. Describe how the charter school will be managed:*

Please refer to the response to Selection Criteria (ii) and (iii).

*iii. Describe the objectives of the charter school and the methods by which the charter school will determine its progress toward achieving those objectives:*

Please refer to responses to Selection Criteria (iv), (v), and (vi).

*iv. Describe the administrative relationship between the charter school and the authorized public chartering agency:*

Please refer to the response to Selection Criterion (ii).

*v. Describe how parents and other members of the community will be involved in the planning, program design, and implementation of the charter school:*

Please refer to the response to Selection Criteria (iii) and (vii).

*vi. Describe how the authorized public chartering agency will provide for continued operation of the charter school once the Federal grant has expired, if that agency determines that the charter school has met its objectives:*

Ongoing operation of the school will be funded by the State of Hawai'i chartering agency because charter schools are public schools. Therefore, even though charter schools are largely

autonomous in their programs and operations, they receive yearly per-pupil funding as do other public schools. Financial challenges can arise with "start up" charter schools because the state does not provide facilities for them. However, in the case of this application, Laupahoehoe Community Public Charter School ("LCPCS") will be taking over the operations of an existing public school and is therefore, considered a "conversion" charter school. As such, it is entitled to keep using the existing public school buildings and grounds, and will also receive separate funding for maintenance and support services such as food service, transportation, special education, etc. There is also a school/public library on campus and a public swimming pool complex that receive additional funding from the state.

Unlike HIDOE schools, charter schools are permitted to retain funds or donations secured by parents or leveraged from other sources such as foundations, service clubs, and businesses. When donations can be raised locally and managed locally, it provides greater incentive for charter schools to pursue this type of fund development.

The budget items in this U.S. DOE CSP planning and implementation grant application fund the charter conversion and creation of new programs and the upgrade of current services and infrastructure that is not available from state funding and which will provide vastly expanded and improved education opportunities and community services that are not possible under the HIDOE management. It will also save the school from closure by the HIDOE and will provide a model for the conversion of struggling public schools that will help many other aspiring charter schools.

Besides state financial assistance, LCPCS will be supported by the use of volunteers and community-based, government, and business partners; by efficient management; by ongoing program and fiscal audits and continuous improvement; by other government, business, and



foundation sources; and by the fact that the individuals involved in this public school conversion have extensive experience in administration, budget development, expense monitoring, and resource leveraging.

***vii. If the charter school desires the Secretary to consider waivers under the authority of the CSP, include a request and justification for waivers of any federal statutory or regulatory provisions that the applicant believes are necessary for the successful operation of the charter school and a description of any state or local rules, generally applicable to public schools, that will be waived for, or otherwise not apply to, the school:***

Not applicable.

***viii. Describe how the grant funds will be used, including how these funds will be used in conjunction with other federal programs administered by the Secretary:***

Please refer to the response to Selection criterion (iv).

***ix. Describe how students in the community will be informed about the charter school and be given an equal opportunity to attend the charter school:***

Please refer to the response to Selection Criterion (iii).

***x. Describe how a charter school that is considered an LEA under state law, or an LEA in which a charter school is located, will comply with sections 613(a) (5) and 613(e) (1) (B) of the Individuals with Disabilities Education Act.***

The State of Hawai‘i is classified as both a SEA and a LEA. In order to increase clarity and ensure monitoring, compliance, service delivery, and equity, the Hawai‘i Board of Education (HIBOE) has determined that the Superintendent, acting in his/her capacity as the State Educational Agency, shall have direct line of authority for the implementation of IDEA, Section 504 of the Rehabilitation Act of 1973, Hawai‘i Revised Statutes (HRS) §302A-463 and HRS

§302A-1188 (Act 87, Part V, Section 18) in all public schools, including public charter schools, and shall be responsible for the provision of a free and appropriate public education in the least restrictive environment.

In compliance with IDEA section 613(a) (5), the HIBOE has designated the Superintendent of the HIDOE as its agent to oversee the implementation and compliance with all federal and state laws of special education ("SPED") services in all public schools regarding the provision of special education services to exceptional children, including public charter schools.

LCPCS will collaborate with the HIDOE to serve children with disabilities in the same manner as the HIDOE serves children with disabilities in other public schools, following procedures set forth in the Hawai'i Primers on SPED and Public Charter Schools.<sup>5</sup> LCPCS will provide supplementary and related services on-site to the same extent to which the HIDOE has a policy or practice of providing such services on-site to its other public schools.

LCPCS will employ a Student Services Coordinator ("SSC"), special education teachers, educational assistants, and a general education (Article VI) teacher. LCPCS' local school board ("LSB") is responsible for hiring staff into vacant positions, including the SSC and other special education staff. The HIDOE will provide the school with a subsidy to fund special education positions (with the exception of the SSC) in addition to state per-pupil allocations.

Federal and state funding for special education services at LCPCS is delivered to the school as part of the annual funding process that provides other per-pupil allocations, ensuring that the funds are provided on the same basis as the state provides funds to other public schools, utilizing a proportional distribution scheme based on relative enrollment of children with disabilities.

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<sup>5</sup> <http://hcsao.org/school/sped>



LCPCS is considered to be within the state-wide LEA, so it is not a LEA itself.

Therefore, compliance with IDEA section 613(e) (1) (B) is not applicable.

*xi. If the eligible applicant desires to use grant funds for dissemination activities under Section 5202(c) (2) (C) of the ESEA, describe those activities and how those activities will involve charter schools and other public schools, LEAs, developers, and potential developers.*

Not applicable.

#### **4. Selection Criteria**

*(i) The quality of the proposed curriculum and instructional practices.*

Laupahoehoe Community Public Charter School will implement its academic program within the context of a Community School: a place where families, students, teachers and community members help design and implement activities that promote high educational achievement and use the community as a resource for learning. This model is highly compatible with our small, rural school and its 126 year history as a symbol of community pride and identity. Central to our philosophy is the following quote from Secretary of Education Duncan: "When the school becomes the center of community life, great things are going to happen for those families, and great things are going to happen to those children."<sup>6</sup>

Within the Community School model, LCPCS will offer a curriculum which has the following characteristics:

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<sup>6</sup> Remarks made by Arne Duncan on the Charlie Rose Show, Coalition for Community Schools web site, [www.communityschools.org](http://www.communityschools.org).

- A standards-based, academic program that promotes student achievement in language arts, math, science, and Department of Education General Learner Outcomes ("GLOs");<sup>7</sup>
- A developmental, interdisciplinary, and interactive approach which begins with the existing knowledge, beliefs, and skills each learner brings to an array of meaningful and experiential learning challenges;
- A social and interactive environment that embraces cultural and community values, and;
- Learners who are able to apply their knowledge and assumptions in a variety of real-life contexts: science/technology/communication; music/arts; agriculture/forestry; auto shop/carpentry; academics/advanced placement.

The LCPCS educational program will integrate the revised Hawai'i Content and Performance Standards III (HCPS) into its proven teaching methodologies to assure that each student meets or exceeds challenging state achievement standards.<sup>8</sup> Since the existing school is in its fifth year of restructuring, one of the primary goals of LCPCS is to exceed annual Hawai'i State Assessment Adequate Yearly Progress ("AYP") objectives, continuously maintain a "In Good Standing, Unconditional" status, and ensure that students master all six HODOE General

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<sup>7</sup> **Self-directed Learner** (The ability to be responsible for one's own learning); **Community Contributor** (The understanding that it is essential for human beings to work together); **Complex Thinker** (The ability to demonstrate critical thinking and problem solving); **Quality Producer** (The ability to recognize and produce quality performance and quality products); **Effective Communicator** (The ability to communicate effectively), and; **Effective and Ethical Use of Technology** (The ability to use a variety of technologies effectively and ethically).

<sup>8</sup> In School Year 2010-11, Adequate Yearly Progress proficiency objectives will increase significantly, from 58% proficient to 72% proficient in reading, for example.

Learner Outcomes ("GLOs"). LCPCS teachers will be required to meet or exceed state standards, as well as fulfill applicable requirements under NCLB.

The instructional approach and learning philosophy at LCPCS will embrace the belief advocated by John Dewey and Jean Piaget that children "learn by doing." This idea is reflected in the constructivist-project-based learning ("PBL") model which will form the basis of the LCPCS approach to learning. The following qualities described by Dr. Elizabeth Murphy (1997) characterize constructivist-PBL projects, activities, and environments:

- Multiple perspectives and representations of concepts and content;
- Collaborative construction of knowledge through social negotiation;
- Teachers who serve in the role of guides, monitors, coaches, tutors and facilitators;
- Activities, opportunities, tools and environments that encourage reflection and higher thinking;
- Students who play a central role in mediating and controlling learning;
- Learning situations, environments, skills, content and tasks that are relevant, realistic, authentic and represent the natural complexities of the "real world";
- Primary sources of data used to ensure authenticity and real-world complexity;
- Emphasis on knowledge construction and not reproduction;
- Consideration given to the learner's previous knowledge constructions, beliefs and attitudes in the knowledge construction process;
- Emphasis on problem-solving, higher-order thinking skills and deep understanding;
- Use of errors to gain insight into students' knowledge constructions;
- Development of independent learners through exploration;
- Opportunities for apprenticeship learning;



- Awareness of knowledge complexity through emphasis on conceptual interrelatedness and interdisciplinary learning;
- Scaffolded learning which helps students perform just beyond the limits of their ability; and,
- Authentic assessment, interwoven with teaching.

Acquisition of adaptive skills is a key ingredient to success in our fast-paced, highly connected and interactive world. The constructivist-PBL model promotes cooperation and social learning as well as increased student motivation, problem-solving ability, and resource management skills.<sup>9</sup> Mastery of GLOs will further buttress the development of students' real world competencies. Last but not least, the Community School model will serve as a laboratory where students observe and practice interpersonal and leadership skills in a safe and secure environment.

### **Features of the LCPCS Educational Program**

#### Forging Partnerships to Build a Community School

Our vision places LCPCS at the heart of our community as a place where shared cultural and community values are transformed into action, and everyone has a role to play in ensuring that students thrive, families are engaged, and teachers care. The community school brings together school and non-school supports to ensure that all children acquire the skills they need to succeed. Students, parents, staff, and community members envision the school as a place of high educational achievement, family support, community engagement, and leadership development. The school's mission reflects this vision:

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<sup>9</sup> "Foundations for the Road Ahead: Project-based Learning and Information Technologies," National Foundation for the Improvement of Education, National Education Association.



*Families, staff and community working together to graduate  
successful learners who are job, school, and life-ready.*

To fulfill its mission/vision, LCPCS will employ a Community School Consultant ("CSC") who will establish partnerships with community providers; work with school staff to design and implement community service opportunities for students to promote service learning<sup>10</sup>; act as a liaison between the school, community, and its partners to ensure communication systems meet the needs of all stakeholders; set-up a volunteer recruitment and orientation program; secure tutoring resources; and evaluate processes, products, and progress of the work plan. The CSC will establish protocols for conduct of needs assessments and satisfaction surveys to identify service gaps and ensure continuous improvement. A Community School Coordinator will be hired from the HODOE per-pupil allocation prior to the close of the implementation period.

In addition to instruction, activities at the community school will fall into five broad categories:

- 1) *adult development activities* (such as GED and ESL classes, parenting classes, and family literacy programs);
- 2) *parent and child shared activities* (such as family activity nights, excursions, newsletters, Hawaiiana, and volunteer opportunities);
- 3) *governance and leadership activities* (such as a Parent Association and committees, conducting parent needs and satisfaction surveys, and hosting focus groups);

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<sup>10</sup> Service Learning is a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities.

- 4) *activities that link parents to the school* (CSC duties such as sitting in on meetings between families and schools regarding individual children and acting as a liaison between the school and home, programs to ease school transitions, tutoring and mentoring roles, parents as teachers); and
- 5) *after-school activities for students* (such as tutoring, mentoring, opportunities for service learning, sports, and youth leadership development).

Current partnerships<sup>11</sup> will be expanded and new ones established. Potential partners are The Laupahoehoe Train Museum, Hilo-Hamakua Community Development Corporation, Laupahoehoe Experimental Forest, Head Start, Lion's Club, Parks and Recreation, and others. The school will be available year-round, seven days per week, and evening hours.

The Community School approach is highly compatible with the structure, history and original intention of the existing school. The LHES campus is well-suited to establishment of a community school, with its thirty-five acres and under-utilized classroom, cafeteria, and auditorium space. LHES has an auto shop, state-of-the-art band room with several sound-proof practice rooms, computer lab, large garden area, and wood shop. A public library, private preschool, and public swimming pool are already co-located with the school. These exceptional resources are unparalleled along a fifty-mile stretch of the Hamakua Coast, and reflect the school's past as a vibrant center of the community. Furthermore, the K-12 structure of the school will offer ample opportunities during each child's thirteen school years to engage families in many positive ways...not just when something goes wrong.

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<sup>11</sup> Hawai'i Community College, Career Pathways, Career and Technical Education and Business Education Partnership, The Right Track Program, Journey Through the Universe.

Efficacy of the community school approach is supported by research showing that successful engagement of key stakeholders - youth, families, and community - reaps a host of benefits for a school. The Harvard Family Research Project notes youth engagement produces "... positive benefits in a number of interrelated outcome areas--academic, social/emotional, prevention, and health and wellness," and that family engagement leads to "...improved school readiness, higher student achievement, better social skills and behavior, and increased likelihood of high school graduation."<sup>12</sup> Strategic use of community partnerships will leverage resources to insure school success and family involvement.

### Relationships Embedded in Community and Cultural Values

The Laupahoehoe community is diverse in many ways. Its residents represent a rich tapestry woven of many ethnic groups. Some families have lived here for many generations while others are new arrivals. The socio-economic and education descriptors are also quite diverse, ranging from many years of poverty to upper income families, and from little education to advanced degrees. The formally shared language of these multiple groups is English, but that too, comes in many forms with many interpretations. The school will be a microcosm of this diversity and a place where this rich historical and cultural heritage is actualized on a smaller scale. The community and cultural values held by LCPCS' constituency will be reflected in school programs, rituals, relationships, and instruction.

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<sup>12</sup> "Seeing is Believing: Promising Practices for How School Districts Promote Family Engagement, PTA, Harvard Family Research Project, Issue Brief, July 2009 and "After School Programs in the 21st Century: Their Potential and What It Takes to Achieve It," Harvard Family Research Project, Number 10, February 2008.

LCPCS programs and approaches will be based on the belief that each individual has much to share and learn from others. Students will be encouraged to explore their differences and similarities in a safe, accepting environment. The following values provide a means of attending to the whole child and his/her family as well as providing standards for public dialogue and interactions:

*Ho'o Kuponono* - to behave rightly;

*'Ohana* - family;

*Aloha* - affection, love, greeting;

*Kokua* - to help, support;

*Malama* - to take care of, care for;

*Lokomaika'i* - graciousness, generosity, good will;

*Ho'ihii* - respect, courteousness;

*Ha-'aha-'a* - humility;

*Maluhia* - peace, quiet, serenity;

*Lokahi* - harmony, unity, agreement;

*'Oia'i'o* - truth;

*Kuleana* - responsibility;

*Kulia i ka Nu'u* - strive to reach your highest;

*Laulima* - cooperation;

*Malama i kou kuleana* - take care of your responsibilities; and

*Ahonui* - patience;

*Maka'ala* - alertness, paying attention;

*Mahalo i ka mea loa'a* - be thankful for all things (great and small).

These values will be supported at the school level, in classrooms, through service learning, and teacher training. They will go a long way in preparing each learner for success in all aspects of life.



### Active and Meaningful Learning in an Enriched Environment

Researchers in neuropsychology and neurophysiology have revealed the surprising plasticity of the brain and its far-reaching implications for pedagogy: that is, the active interaction between the individual and a novel and complex environment promotes brain development.<sup>13</sup> Based on this ground-breaking research, it can be posited that instructional activities which involve students in active learning and thinking about what they are doing allow for more intense engagement on the part of the learner and consequently, may be expected to produce more substantial learning. LCPCS' constructivist-PBL approach which gives students opportunities to make active investigations that enable them to learn concepts, apply information, and represent their knowledge in a variety of ways underscores this point. Put another way, "All meaningful learning is a form of active knowledge construction."<sup>14</sup>

### Age-Appropriate Processes and Approaches

LCPCS' model is based on the assertion that children have identifiable cognitive and social stages of development. The LCPCS curriculum will recognize the different qualities of each cognitive and emotional stage by introducing academic and values lessons at developmentally appropriate points in the child's academic career, when the learning will be most meaningful and effective. Research has confirmed that the brain grows in spurts, releasing

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<sup>13</sup> "How Brain Research Relates to Rigor, Relevance and Relationships," Willard R. Daggett and Paul David Nussbaum.

<sup>14</sup> Derry, S.J., Cognitive schema theory in the constructivist debate, Educational Psychologist, 31, 1996, 163-74.

new capacities in the maturing child and adolescent.<sup>15</sup> LCPCS' programs will, whenever possible, be aligned with these developmental windows.

Constructivist-PBL begins with an understanding of the student's existing knowledge constructions, beliefs and attitudes. This individualized approach to the construction of knowledge is inherently developmental. According to Vygotsky, students' problem-solving skills fall into three categories: skills that the student cannot perform; skills that the student may be able to perform, and; skills that the student can perform with help. Scaffolded instruction allows students to perform tasks that would normally be slightly beyond their ability without assistance and guidance from the teacher. Appropriate teacher support allows students to function at the cutting edge of their individual development within the overall developmental rubric.

#### Integration of Academics and Real-World Experiences

A publication of the Buck Institute for Education ("BIE") states, "...the need for education to adapt to a changing world is the primary reason that PBL [Project Based Learning] is increasingly popular. PBL is an attempt to create new instructional practices that reflect the environment in which children now live and learn."<sup>16</sup>

LCPCS' constructivist-PBL approach will embrace the standards-based framework espoused by the Buck Institute for Education.<sup>17</sup> Standards-based PBL is defined as "a systematic

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<sup>15</sup> J. C. Chilton, 2000.

<sup>16</sup> "Introduction to Project Based Learning," Buck Institute for Learning.

<sup>17</sup> The Buck Institute for Education is a non-profit organization working to make schools and classrooms more effective through the use of problem and project-based learning. BIE conducts professional development workshops, publishes resource materials, and has led efforts to create an on-line web page for project planning, implementation and assessment.

teaching method that engages students in learning knowledge and skills through an extended inquiry process structured around complex, authentic questions and carefully designed products and tasks."<sup>18</sup> This definition encompasses brief projects of one to two weeks, based on a single subject in one classroom, to yearlong, interdisciplinary projects that involve community participation and adults outside the school.

Standards-based PBL is designed to acknowledge the importance of content and performance standards and the evaluation of student learning. The LCPCS educational approach will introduce core concepts and opportunities to learn and/or apply them in real-world settings through participation in PBL strands offered during the school year in the following areas: science-technology-communication; music-arts; agriculture-forestry; auto shop-carpentry; and advanced academics. These opportunities will provide an authentic environment in which teachers facilitate student's construction of meaning, as well as their acquisition of skills in cooperative learning and collaborative problem-solving.

### Effective Teaching Strategies

Effective PBL and other instructional strategies will be used to achieve the ambitious academic and process results outlined in this application. Teachers will begin instructional projects with clear academic and process objectives in mind. Content standards and pacing guides may be used to determine academic objectives. District GLOs and/or rubrics such as those developed by the BIE may be used to craft process objectives. While other instructional strategies may be employed such as reading assignments, worksheets, quizzes, and lecture, PBL will be the primary learning mode. All instructional strategies will recognize the multiple

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<sup>18</sup> "Introduction to Project Based Learning," Buck Institute for Learning.



learning modalities/intelligences that each learner brings to a task. Projects will be planned using validated processes and materials developed by the Buck Institute for Education ("BIE") and other sources.

Teacher training will focus on changing the culture of the school, with particular attention given to implementation of PBL within the academic framework and purpose/function/activities of the community school. Ample time will be set aside each week to facilitate development and evaluation of PBL strategies, curriculum planning and articulation, discussion of individual students, and reflective practices. A culture of observation/feedback will be built to support reflection and improvement, with the teacher as driver. Weekly staff meetings will further communication on a variety of school-wide issues and activities.

The Buck Institute for Learning ("BIE") and WestEd<sup>19</sup> will be used as resources for staff training. BIE's excellent website, PBL-Online, provides a specified set of steps to plan, implement, and assess effective classroom projects. The BIE methodology has been developed and refined over a 5 year period, and recognizes that teachers need explicit guidance and support to properly implement PBL. The design and delivery of our training program and other instructional supports will be based on this observation.

### K-12 - Small School Environment

An important asset of LCPCS will be its small size and K-12 enrollment in one school. LHES currently has an enrollment of 97 elementary students, 37 middle school students, and 68 high school students. The school's relatively small size and span of grades will support

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<sup>19</sup> WestEd is a nonprofit agency that provides training and technical assistance in a wide variety of areas including improving low-performing schools and development of intervention strategies.



development of small learning communities as well as cross-age mentoring and tutoring opportunities.

Research has shown that small schools offer many advantages to students, teachers, parents, community members, partners and administrators. A national study by Bank Street College of Education released in 2000<sup>20</sup> found that small schools in Chicago Public Schools have fewer course failures, higher attendance, fewer dropouts, fewer incidents of discipline and violence, and higher teacher, student, parent and community member satisfaction than large schools.

LCPCS' small size and K-12 enrollment allows for personal and sustained relationship-building aimed at strengthening family partnerships and involving parents and caregivers in school activities. Families with children five to eighteen will benefit from the knowledge and expertise they share in a variety of venues available at the community school.

Since K-12 teachers are in one building, the barriers many "feeder schools" encounter in articulation efforts with receiving schools, such as different school cultures, divergent curriculum and instructional philosophies, and travel distance, are lessened. On-site collaboration can concentrate on improving instruction, transitions to middle school and high school; and building respectful, professional relationships to improve student outcomes.

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<sup>20</sup> Small Schools/Great Strides: A Study of New Small Schools in Chicago, Patricia A. Wasley, Michelle Fine, Matt Gladden, Nicole E. Holland, Sherry P. King, Esther Mosak, & Linda C. Powell, Bank Street College of Education, 2000.

***(ii) The degree of flexibility afforded by the SEA and, if applicable, the LEA to the charter school.***

The State of Hawai‘i is considered both a SEA and a LEA. Chapter 302B, HRS, *Public Charter Schools*, section 7(c), *Charter School Local School Boards; powers and duties*, is the statutory law governing Hawai‘i charter schools, and it provides that the Local School Board ("LSB") shall be the autonomous governing body of its charter school and shall be responsible for the financial and academic viability of the charter school, implementation of the charter, and shall be the independent authority to determine the organization and management of the school, the curriculum, virtual education, and compliance with applicable federal and state laws.

As provided by §302B-9, HRS, charter schools are exempt from all state laws in conflict with Chapter 302B, HRS, except those regarding collective bargaining under Chapter 89, HRS, discriminatory practices under §378-2, HRS, and health and safety requirements.

The public chartering agency, the Charter Schools Review Panel ("CSRP"), is independent of the HIDOE and while it is accountable to the HIBOE under the constitution, in practice, the CSRP operates as an autonomous body. The CSRP is responsible for issuing new charters, authorizing significant revisions to existing charters and conducting ongoing oversight of all Hawai‘i public charter schools. HRS §302B-3 requires that the CSRP conduct multi-year reviews. The CSRP can at any time evaluate any cause for concern, and may take appropriate action, which may include probation or revocation of a charter.

### **LCPCS Administrative/Management Structure**

The local school board ("LSB") will observe the difference between policy-setting versus management, operations, and pedagogy, and will respect this distinction. The Board will provide

oversight of the Project Consultant, who will be primarily responsible for coordinating the planning, project design, and implementation of the charter school.

During the planning period and year one of the grant, the LSB will delegate operational and financial responsibilities for the charter school primarily to the Project and Business Consultants. These consultants will work closely with the existing school Principal as well as the School Director, when hired, in order to facilitate a smooth transition from consultant to paid staff during the first half of grant year two. Salary and fringe benefits for the School Director position will be paid from the HIDOE per-pupil allocation. In year two, the Project Consultant will continue to work on implementation activities in concert with the School Director including recruitment and hire of staff into open positions. During the third year, the Project Consultant's contract will be reduced since the transition to and implementation of, the charter school will be complete, but the Project Consultant's deep knowledge of the charter school plan will help guide the school to operate as intended by the LSB.

During the planning phase, the Project Consultant will set-up school-wide systems to ensure efficient and effective operations, draft school policies and procedures including an affirmative action policy and job descriptions with input and approval from the LSB, serve as the public relations face of the charter school, develop promotional materials for outreach and recruitment, act as the liaison to the LSB and at their direction, communicate with funders, the Charter School Review Panel, and other entities. During the second year, he/she will focus on transitioning from a HIDOE school to implementation of the charter.

The Business Consultant will be hired with grant funds and will with the cooperation of the Project Consultant, organize financial, accounting, and procurement systems for the school,



maintain accurate and complete records conforming with appropriate laws and regulations, carry out LSB policies and directives, and assure proper internal financial controls.

A Curriculum Consultant will be hired to refine the curriculum approach and assessment tools to ensure that all students will meet or exceed the HIDOE Content and Performance Standards. He/she will also plan and organize the training and professional development program, mentor staff, and in concert with the other consultants, develop effective cross-functional communication systems. He/she will also be charged with developing a school-wide system for continuous improvement in the educational program.

The Community School Consultant will work with parents to ensure their input in the development of community resources at the school, conduct outreach to potential community partners, establish service agreements with community providers, set-up needs assessment and program evaluation protocols, work closely with the Curriculum Consultant to plan service learning opportunities for students, and design and implement volunteer and tutoring programs.

An Administrative Consultant will be hired to assist in development of office procedures including those for enrollment of students, prepare forms and other materials, set-up reporting mechanisms, assist other consultants, conduct a complete and detailed inventory, and provide school office staff with customer service requirements and protocols.

The School Director when hired in year two with HIDOE funds, will report to the LSB. He/she will supervise the school staff and provide leadership for day-to-day delivery of the educational program and for school operations, and will follow-through on LSB policy directives and budgetary decisions. The School Director will make recommendations to the LSB regarding personnel and policy issues and will oversee State reporting and compliance and negotiate with the HIDOE, as necessary. The School Director will recommend any additional staff required to



ensure that LCPCS operates effectively, including a SASA, school counselor, facilities/maintenance, etc.

All consultants will operate under LSB supervision to ensure charter school programs are implemented in a manner in keeping with the Board's vision.

### **Financial Operations**

The financial relationship between LCPCS and the state will be based on transparency and accountability. LCPCS will conduct financial operations independently, with no restrictions beyond the requirement to implement internal policies and procedures in accordance with generally accepted accounting principles applicable to the school, and consistent with the goal of public accountability.

HRS §302B-7(c) provides that the LSB shall be the autonomous governing body of its charter school and shall be responsible for the financial and academic viability of the charter school. The necessary and proper oversight of all financial aspects of the charter school will fall to the LSB.

All practices will comply with applicable laws and applicable directives from the HIBOE, CSRP and other governing bodies. All financial activities will be managed by the Business Consultant during the grant period, with oversight of the LSB and the school's outside accounting firm. LCPCS will structure its fiscal management plan so that fiscal information will be available to the public and state agencies in a readily accessible form. The LSB will develop and authorize a set of policies and procedures for financial management, and will keep a manual outlining those procedures on site. The Business Consultant will coordinate the Board's responsibility for the manual, including its regular review and update. The LSB and School Director will ensure compliance with procedures in the manual.

### **Accounting and Budgeting**

All accounting activities will be conducted in accordance with generally accepted accounting principles applicable to the school. Bookkeeping activities will be overseen by the Business Consultant, who will also prepare an annual budget showing planned revenue and expenses for the coming year. The LSB will be responsible for authorizing the yearly budget. The Board will require a statement of financial position and statement of activities monthly, at a minimum. In preparation for the independent annual financial audit, the Board will be provided with a comprehensive assessment of the school's finances.

### **Procurement**

As provided by §302B-9, HRS, charter schools are exempt from Chapter 103D, HRS, *Hawai'i Public Procurement Code*, but shall develop internal policies and procedures for the procurement of goods, services, and construction consistent with the goals of public accountability and public procurement practices. The school will develop a procurement policy and procedure that will be implemented from the outset of operations.

### **Auditing**

The charter school will compile and make available an annual written report and evaluation of its educational program and general operations in accordance with the approved charter and applicable state and federal laws. The annual report will include an evaluation of the fulfillment of the charter's purposes and goals, as well as an evaluation of financial operations. These evaluations will be implemented in the form of annual program and financial audits.

An independent auditor will conduct the yearly financial audit of the school in accordance with generally accepted accounting principles applicable to the school, and will verify the accuracy of the financial statements, attendance and enrollment accounting practices,

accounting practices, as well as review the internal financial controls. The annual audit will be completed within 60 days of the close of the fiscal year or as the CSRP directs. Audit exceptions or deficiencies, if any, shall be resolved to the satisfaction of CSRP in a timely manner.

### **Personnel**

The LSB will be responsible for setting all personnel policies, and will be responsible for hiring, evaluation, and termination of staff and faculty for the school, including special education personnel. LCPCS is free to implement an outcomes-based teacher evaluation and incentive program in which the teachers will be afforded the opportunity to collaborate with colleagues and administrators to identify annual goals for improving instruction and student achievement. Additionally, the LSB will have the power, as provided by law, to negotiate supplemental collective bargaining agreements with the exclusive representatives of its employees.

Personnel policies and procedures will comply with applicable federal and state regulations such as those relating to labor law, civil rights, and nondiscrimination. Employment practices will not be influenced or affected by an applicant's race, color, religion, gender, national origin, age, disability, sexual orientation or any other characteristic protected by law. The school will make reasonable accommodation for qualified individuals with known disabilities. This policy will govern all aspects of employment, including selection, job assignment, compensation, discipline, termination and access to benefits and training.

### ***(iii) The extent of community support for the application.***

The desire of parents to participate more actively and effectively in the education of their children provides the very underpinning of this conversion charter school effort. The lack of confidence in the stewardship of the HDOE and unrealized potential of the school's central role



in the community have created a strong community commitment to reinvent the school as the vibrant educational and community center that it once was. The HDOE's intention to study closure of the school has created considerable community dismay and a sense of urgency in regard to conversion.

In 2007, Representative Dwight Takamine convened a group of community stakeholders to examine sustainability issues facing the school in light of a new funding mechanism called the Weighted Student Formula. Many community members turned out to identify future support needs and actions to improve the school, many of which are included in this application. The intervening years, however, have proven this effort was not enough to sustain the school to the level envisioned by this group.

Consideration of a charter school conversion has been ongoing for a number of years. In 2008, a diverse group of parents, alumni, and community members organized to pursue conversion of LHES to a public charter school. Over the last 10 months, this group, Save Our School ("SOS"), with support from the sponsor of this proposed conversion to a charter school, the Laupahoehoe Alumni/ Community Association ("LACA"), hosted a series of community meetings and parent focus groups to educate the community, parents, and existing school staff about charter school conversion, build support, and gather input from these key stakeholders about the essential characteristics of the proposed charter school. During this period, SOS secured over 200 signatures in support of conversion. A significant number of the teachers and school staff have already indicated their support for conversion to a charter school.

The support of LACA has been instrumental in this process. LACA is a community-based non-profit corporation first incorporated in 2001. Its purpose is to "educate, preserve, and perpetuate the school [LHES] and community's rich and significant cultural, social, and historic



heritage." The LACA Board and its members are current and former community residents, many of whom are LHES alumni. The President of LACA was a Community Representative on the School Community Council and was born and raised in Laupahoehoe.

SOS also compiled a database to enable regular, two-way communication with key stakeholders. This has been a vital connection for information dissemination and feedback about the conversion process and activities.

Several key letters of support and/or partnership are including in the Appendix of this application from the School Community Council, Senator Dwight Takamine, Laupahoehoe Train Museum, U.S. Department of Agriculture-Forest Service, Holly Young-Sculptor, Hilo-Hamakua Community Development Corporation, and the 30 Meter Telescope Project.

Please refer to the Introduction (page 1) for further description of community support.

### **Outreach**

Over the nearly five years the current school (LHES) has been in restructuring, a significant number of students have left the school via geographic exceptions or home schooling. Enrollment has declined from 225 in 2005-06 to approximately 202 in 2009-10. LCPCS' outreach will focus on re-enrollment of these students and attracting students from outside the attendance area.

A variety of methods will be used to attract new students and re-enroll those who have left the school during restructuring. A web site will be developed to inform parents about the school, and to recruit new and returning students. Outreach will also be conducted via newspaper ads and the SOS database. Outreach materials will be mailed and/or disseminated to parents of children currently attending the school and local community organizations, posted on public bulletin boards, and distributed at public gathering places (e.g., community events, movie

theaters, community gymnasiums, restaurants, public libraries, the public swimming pool, and laundromats). Presentations will be made at community meetings and other public gatherings regarding the school and its enrollment timelines.

All outreach materials will contain information about the application process and procedures. Enrollment applications will be available at the school office, on the school website, and may be requested through the community database.

The Community School and Administrative Consultants will design, implement, and evaluate the outreach/recruitment process.

### **Admission Philosophy**

- LCPCS will not charge tuition or fees.
- Enrollment will be guaranteed to all currently enrolled students and to children who live within the school attendance or catchment area.
- If students apply from outside the attendance/catchment area and there are spaces available, a random selection process will be utilized to enroll these students in the school.
- LCPCS will be non-sectarian in its programs, admissions and policies. Potential students will be considered for admission without regard to ethnicity, creed, national origin, gender, disability or achievement level.
- In the belief that the best student learning is achieved through family partnerships, LCPCS will conduct periodic workshops on its learning approach and make every effort to encourage parents of prospective and current students to take an active role in their child's education and to participate in school programs and activities.

- Notwithstanding the forgoing, LCPCS will abide by all federal and state laws pertaining to enrollment.

### **Admission Procedures**

Applications will be accepted during the Open Enrollment period January 1 to March 31 prior to the start of a new school year. Following this period, all currently enrolled students and children residing in the catchment area will be placed by grade. If there are spaces available in any given grade, then the lottery described below will be held for applicants for that grade.

### **Student Admission Lottery**

The school will employ a public lottery as required by law if spaces remain in a particular grade after all currently enrolled students as well as new students residing in the attendance/catchment area have been placed. At the close of the open enrollment period and after assignment of currently enrolled students and those living in the attendance/catchment area, tickets with the applicants' names who reside outside the attendance/catchment area will be drawn randomly, and a number assigned sequentially to each applicant within each grade. Applicants will then be placed on a list in the order in which their ticket was drawn. When an opening occurs, applicants will be notified to schedule completion of the intake process.

Children not admitted as a result of the lottery process will be placed on a waiting list, ranked by their position in the lottery. Once the initial admissions have been made and accepted, remaining openings in the school will be filled from the waiting list.

#### ***(iv) The ambitiousness of the objectives for the charter school.***

LCPCS is committed to excellence in all aspects of its school program: educating the whole child for 21<sup>st</sup> century success; leveraging community resources to promote learning, youth

development, and family support; and employing a competent staff prepared to ensure that students succeed. We recognize that there are several important components that contribute to building an effective school that supports high student achievement, and that regular and systematic evaluation of progress toward measurable objectives is vital to school success. Because the ultimate goal of schooling is successful student learning, measurement of standards-based academic achievement is the primary indicator of school success.

LCPCS has developed challenging objectives intended to measure student learning and direct school efforts, and we have organized these objectives into the following three overarching categories.

Category I: Continuous improvement of performance on state-wide assessments:

One of the primary objectives of LCPCS is that by the year 2014, all of its students will score in the "proficient or superior" range on the Hawai'i State Assessment (HSA). Proficiency levels for LHES at the end of the 2008-9 school year were 57% in reading and 37% in math. Considering that proficiency objectives for the 2009-10 school year of 58% in reading and 46% in mathematics will jump to 72% and 64% respectively in 2010-11, much work needs to be done. In order to attain our goal, LCPCS will set meaningful student achievement objectives, and our progress toward reaching these objectives will be systematically assessed. The following intermediate objectives for the four year period 2010-2014 will function as a roadmap to success with several key milestones defined along the way.



***Hawai'i State Assessment (HSA), Percent of LCPCS Students Proficient***

(Actual HI DOE HSA proficiency targets are noted in parentheses)

<b>Year</b>	<b>2011-2012</b>	<b>2012-2013</b>	<b>2013-2014</b>
<b>Reading</b>	70% (72%)	80% (86%)	100% (100%)
<b>Math</b>	50% (64%)	60% (82%)	100% (100%)

Category II: Continuously improve performance on authentic assessments

LHES has a high proportion of students at-risk for low achievement; students falling in the "disadvantaged" and "Asian/Pacific Islander" reporting categories on the HSA scored significantly lower in reading and math compared to both the school and state-wide results for all students. Therefore, authentic assessments will provide important informative and holistic feedback on student learning and achievement.

PBL is highly compatible with assessment of age-appropriate content knowledge, and development of 21<sup>st</sup> century learning skills: communication and presentation; organization and time-management; research and problem-solving; self-assessment and reflection; and group participation and leadership. LCPCS will use rubrics created by the Buck Institute for Education specifically adapted for PBL,<sup>21</sup> in addition to other measures such as testing, quizzes, and writing samples. The rubrics will be used to develop Project Planning Forms for specific units.

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<sup>21</sup> Rubrics from the BIE Project Based Learning Handbook, The Buck Institute for Education, Marin County, California, pp. 61-80.

The HODOE General Learner Outcomes are highly compatible with the PBL rubrics and therefore, will be incorporated into this category.

***LCPCS Authentic Assessment, Percent of Students Proficient***

<b>Year</b>	<b>2011-2012</b>	<b>2012-2013</b>	<b>2013-2014</b>
<b>Percent</b>	70%	80%	100%

Category III: Establish community partnerships and secure resources for the community school

During the planning phase, the Project and Community School Consultants will secure five new community partnerships to bring co-located services/programs to LCPCS. In addition, in the first two years, the Project and Community Schools Consultants will leverage \$25,000 in grants from foundations, service groups, and businesses to support community school operations.

**CSP Grant Funds**

LCPCS proposes the following grant-funded programs as one means by which we will attain our objectives and support excellence in student achievement.

1. Refinement of the Desired Educational Results and of the Methods for Measuring Progress toward Achieving those Results: LCPCS' Project Based Learning ("PBL") approach will be the basis of achieving and measuring success in meeting or exceeding the Hawai'i Content and Performance Standards. Grant funds will be used to: a) refine the core curriculum and carefully weigh content that is essential vs. content that is "nice to know" but not critical for success after graduation; b) adjust the school schedule to better accommodate PBL and the learning strands; and c) further integrate assessment into the educational program to ensure continual improvement in school performance.

2. Grow the Community School. Grant funds will be used to hire a Community School Consultant to realize the mission and vision outlined in Selection Criteria (i), "Forging Partnerships to Build a Community School." In addition, supplies and small equipment will be purchased to accommodate users of school facilities. Development of a school web page and use of the SOS community database will enhance outreach and information dissemination regarding programs, classes, and other activities sponsored by the school and/or its partners.

3. Professional Development of Teachers and Other Staff who will Work in the Charter School. Achieving our ambitious objectives requires skilled, highly-qualified staff with relevant experience in all facets of school development and operations. LCPCS will invest in professional development of all employees to achieve its desired outcomes.

4. Organizational Infrastructure Development. Grant funds will be used to develop and refine best practices for operations, governance, fiscal management and administration, and to train staff and key volunteers to apply these standards. The objective of these efforts is to create an efficient organization that operates transparently and is responsive and accountable to its community.

5. Development of the Learning Environment. The fortunate aspect of a conversion charter school is the retention of the existing facility, equipment, and supplies. Grant funds will be used to refurbish the wood shop, auto shop, and band room to accommodate PBL, as well as community uses, and to fill supply gaps. All expenditures will be aligned with the school's mission, vision, and objectives, and will be directly related to improving student achievement.

LCPCS is committed to closing the achievement gap by targeting resources to those students with the greatest needs, including: those at transition points (e.g., into kindergarten, into high school and at graduation), English Language Learners (12% of LHES enrollment in 2007-



08), SPED (Special Education) students (20% of LHES enrollment in 2007-08), low-income students (56% LHES receive free and reduced cost lunches), and other low-achieving groups or individuals. To ensure equal opportunity for academic achievement, grant funds from this program will be used in conjunction with other Federal programs such as funding for special education services and Title I programs.

***(v) The quality of the strategy for assessing achievement of those objectives.***

Assessment of student performance is one of the most powerful tools that a classroom teacher or school can use to enhance student achievement and school-wide performance. Together with standards and research-based instructional strategies, assessment will be an integral part of the pursuit of excellence at LCPCS.

The Hawai'i State Assessment in language arts, mathematics, and other mandated subjects will be administered annually, in compliance with NCLB requirements. Results from the HSA will be used along with other authentic assessments to monitor progress, inform revision of the educational program and to set appropriate academic goals for individual students and the school as a whole.

As part of instruction, LCPCS will employ a variety of authentic assessments that challenge students to prove standards proficiency and achievement of the HDOE GLOs and 21<sup>st</sup> century learning skills. These internal assessments, refined over the first two years with assistance from the Curriculum Consultant and in the third year by the teachers, will be rigorous, relevant, and reliable. They include, but are not limited to: rubric-based assessments, writing samples, internal diagnostic tests, and Personal Goal Portfolios. PBL is well-suited to methods of authentic assessment because it lends itself to evaluation of students' application of their



knowledge. In addition, criteria for successful completion of projects may be shared with students and desired skills, modeled by the teacher.

LCPCS will utilize a set of PBL rubrics developed by the Buck Institute of Education ("BIE") to guide students and teachers in decision-making about what constitutes quality work. The BIE has developed and continues to refine a standards-based system of rubrics and evaluation tools for teachers.

Specific methods by which LCPCS will determine its progress toward achieving its goals and objectives include but are not limited to:

- Staff will receive data on student achievement monthly and will use this data to monitor and improve the educational program.
- The school's annual program audit will include an over-all evaluation of the year, including discussion and summary data showing student progress toward school goals and state standards, with summative analysis.
- The school will implement an outcomes-based teacher evaluation. Each teacher's professional growth will be well documented and observed over time, allowing for evaluation of the professional development program.
- Attendance sheets will be recorded daily and attendance reports will be issued in a timely manner. (Showing up is half the battle!).
- Information regarding educational programs, administration and governance of the school, relative to effectiveness and compliance with the charter will be collated, to provide assessment of the school's program for organizational and infrastructure development.

- Data from a annual parent, student, and teacher satisfaction survey will allow the school to assess the community school, parent involvement and overall educational program success.
- The community school staff will evaluate classes and programs offered through its auspices and will periodically conduct needs assessments and focus groups to ensure relevancy to community needs and values.
- Annual evaluation and review of community involvement in the school will provide feedback on the community school.
- A yearly report on the suitability of the facility in terms of the learning environment.

***(vi) The likelihood that the charter school will meet those objectives and improve educational results for students during and after the period of federal financial assistance.***

The International Center for Leadership in Education has developed seven central actions schools must take to improve the academic success of all students.<sup>22</sup> We have used these actions to develop the plan described in this narrative and will continue to use them to guide our future planning and implementation efforts:

1. Create a culture that supports change. We have developed a new learning approach to help LCPCS students acquire the relevant, modern-day skills necessary to compete successfully.

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<sup>22</sup> "Successful Schools: From Research to Action Plans," Willard R. Daggett, Ed.D, President, International Center for Leadership in Education, presented at June 2005 Model Schools Conference.

2. Focus on Instruction. LCPCS will initiate a robust training and support program for teachers which will incorporate concrete and specific strategies that teachers can readily adopt in their classrooms.

3. Develop Relationships within the Building. Our plan will support development of personal relationships by provision of multiple opportunities for parent-teacher interaction, peer tutoring and mentoring, and recognition of a set of values for all relationships to be built around.

4. Create a Culture that Supports the Belief that all Students Can Learn. We have developed proven instructional and assessment strategies that a) are based on understanding the interests, learning style, and aptitudes of each student; b) actively engage parents in a discussion of the child's needs and how to meet those needs most effectively; d) teach to the unique interests, learning style, and aptitudes of each student; e) prepare students for work, college, family and community participation; and, f) monitor the success and failures of students on an ongoing basis and take appropriate corrective action.

5. Data-based Decision-making. During the planning and implementation phases, administration and teachers will use a variety of data sources to determine what content is essential versus that which is nice to know so that instructional time essential to student success, is prioritized.

6. Pay Attention to Transition Years. Like high-performing schools, LCPCS has developed strategies to ease transitions into kindergarten, from middle school to high school and from high school to higher education or work.

7. Systems. High performance is facilitated through systematic curriculum support. Technology will be available to teachers in every classroom. Ongoing professional development will be an annual objective.

These hallmarks of high-performing schools will provide the road map for our future success, serve as points of reflection, and will assist us in making mid-course corrections as needed.

*(vii) The extent to which the proposed project encourages parental involvement.*

As discussed elsewhere in this narrative, parents have been highly involved in developing the vision for LCPCS through participation in regular community meetings, neighborhood focus groups, and monthly steering committee meetings. The active participation of parents will continue as we move into the planning phase, and when the school is operational. And, because this is a conversion process, parents will have an opportunity to vote on submission of the Detailed Implementation Plan along with school staff.

LCPCS will create effective systems within the school structure to encourage parental involvement at all levels of school operations. A significant body of research<sup>23</sup> indicates that when parents participate in their children's education, the result is an increase in student achievement and an improvement of student's attitudes. Increased attendance, fewer discipline problems and higher aspirations also accompany an increase in parent involvement.

LCPCS will create many avenues for parents to participate including governance, leadership, program evaluation, volunteer opportunities, fundraising, and partnering with teachers to support their child's education. The community school will have a large role to play in promoting parental roles of learners, teachers, mentors, and leaders.

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<sup>23</sup> Henderson & Berla, 1994; Olmstead & Rubin, 1983.



A parent association will be formed to assist the LSB, Project Consultant, and eventually, the School Director in the ongoing operation of the school. Each class will elect one representative to the following committees:

1. Policy Committee: provides input into policy, procedures, and financial issues. It also participates in school evaluation activities. The committee chair may represent its members at LSB meetings to share and/or learn information of particular interest to committee members.

2. Mentorship Committee: is responsible for mentoring and supporting families and will play an active role in guiding parents through proper grievance resolution channels.

3. The Activities Committee: fosters parent leadership in the development of a wide range of parent-sponsored activities.

The Project Consultant and School Director, when hired, will regularly attend committee meetings. The Community School Consultant will advise the Activities Committee and may attend other committee meetings, as necessary.

Parents will be integral partners in the development and implementation of their child's educational program. Parents provide significant contributions by: providing teachers with basic information about their child's interests, learning style and aptitudes; attending parent conferences; contributing to the development of their child's Personal Goal Portfolio; volunteering in the classroom; tutoring; and ensuring the home environment supports optimal learning on the part of the student.

*(viii) The qualifications, including relevant training and experience, of the project director; and the extent to which the applicant encourages applications for employment from persons who are members of groups that traditionally have been under-represented based on race, color, national origin, gender, age, or disability.*

Planning, research and development of LCPCS has been led by a coalition of community members, parents, and the president of the LACA. These individuals will continue to guide the school as development transitions from planning to implementation, in order to provide continuity of vision and relevant expertise to the new school. As planning and implementation move forward, leadership roles will transition to the highly qualified personnel selected by the LSB. At this time, the following individuals are holding leadership roles in the Save Our Schools coalition:

Acting Project Manager: Fred Pollock

Before owning/operating Kihalani Orchards, Mr. Pollock worked for the State Department for twenty years in various positions including U.S. Foreign Service Officer/Diplomat during nine tours in Egypt, Nepal, and Indonesia. He was a Peace Corps volunteer in Nepal and a helicopter pilot in Vietnam from 1969 to 1971. He has been a volunteer at LHES including a term as the Parent Representative and Chair of the School Community Council. Mr. Pollock has a Masters Degree from the University of Pittsburgh in Economic and Social Development.

Acting Business Manager: Barney Elders

Mr. Elders graduated from Hastings College of Law (University of California) and was a practicing attorney for 37 years. During that time, he was also a California Real Estate Broker, and in 1996, he earned a Certificate of Proficiency in Accounting from Cabrillo College. Upon

retirement, he became co-operator of Honu Kahiko Farms. Mr. Elders volunteered as a member of the Board of Directors of CFSC, Inc., a non-profit corporation involved in construction and management of housing for special needs populations including mentally disabled and homeless adults. He also volunteered in a wide variety of environmental preservation efforts as well as the Sierra Club.

Acting Education Consultant: Pam Elders

Mrs. Elders is a graduate of the University of California, Berkeley campus. She earned a California K-3 teaching credential, California Administrative Credential, Community College Instructor Credential, and completed 30 graduate units in education. Mrs. Elders spent 10 years working in Oakland Public Schools as a Teacher and administrator. From February 1979 to March 2004, she was the Director of the Santa Cruz County Head Start program. From 2004 to 2009, she was the Operations Director at Santa Cruz Community Counseling Center prior to moving to Hawai'i.

LACA President and SOS Member: Lucille Chung

Mrs. Chung, born and raised in Laupahoehoe, is a 1958 graduate of Laupahoehoe High & Elementary School. She worked as a Secretary at the Laupahoehoe Sugar Company and for 32 years, served as the Police Operations Clerk at the Laupahoehoe Police Station. Through her employment and active involvement in the community, Mrs. Chung is a well-respected if not revered member of the Laupahoehoe community. Her deep knowledge and experience of the history of the school and our community make her uniquely positioned to understand its needs. Mrs. Chung now works as a Community-Building Facilitator at the Lili'uokalani Children's Center and continues her extensive community volunteer work.



Administrative Consultant: Phoebe Mills

Phoebe Mills received her Bachelor's Degree from Middlebury College in 1985. From 1988 to 1997, she worked for the U.S. Forest Service, variously serving as a Fisheries Biologist, Natural Resource Specialist and Biological Technician. Since moving to Hawai'i in 1997, she has worked as a Research Associate on four National Science Foundation grants at the University of Hawai'i at Hilo, and other projects for the University. Ms. Mills authored the Conservation Plan and a successful grant proposal for the O'okala Community Forest, a local community effort, and is a regular volunteer at the Laupahoehoe Train Museum. Her daughter, Audrey, is a kindergartner at LHES.

***(ix) The contribution the charter school will make in assisting educationally disadvantaged and other students to achieve state academic content standards and State student academic achievement standards.***

Demographics of the current student population show need for an enriched and supportive school environment such as that envisioned in this application: 56% of enrolled students are eligible for free and reduced price lunches (compared to 39% state-wide); 12% are English Language Learners (compared to 10% state-wide); 20% are enrolled in special education programs (compared to 11% state-wide); 18% of families with children live in poverty (compared to 11% in the state); the Median Household Income is \$39,187 (79% of the state's MHI).

The AYP results under NCLB detailed in Section 2., *Competitive Priority* of this proposal reveal significant achievement gaps not only for all students, but especially for disadvantaged and Asian/Pacific Islander learners.



In this context, the need for the school described in this application is critical to assist educationally disadvantaged and other students to achieve state academic content and achievement standards. LCPCS has set ambitious goals which are outlined in section (v.) above, to ensure *all* students, including those who are educationally disadvantaged, achieve state academic standards, including GLOs. And, as more fully described in other sections of this narrative, the LCPCS educational program will integrate innovative teaching methodologies with the Hawai'i Content and Performance Standards to assure that each student meets or exceeds state proficiency standards.

LCPCS will follow the lead of other high-performing schools by shaping the curriculum with at-risk students, ELLs, and special education pupils in mind first and foremost. We will focus on the following factors during the process of planning student education and instruction<sup>24</sup>:

1. Use data to carefully select content that is essential versus content that is nice to know but not critical for success after graduation;
2. Fully understand the interests, learning style, and aptitudes of each student;
3. Actively engage parents in discussion of the child's needs and how to meet those needs most effectively;
4. Use proven methodologies to teach to the unique interests, learning style, and aptitudes of each student;

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<sup>24</sup> "Successful Schools: From Research to Action Plans," Willard R. Daggett, Ed.D, President, International Center for Leadership in Education, presented at June 2005 Model Schools Conference.

5. Monitor the success and failures of students on an ongoing basis and take appropriate corrective actions;
6. Stay current with the research and data on learning and integrate it into the classrooms;
7. Focus on the end result for students, which is to prepare them for work, college, family and community participation;
8. Use technology to improve the learning opportunities for students;
9. Break learning down into its smallest incremental parts to guide instruction for students.

LCPCS will distinguish itself in the manner in which students at-risk for low achievement will be identified and assisted. Strategies will take into account the many reasons that may prevent students from reaching their potential. These include English language challenges, gender issues, family stability, student personality, motivation and school history, and special education needs. We are confident that our small school size, K-12 environment, excellent teacher-student ratios, and systematic approach to student support services will enable us to follow-through on our intent to serve the needs of each child.

LCPCS will implement a comprehensive and systematic student support plan comprised of four distinctive steps:

(1) Identification. Upon admission, the school will work with parents to identify potentially low-achieving students by means of an entrance questionnaire, a home language survey, a health form, school orientations, parent interviews, intake and ongoing academic assessments, review of cumulative record files and standardized test results, staff observations, home visits, and conversations with previous educators, whenever possible. The school will

work with the HIDEOE to identify preschool children with special needs in order to assure a supportive and seamless transition.

(2) Support. What will set LCPCS apart is an in-depth, broad approach to the nature of low achievement. A student's well-being is examined, as well as their overall circumstances including physical health, living situation, family structure, previous school experience, attitudes and feelings, developmental issues, sleep, nutrition, home routines, and exposure to electronic media.

(3) Intervention. Where indicated, a student support team will be assembled of teachers and support staff who, in concert with the parents, carry the responsibility for the education, growth and well-being of identified students. The team will help diagnose the nature of the student's challenges and develop a student support plan; student and parent responsibilities may be incorporated into the student's Personal Goal Portfolio. This team will conduct ongoing child studies and will also take up other relevant topics of study, including effective intervention, child development, learning disorders, autism, support for mainstreaming special education students, etc. The student support team supports class teachers in identifying challenges and implementing instructional remedies. The following interventions may be implemented: Summer Enrichment; classroom accommodations; resource pull-out; homework help; counseling; parent support.

(4) Follow-up. The student support team will monitor progress and continue to advocate for the student's success. Together with the class teacher and family, they will evaluate progress and revise the plan as needed. The care and guidance of a student will be ongoing until there has been progress in all factors that contributed to underachievement. Recommendations for special education services will be made only as needed.

Special Needs. With regard to students with special education needs, LCPCS will comply with all federal laws relating to children with special needs and will work with the HDOE to follow procedures set forth in the Hawai'i Special Education Primer. LCPCS is committed to full-inclusion, and will ensure training for teachers and assistants to ensure its full value for the student.

English Language Learners. LCPCS will be committed to excellence in the area of English language proficiency. ELLs will be identified by means of a survey upon enrollment and their language skills assessed. Language learning will be facilitated by respect for use and primacy of the learner's home language, specific language instruction in the second language provided in the classroom, ample opportunities to practice in low-stakes, supportive environments, as well as additional support through tutoring, mentoring, and technology. Teachers will receive training in English language development instruction to improve overall services for ELLs.

This ELLs program plan will be reviewed as part of the annual year-end program audit and any essential recommendations will be adopted. Feedback from relevant experts and stakeholders will be welcomed. LCPCS will conduct ongoing review of its approach to ELLs and will continue to take affirmative steps to support ELLs in regular classrooms.

Through the student support systems discussed here, LCPCS will ensure that each of its students meets or exceeds state standards for achievement and becomes a successful student ready for real world challenges.



# Project Narrative

## Competitive Preference Priority

Attachment 1:

Title: **Competitive Preference Priority** Pages: **8** Uploaded File: **Competitive Preference Priority.doc**

**REF:** Charter Schools Program Non-SEA Planning, Program Design and Implementation:  
CDFA #84.282b.

Applicant: Laupahoehoe Alumni/Community Association ("LACA"), P.O. Box 127,  
Laupahoehoe, HI 96764

Contact: Fred Pollock, ph 808-640-9013, fredpollock@starband.net

## **2. Competitive Priority**

*Secondary Schools. Projects that support activities and interventions aimed at improving the academic achievement of secondary school students who are at greatest risk of not meeting challenging state academic standards and not completing high school.*

Laupahoehoe Community Public Charter School (LCPCS) will enroll secondary students as well as K-8 students. This document outlines the means by which the existing school will be converted into an innovative and high performing learning community.

In years past, Laupahoehoe High and Elementary School ("LHES") was the center of the community. It was the symbol of the community's aspirations, its indomitable spirit and sense of pride. In the intervening years, it has been plagued by low-performance, declining enrollment in large part due to dissatisfaction with the school, and budget cuts which have reduced its overall effectiveness. These realities have been further complicated by HIDOE's announced intent to study closing the school. Closure would effectively remove the school's safety net that is so important to many students including a large population of at-risk children. It would require a daily four hour bus commute to and from school, creating barriers to after-school activities including tutoring programs for most students. In addition, parents would be hard-pressed to get

fully involved in their children's educational program if faced with a long and sometimes dangerous commute to do so.

All these factors, have led to a crisis of confidence in HIDOE's ability to turn things around. Instead, we propose the only viable path to success: converting LHES into a high-performing charter school. We believe conversion to a charter school is the only way the school will earn its venerable place on the hill overlooking Laupahoehoe Point. The remainder of this section discusses risk factors and the strategies LCPCS will employ to address the particular needs of students who are at-risk for not being successful or graduating. The comprehensive, transformational changes we propose to reinvent our school as the heart and soul of our community will ensure that our community, once again, will be certain its youth are prepared in every way for future success.

We will transform our school, refocusing it to truly meet the needs of its students and other stakeholders using the following strategies:

- **The community school approach: it's a win-win proposition**

When students, families and community work together to ensure quality education, youth development, family support and engagement, and community development, everybody wins.

- **Improving academics: high-quality education in a real world context**

High expectations and attention to individualized instruction and authentic assessment ensure all students are prepared successful transition to college, work, and life.

- **Vocational training: a path to success for all students**

Our approach gives students opportunities to test and apply their knowledge in a variety of disciplines: science/technology/communication; music/arts; agriculture/forestry; auto shop/carpentry.

Students need a reliable and effective safety net for the following reasons:

In 2006-07, the dropout rate of the existing school (Laupahoehoe High and Elementary School-"LHES") was 6.7%, compared to the state average of 3.4%. In 2 of 3 years from 2005-2008, 9<sup>th</sup> grade retention rates (6.3%, 4.3%, and 8.3%) failed to meet the state standard for middle schools of not more than 5% retained. The record reveals additional indicators of risk briefly enumerated below.

The community educational attainment level in the school's service area is below state levels: 22.4% did not graduate from high school; 27% are high school graduates, 35% have some college, and 15.5% are college graduates.<sup>1</sup> As submission of this application attests, while low parental educational attainment is a risk factor for school success, it does not mean parents lack high hopes for their children.

Adequate Yearly Progress ("AYP") scores for LHES raise concerns about the school's ability to meet the No Child Left Behind goal that 100% of students will be at or above state standards by 2014, a mere 3 years away. Current AYP results reveal the following:

- "All student" proficiency in reading on the Hawai'i State Assessment (HSA) is 57% (slightly below the state objective of 58%); reading proficiency is 52% for disadvantaged

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<sup>1</sup> "School Status and Improvement Report," Laupahoehoe High & Elementary School, School Year 2007-08, page 2.



and Asian/Pacific Islanders.<sup>2</sup> Grade by grade analysis of 2007-08 reading proficiency levels on the HSA reveal a noticeable dip in the 5<sup>th</sup> and 6<sup>th</sup> grades.

- The proficiency score in math for all students is 37%, well below the state objective of 46%. Disadvantaged and Pacific Islander students are further behind with proficiency rates of 33%. Math proficiency levels were 13% in grade 5, 14% in grade 8, and 22% in grade 10 (there are no statistics available for grades 6 and 7).
- Only 16.7% of eleventh graders were proficient in science according to 2007-08 HSA results. The average writing score of eleventh graders was 1.9 on the HSA compared to the state average of 2.4 (out of 4).

According to the 2009-10 Academic and Financial Plan for LHES, "Based on student interest surveys, intent to pursue post-secondary education declines from middle to high school." In addition, LHES is the only high school in the State with 0% Career and Technical Education program completers (School Year 2007-08), leaving students ill-prepared to compete for jobs requiring 21<sup>st</sup> century skills and aptitudes. Overall average daily attendance and average daily absences fall below state standards,<sup>3</sup> and if the old adage is correct that "showing up is half the battle," these students are clearly out of luck. There were 31 suspensions in 2007-08, the vast

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<sup>2</sup> 33% of LHES students are of Hawaiian/Part-Hawaiian ancestry; 32% are of Filipino heritage; 20% are identified as White (including a large Portuguese community), and; the remaining 15% are comprised of other ancestries. Fifty-six percent of the school student body qualify for the Free/Reduced price meal program.

<sup>3</sup> Average Daily Attendance for Laupahoehoe High and Elementary School for school year 2007-08 was 91.3% (state standard: 95%); Average Daily Absences in days during the same period was 15.2 (state standard: 9).

majority of which were generated from middle and high school grade levels. According to the school's 2009-10 Academic-Financial Plan, on average, student referrals to administration amount to 5 per week (nearly 5% of middle and secondary school enrollment). The school's history of constant teacher and administrator turnover has been problematic creating low morale and lack of educational continuity.

LCPCS will build a safety net of best-practice interventions to address the risk factors discussed above. These will be grounded in strengths-based methodologies that enable at-risk students to maintain their self-esteem and determination to succeed. Indicators will be regularly reviewed to ensure the accuracy and effectiveness of this "early warning" system.

- Attention to academic indicators. Longitudinal data analyzed by highly respected researchers<sup>4</sup> indicates that students who drop out usually had received a failing grade in core courses (especially math or English), earned a low grade point average or scored low on achievement tests. LCPCS will identify individual students as well as groups of students who need early and intense intervention by monitoring test scores (particularly 8<sup>th</sup> grade scores on the HSA), assessment results, course grades<sup>5</sup> and credits, and evaluate gaps in scores among groups of students.
- Set high expectations. Starting in the 6<sup>th</sup> grade, each student will begin to compile a Personal Goal Portfolio (PGP) with assistance from the school counselor, the student's advisor, and the student's family. It will include an ambitious, individualized education

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<sup>4</sup> Johns Hopkins University, the Consortium on Chicago School Research, and the Parthenon Group, among others.

<sup>5</sup> Course grades are best predictors of improvements on test scores and college graduation according to Elaine Allensworth and John Easton, "What Matters for Staying on Track."

plan, career and personal goals, milestones achieved, family commitments, transition plans from middle school to high school and from high school to college and/or work, and any other information the student wishes to include. In addition, it will be important to re-form the culture of the school as a learning community and value achievement at the school level by creating key school messages and building a "yes, we can" culture.

- Focus attention on transitions. Additional support will be provided to students at key transition points and parents will participate in this process. Researchers have identified ninth grade as a pivotal point for student engagement, especially for minority and male students. The slump in LHES middle school test scores may also indicate a need to provide additional support to students transitioning from elementary to middle school. Ensuring highly qualified teachers are assigned to the middle grades will be an important step in easing transition into middle and secondary grades. Intensive tutoring will be provided to students who are lagging in academics.
- Revitalize the educational program and teaching strategies: LCPCS will adopt a constructivist-project-based learning model to improve grades and test scores, revitalize the educational approach, and actively engage students, faculty, and parents in re-envisioning education. Vocational studies (science/technology/communication; music/arts; agriculture/ forestry; auto shop/carpentry) will incorporate core academics, such as high-level mathematics, science, language arts, and problem-solving skills. An academic strand will offer college preparatory classes. Teachers will help students make connections between the work they're doing in class and the skills they will need for the future.



- Improve attendance. Elaine Allensworth and John Easton in their study of Chicago schools point to attendance (in addition to grades) as a key factor in school graduation, and, of course, learning. Individual student attendance will be monitored and the student and family involved early-on to get attendance back on-track.
- Reduce suspensions. LCPCS will develop a school-wide behavior code based on the community and cultural values adopted by the school. In cases of serious and/or repeated suspensions, a home visit will be made and a return-to-school plan developed and agreed to by all parties.
- Promote parent involvement. Systems will be established to increase parent-teacher communication and to get parents actively involved, especially when a student receives a low mark, loses interest in school or is suspended. Home-school partnerships will be established with families to support student engagement and academic achievement through regular communication, home visits, school meetings and activities.
- Promote tutoring and mentoring opportunities. The Community School Coordinator ("CSC") will recruit and orient volunteer tutors and work with teachers to identify and refer students who need early and intensive assistance. A school-wide mentoring program will link upper-grade mentors with younger students for ongoing support, particularly during critical transitions.
- Establish partnerships with Hilo Community College ("HCC") and University of Hawai'i -Hilo. LCPCS will expand the current partnership<sup>6</sup> with HCC and establish a partnership

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<sup>6</sup> Career Pathway System, Dual Credit Articulated Program of Study, A+ Certification in Electronic and Computer Engineering Technology.



with UH-Hilo to ensure more LCPCS graduates attend college. Students may be allowed to take college-level courses for credit at UH-Hilo, for example.

- Emphasize math and science skill development. According to Adelman (1999), the intensity and rigor of a student's high school curriculum, especially in mathematics and science, is a good predictor of college graduation. Proficiency scores and grades in these areas will be tracked and tutoring offered.
- Reduce teacher turn-over. LCPCS is committed to retaining excellent teachers and reducing turnover through competitive salaries and benefits, professional growth opportunities, mentoring, and classroom support.

These intervention strategies taken together, will form a strong and reliable safety net for our secondary students who are at greatest risk of not meeting challenging state academic standards and not completing high school.

# Project Narrative

## Other Attachments

Attachment 1:

Title: **OTHER ATTACHMENTS** Pages: **43** Uploaded File: **OTHER ATTACHMENTS.pdf**

## **OTHER ATTACHMENTS**

Charter Schools Program Non-SEA Planning, Program Design and Implementation:  
CDFA # 84.282b (FY 2009)

Applicant-Laupahoehoe Alumni/Community Association (LACA), P.O. Box 127, Laupahoehoe  
HI 96764

Contact-Fred Pollock, ph 808-640-9013, *fredpollock@starband.net*

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- a. CV: Lucille V. Chung, President, Laupahoehoe Alumni/Community Association
- b. resume: Fred M. Pollock Project Director, Laupahoehoe Community PCS project
- c. resume: Phoebe Mills, acting Administrator, Laupahoehoe Community PCS project
- d. resume: Pamela B Elders, acting Education Director, Laupahoehoe Community PCS project
- e. CV: Bernard C. (Barney) Elders, acting Business Manager, Laupahoehoe Community PCS project

### **3. PROOF OF NONPROFIT STATUS**

- a. CERTIFIED Laupahoehoe Alumni/Community Association Articles of Incorporation
- b. IRS tax exemption letter
- c. Good Standing letter from IRS 4-14-09

### **4. LOTTERY, RECRUITMENT AND ADMISSIONS POLICY**

### **5. PROOF OF APPLICATION TO AN AUTHORIZED PUBLIC CHARTERING**

#### **AUTHORITY**

- a. Application for charter (LOI)
- b. Transmittal letter to Public Chartering Authority

## **6. APPENDICES**

### **a. PARTNERSHIP LETTERS**

- 1) Laupahoehoe Train Museum
- 2) Hilo-Hamakua Community Development Corporation
- 3) Laupahoehoe Experimental Forest (USDA)
- 4) Holly Young, Sculptor
- 5) Thirty Meter Telescope Corporation

### **b. LETTERS OF SUPPORT**

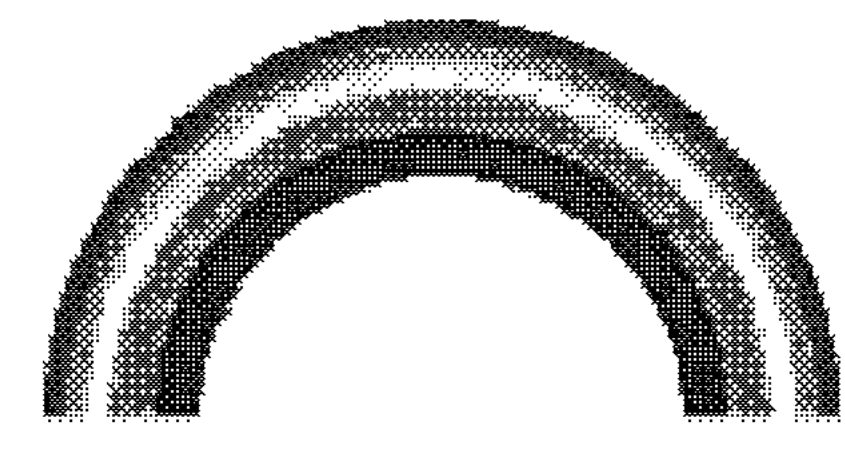
- 1) Letter of Support, Hon. Hawaii Senator Dwight Y. Takamine
- 2) School Community Council (official joint committee of school administration, teachers, and community members expressing interest in charter school)
- 3) See partnership letters from community organizations above

## **7. CSP ASSURANCES FORM**



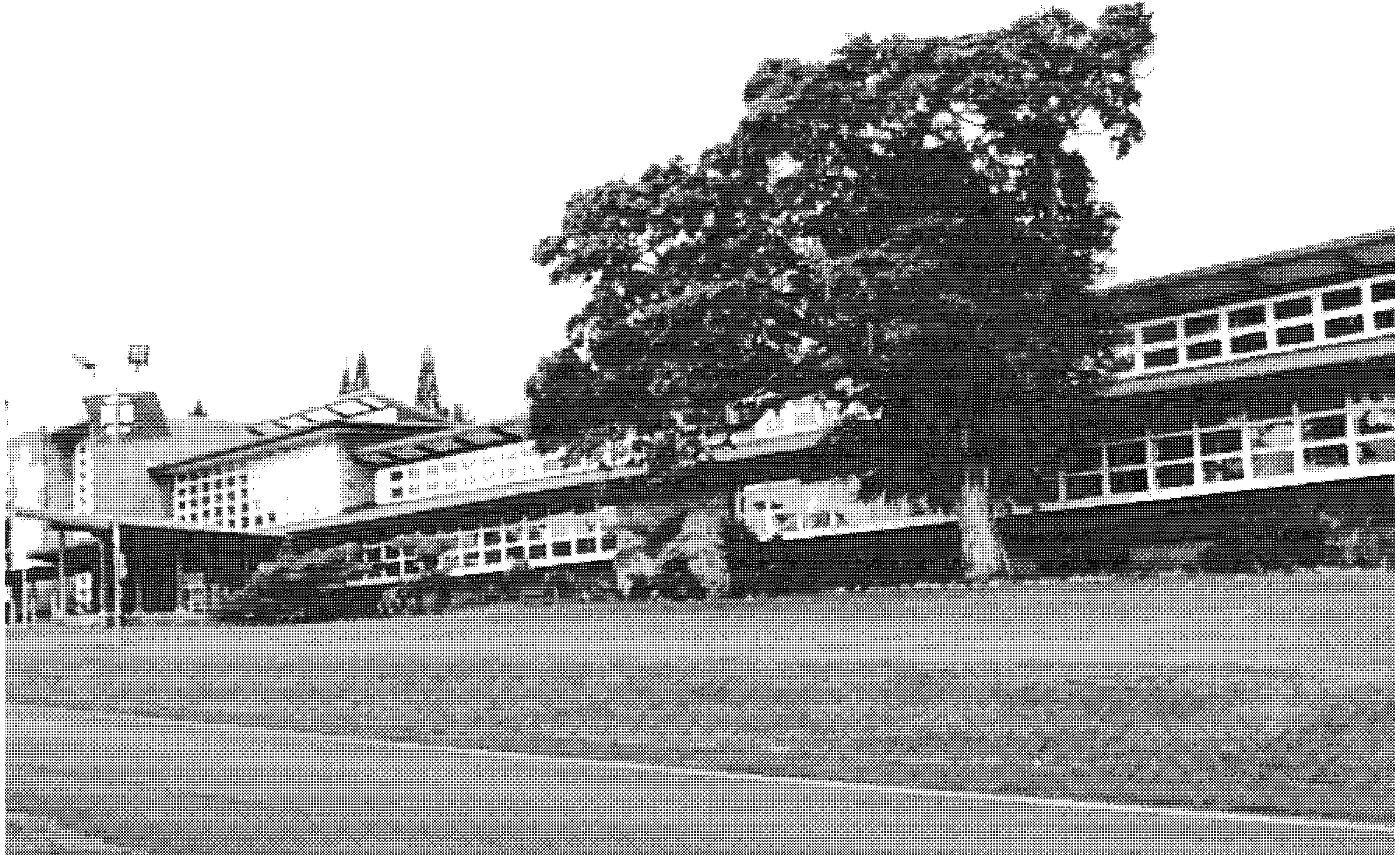
## **1. PHOTOS OF SCHOOL**





Laupahoehoe Community  
Public Charter School  
Hawaii

1. PHOTOS OF SCHOOL



FRONT ENTRY



ARIAL VIEW



## **2. RESUMES**



Curriculum Vitae  
**Lucille V. Chung**

(b)(6)

**EDUCATION**

- 1960 Advanced Stenographer, Hilo Commercial College, Hilo, HI
- 1958 Graduated from Laupahoehoe High & Elementary School, Laupahoehoe, HI

**EMPLOYMENT**

- 1996 to present – Community Building Facilitator, Queen Lili`uokalani Children’s Center, Hilo, HI
- 1995 – Retired
- 1962 to 1994 – Police Operations Clerk, Hawai`i County Police Department, Laupahoehoe Police Station, Laupahoehoe, HI
- 1960 – 1962 – Secretary, Industrial Relations Department, Laupahoehoe Sugar Company, Laupahoehoe, HI

**BUSINESSES**

- Part owner, Secretary/Treasurer & Director of Walter’s Electric, Inc. Hilo, HI
- Part owner, Chung Enterprises Inc., Hilo, HI

**VOLUNTEER POSITIONS**

- Current President, Laupahoehoe Alumni/Community Association, Laupahoehoe, HI
- Current President, Malama Hawai`i Nei, Inc., Laupahoehoe, HI
- Current President, Hawaiian Civic Club of Laupahoehoe, Laupahoehoe, HI
- Current Member, Save/Improve LHES (Save Our School [SOS]), Laupahoehoe, HI
- Current Member, Hilo/Hamakua Community Development Corporation, Laupahoehoe, HI
- Current Board Member, Hawai`i County Economic Opportunity Council, Hilo, HI
- Charter member and Past Vice-President, Hawaiian Civic Club of Laupahoehoe, Laupahoehoe, HI
- Past President and various other positions, Laupahoehoe School Parent/Teacher Association (PTA), Laupahoehoe, HI
- Past President, North Hilo Community Council, Laupahoehoe, HI

**PHILOSOPHY**

Education and knowledge are things no one can take from anyone else. These and more, such as feeling nurtured, being taught to respect and care for self, others and property and being in harmony with self, others and one’s environment are things I learned as a student of Laupahoehoe School and as a resident of the Laupahoehoe community. I want to share this with people I come in contact with. I want to especially share this with the current and future generation of students of Laupahoehoe School, in order to assure Laupahoehoe remains the special place that it is and that these students take their place in



the global environment with education and knowledge they can use with wisdom and aloha.



## Fred M. Pollock Jr.

(b)(6)

### Employment

2003 to Present: Owner/Operator Kihalani Orchards: Tropical fruit grower Laupahoehoe, Hawaii.

1983 to 2003: US Agency for International Development/US Department of State. US Foreign Service Officer/US Diplomat. Grade FS-1.

Local Government and Environmental Development Program Expert.

Served as Project Officer, Program Director and Subject Matter Specialist for a variety of rural development, environmental development and agroforestry projects during nine tours in Egypt, Nepal and Indonesia.

1978 to 1980: US Peace Corps Nepal. Peace Corps Volunteer/Community Water Supply Manager. Worked with two Tibeto/Nepalese villages in North Eastern Nepal and directed the design and construction of two community water supply systems.

1969 to 1971: US Army. Chief Warrant Officer/Helicopter Pilot. Flew 1000 hours combat in Vietnam and Cambodia.

### Volunteer

2007 to 2009: Laupahoehoe High and Elementary School, Laupahoehoe, HI. Parent Representative and Chairman, School Community Council.

2004 to 2006: Laupahoehoe High and Elementary School, Laupahoehoe, HI. Member of the School Community Planning Committee.

### Education

1983 to 1984: International Development Intern Program. Washington D.C. Graduate of junior officer training program for the US Agency for International Development.

1981 to 1982: Masters Degree. Graduate School of Public and International Affairs, University of Pittsburgh, Pittsburgh, PA. Concentration: Economic and Social Development: Rural Development Program Management, Environmental Studies, Asian Studies.

1972 to 1976: Bachelors Degree, Pennsylvania State University, University Park, PA. Major: Geography. Concentration: Regional and Physical Geography, Spatial Analysis, Asian Studies.



# PHOEBE MILLS

## WORK EXPERIENCE

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1998 – present University of Hawaii at Hilo Hilo, Hawaii  
*Research Associate, part time*

Four separate research projects, funded by the National Science Foundation, investigated, respectively, the effects of age, ethnicity and menopause on ambulatory blood pressure; physiological stress induced by exposure to high altitude; cultural variations on the experience of menopause, with emphasis on differences in physiological symptoms; and diabetes risk factors for children living in Hawaii. In all four positions, I collected a variety of physiological data; designed and maintained complex databases and performed statistical analyses, operated various lab equipment, prepared and administered questionnaires, managed files, purchased supplies, recruited and interviewed participants, and depending on the project, supervised up to five research assistants. I presented the research at national meetings, and co-authored several published articles.

2002- 2003 University of Hawaii at Hilo Hilo, Hawaii  
*MBRS Training Support Specialist*

Duties of this position included evaluation of program effectiveness through development of databases to track various trends such as UH GRE and MCAT scores, percentages of minorities in science majors, acceptance levels of minority students to graduate programs etc.; developing questionnaires and a data storage system to track student satisfaction and general and project-specific scientific knowledge; student progress reports and annual performance evaluations; coordination of weekly seminars, including recruitment of speakers and logistics, as well as assessment of student participation; recruitment of student research trainees, interviews, and participation on selection panels; planning and coordination of an annual field trip to the UH Manoa campus; collection and submission of student timesheets; collection and dissemination of information on graduate programs in human biology; and general student support.

2001 University of Hawaii at Hilo Hilo, Hawaii  
*Academic Support Specialist*

In this capacity I was responsible for updating and reorganizing UH-Hilo course articulation, and for bringing the UH-Hilo campus into accordance with system-wide policy. The position involved assigning new general education categories to several hundred courses from other campuses in the UH system, and submitting nearly seventy UHH courses for articulation. The position required extensive interaction with faculty, department and division chairs and upper-level administrative personnel.

1988 - 1997 Nez Perce National Forest, U.S. Forest Service Grangeville, Idaho  
*variously: Fisheries Biologist, Natural Resource Specialist, Biological Technician GS-5, 7 and 9*

Duties of all three positions included: providing fisheries and watershed input to timber sale, prescribed burn, silviculture and roads management projects to ensure compliance with Forest Plan direction and implementation of fish and watershed resource objectives; authoring Biological Evaluations and Assessments, Watershed Analyses, Environmental Assessments (EAs), relevant portions of Environmental Impact Statements (EISs), and various special reports; design and implementation of biological monitoring to assess the effects of proposed and existing activities on



fisheries and watershed resources; representing the District in consultation with the National Marine Fisheries Service and the U.S. Fish and Wildlife Service; leading a major meadow rehabilitation project involving native species revegetation and appropriate monitoring; recruitment, interviewing, hiring, training and supervision of seasonal employees; database management, including the use of several sediment and fish population modeling programs; public relations events; watershed inventory and stream survey.

1988 - 1989      The Nature Conservancy

Boise, Idaho

*Contracted as Researcher, Author*

This contract required the collection, research and appraisal of wolf sighting, wolf howling and wolf track reports statewide. As a private contractor, I was entirely responsible for the completion of the project, and all decisions regarding its content and organization. I planned, documented and implemented all project-related work, including field work, public contacts, and research and presentation of material to contracting agencies and the public. To finalize the contract, I authored a booklet entitled "Public Survey of Central Idaho Wolf Occurrence," issued by the Nature Conservancy and the Boise National Forest.

1987 - 1987      Bureau of Land Management

Hanksville, Utah

*Biological Technician*

I organized and conducted a large-scale riparian monitoring program that included macro-invertebrate sampling, water chemistry, flow and vegetative data collection. I was solely responsible for the scheduling and execution of antelope, bison and Utah prairie dog distribution/count routes, and authored over 15 staff reports, up to 10 pages each. I created an ASPEN database for riparian data and an 11-page guide to its use.

## EDUCATION

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1981 - 1985      Middlebury College      Middlebury, Vermont

*Bachelor of Arts, Biology; Minor – English Literature*

■ Graduated *cum laude*, 1985

## REFERENCES

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Dr. Daniel E. Brown, University of Hawaii at Hilo: (808) 974-7460

Dr. Sue Aki, University of Texas at San Antonio: (210) 458-4350

Wayne J. Paradis, Nez Perce National Forest: (208) 983-1963

## PUBLICATIONS

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Brown, D.E., L.L. Sievert, L.A. Morrison, A.M. Reza and **P.S. Mills**. 2009. Do Japanese American women really have fewer hot flashes than European Americans? *Menopause*

Brown, D.E., G.D. James and **P.S. Mills**. 2006. Occupational differences in job strain and physiological stress: female nurses and school teachers in Hawaii. *Psychosomatic Medicine* 68: 524-530.

Brown, D. E., C. M. Beall, K. P. Strohl, and **P.S. Mills**. 2006. Exhaled Nitric Oxide Decreases upon Acute Exposure to High-Altitude Hypoxia. *American Journal of Human Biology* 18:196-202.

Brown, D.E., G.D. James, S.L. Aki, **P.S. Mills** and M.B. Etrata. 2003. A comparison of awake-sleep blood pressure variation between normotensive Japanese-American and Caucasian Women in Hawaii. *Journal of Hypertension* 21:2045-2051.

Brown, D.E., G.D. James, S.L. Aki, **P.S. Mills** and M.B. Etrata. 2003. A comparison of day-night blood pressure variation between normotensive Japanese-American and Caucasian schoolteachers in Hawaii. *Journal of Hypertension* 21: 2045-2051.

Brown, D.E., L.L. Sievert, S.L. Aki, **P.S. Mills**, M.B. Etrata, R.N.K. Paopao and G.D. James. 2001. Effects of Age, Ethnicity and Menopause on Ambulatory Blood Pressure: Japanese-American and Caucasian School Teachers in Hawaii. *American Journal of Human Biology* 13:486-493.

**Siddall, P.H.** [Maiden name]. 1992. *South Fork Clearwater River Habitat Enhancement*. Bonneville Power Administration publication.

**Siddall, P.H.** 1988. *Public Survey of Central Idaho Wolf Occurrence* Nature Conservancy and Boise National Forest, joint publication.



## **RESUME OF QUALIFICATIONS**

### **PAM ELDERS**

(b)(6)

#### **Professional Experience**

**September 2008 to present:** Co-owner/operation of Honu Kahiko Farms,  
Laupahoehoe, Hawai'i

**March 2004 to September 2008:** Operations Director, Santa Cruz Community  
Counseling Center (SCCCC)

*Duties include oversight and supervision of property management and development, information technology, human resources, strategic planning, and administrative support functions of SCCCC.*

**February 1979 to March 2004:** Program Director, Santa Cruz Community  
Counseling Center (SCCCC)

*Duties include resource development; grants administration; program and strategic planning and evaluation; human resources administration; directing public relations and community liaison efforts; budget development and monitoring, property management and development.*

#### **Education**

Bachelor of Arts, Sociology, University of California – Berkeley  
Early Childhood Education Credential, University of California – Berkeley  
Masters Program in Education, California State College – Sonoma  
Community College Teaching Certificate  
Clear Administrative Credential

#### **Community Activities**

County of Santa Cruz team member, California Breakthrough Collaborative,  
Child Welfare System Redesign  
Co-Chair, Family Resource Network of Santa Cruz County  
Board member, Children's Network of Santa Cruz County  
Board member, Santa Cruz County Child Care Planning Council  
Member, Success by Six Planning Group, Chair of Psycho-Social Development  
Working Group Report

#### **Other**

United Way Community Hero, Education  
First Five Community Hero, Lifetime Achievement Award



Curriculum Vitae  
**BERNARD C. "BARNEY" ELDERS**  
PO BOX 371, LAUPAHOEHOE, HI 96764  
TEL (808) 315-5189 email: [elders@cruzio.com](mailto:elders@cruzio.com)

**EDUCATION**

- 1970 JD (law) Hastings College of Law (University of California), San Francisco, CA
- 1967 BA (political science), University of California Santa Barbara, CA
- 1996 AA (accounting) Cabrillo College, Aptos, CA

**LICENSES & MEMBERSHIPS**

- Member, California State Bar (inactive as of 2008)
- Admitted to Practice, US District Court, 9<sup>th</sup> Cir Court of Appeal (California)
- Admitted to Practice, US Tax Court
- Certificate of Proficiency, Accounting
- California Real Estate Broker

**EMPLOYMENT**

- 2008-present: retired attorney; co-operator of Honu Kahiko Farms, Laupahoe, HI
- 1995-2008 Attorney at Law, Barney Elders Attorney at Law: general practice concentrating on commercial real estate leasing, general real estate, administrative law, various volunteer projects including counsel for Sierra Club, environmental matters
- 1971-1995 Business Manager: Sherinian & Elders: Elders, Landis & Long: including HR, accounting, IT functions
- 1981-1995 Attorney at Law, Elders, Landis & Long (3 attorney association): general practice with concentration on personal injury, civil litigation, business law, real estate; and including administrative and government law, appellate law, family law, bankruptcy
- 1977-General Counsel, Mountain West Mortgage
- 1971-1981 Attorney at Law, Sherinian & Elders (2 attorney partnership with 3 attorney associate & staff): general practice with concentration in criminal defense, family law, civil litigation, appellate law, real estate
- 1975-on California Real Estate Broker involved in purchase, sale of residential real estate

**VOLUNTEER POSITIONS**

- Acting Business Manager, Laupahoe, HI Community PCS project
- Member, Laupahoe, HI Alumni/Community Association
- Member Save/Improve LHES (Save Our School, SOS) Laupahoe, HI
- Volunteer attorney and worker for Head Start program, Santa Cruz County, CA
- Board of Directors CFSC Inc., nonprofit corporation involved in construction and operation of housing for transition populations, drug treatment, homeless services, Santa Cruz, CA
- Steering Committee Terrace Point Action Network, Santa Cruz, CA
- Founder and member of Santa Cruz Bar Association Environmental Law section
- Board of Directors Sierra Club

**PHILOSOPHY**

Along with a healthy family, there is nothing more important to the success of individuals and society than a good education. It is the ticket to a satisfying and productive life. Having enjoyed the privilege of a good education myself, I hope to help bring the blessings of a good education to others, including in my adopted home community of Laupahoe, Hawaii.

### **3. PROOF OF NONPROFIT STATUS**

**ARTICLES OF INCORPORATION  
OF THE  
LAUPAHOEHOE ALUMNI/COMMUNITY ASSOCIATION**

FILED 06/12/2001 01:07 PM  
Business Registration Division  
DEPT. OF COMMERCE AND  
CONSUMER AFFAIRS  
State of Hawaii

The undersigned a majority of whom are citizens of the United States desiring to form a Non-Profit Corporation under the Non-Profit Corporation Law of the State of Hawaii, do hereby certify:

**Article I – NAME**

The name of the corporation shall be Laupahoehoe Alumni/Community Association.

**Article II – PLACE**

The place in this state where the principal office of the corporation is located – is c/o P.O. Box 416, Laupahoehoe, County of Hawaii 96764

**Article III – PURPOSE**

Organized exclusively for charitable, religious, educational and scientific purposes, including for such purposes, the making of distributions to organizations that qualify as exempt organizations under section 501 © (3) of the Internal Revenue Code, or the corresponding section of any future federal tax code.

Educate, preserve, and perpetuate the school and community's rich and significant cultural, social, and historical heritage.

To co-ordinate efforts of various organizations, business, and individuals to improve educational, social, historical and recreational services and facilities in the school and community.

**Article IV –OFFICERS**

Name and address of the initial officers of the corporation are:

President – Pauline Ah Choy, P.O. Box 142, Papaaloa, HI 96780  
V. President – YanceyDane O. Maikui, P.O. Box 192, Laupahoehoe, HI 96764  
Secretary – Leonie K. Poy, P.O. Box 24, Laupahoehoe, HI 96764  
Treasurer – Violet D. Ishikawa, P.O. Box 416, Laupahoehoe, HI 96764

V.I.


**Article V – BOARD OF DIRECTORS**

Number of directors shall not be less than three (3).

Name and Address of the Board of Directors are:

Natalie Kapewa Francisco, 807 Prospect St. #302, Honolulu, HI 96813

I HEREBY CERTIFY that this is a true and correct copy of the official record(s) of the Business Registration Division.

 *Lawrence M. Bujala*  
DIRECTOR OF COMMERCE AND  
CONSUMER AFFAIRS  
August 18, 2009

Validate online at <http://hbc.ehawaii.gov/documents>  
Document ID: 2WA-9UI-1BW-9VB-10377530

06/13/200120230



Glenn Yamane, P.O. Box 95, Ookala, HI 96774  
Hiroshi Shima, P.O. Box 207, Papaalooa, HI 96780  
Isabella Cabote, P.O. Box 118, Ookala, HI 96774  
Pearl Yamamoto, 143 Maka Hina St., Hilo, HI 96720

#### Article VI – NON-PROFIT

The corporation is non-profit in nature and shall not authorize or issue shares of stock. No dividends shall be paid and no part of the income or profit of the corporation shall be distributed to its members, directors, officers, or other private persons, except that of the corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the of the purposes set forth in Article Third hereof.

No substantial part of the activities of the corporation shall be the carrying on the propaganda, or otherwise attempting to influence legislation, and the corporation shall not participate in or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office. Notwithstanding any other provision of these articles, the corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from federal income tax under Section 501 (c)(3) of the Internal Revenue Code, or the corresponding Section of any future federal tax code, or (b) by a corporation, contributions to which are deductible under Section 170 (c)(2) of the Internal Revenue code or corresponding section of any future federal tax code.

#### Article VII – DISSOLUTION OF CORPORATION

Upon the dissolution of the corporation, assets shall be distributed for one or more exempt purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or shall be distributed to the federal government, for a public purpose. Any such assets not so disposed of shall be disposed of by a court of competent Jurisdiction of the County in which the principal office of the corporation is organizations as said Court shall determine which are organized and operated exclusively for such purposes.

#### Article VIII– Members

The corporation has members.

06/13/200120230

We certify under the penalties of Section 415B-158, Hawaii Revised Statutes, that we have read the above statements and that the same are true and correct. In witness whereof, we have hereunto subscribed our names this 8<sup>th</sup> day of June, 2001.

PAULINE AH CHOY  
Type/Print Name of Incorporator

Pauline Ah Choy  
Signature of Incorporator

VANCEY DANE O. MAIKUI  
Type/Print Name of Incorporator

Vancey Dane O. Maikui  
Signature of Incorporator

Leonie K. Poy  
Type/Print Name of Incorporator

Leonie K. Poy  
Signature of Incorporator

Violet D. Ishikawa  
Type/Print Name of Incorporator

Violet D. Ishikawa  
Signature of Incorporator

INTERNAL REVENUE SERVICE  
P. O. BOX 2508  
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

Date:

OCT 1 2004

LAUPAHOEHOE ALUMNI/COMMUNITY  
ASSOCIATION  
C/O VIOLET D ISHIKAWA  
PO BOX 416  
LAUPAHOEHOE, HI 96764

Employer Identification Number:  
99-0349364  
DLN:  
17053103029031  
Contact Person:  
LAURIE FORTUNE ID# 95002  
Contact Telephone Number:  
(877) 829-5500  
Accounting Period Ending:  
December 31  
Foundation Status Classification:  
509(a)(2)  
Advance Ruling Period Begins:  
June 12, 2001  
Advance Ruling Period Ends:  
December 31, 2005  
Addendum Applies:  
No

Dear Applicant:

Based on information you supplied, and assuming your operations will be as stated in your application for recognition of exemption, we have determined you are exempt from federal income tax under section 501(a) of the Internal Revenue Code as an organization described in section 501(c)(3).

Because you are a newly created organization, we are not now making a final determination of your foundation status under section 509(a) of the Code. However, we have determined that you can reasonably expect to be a publicly supported organization described in section 509(a)(2).

Accordingly, during an advance ruling period you will be treated as a publicly supported organization, and not as a private foundation. This advance ruling period begins and ends on the dates shown above.

Within 90 days after the end of your advance ruling period, you must send us the information needed to determine whether you have met the requirements of the applicable support test during the advance ruling period. If you establish that you have been a publicly supported organization, we will classify you as a section 509(a)(1) or 509(a)(2) organization as long as you continue to meet the requirements of the applicable support test. If you do not meet the public support requirements during the advance ruling period, we will classify you as a private foundation for future periods. Also, if we classify you as a private foundation, we will treat you as a private foundation from your beginning date for purposes of section 507(d) and 4940.

Grantors and contributors may rely on our determination that you are not a private foundation until 90 days after the end of your advance ruling period. If you send us the required information within the 90 days, grantors and

Letter 1045 (DO/CG)



LAUPAHOEHOE ALUMNI/COMMUNITY

contributors may continue to rely on the advance determination until we make a final determination of your foundation status.

If we publish a notice in the Internal Revenue Bulletin stating that we will no longer treat you as a publicly supported organization, grantors and contributors may not rely on this determination after the date we publish the notice. In addition, if you lose your status as a publicly supported organization, and a grantor or contributor was responsible for, or was aware of, the act or failure to act, that resulted in your loss of such status, that person may not rely on this determination from the date of the act or failure to act. Also, if a grantor or contributor learned that we had given notice that you would be removed from classification as a publicly supported organization, then that person may not rely on this determination as of the date he or she acquired such knowledge.

If you change your sources of support, your purposes, character, or method of operation, please let us know so we can consider the effect of the change on your exempt status and foundation status. If you amend your organizational document or bylaws, please send us a copy of the amended document or bylaws. Also, let us know all changes in your name or address.

As of January 1, 1984, you are liable for social security taxes under the Federal Insurance Contributions Act on amounts of \$100 or more you pay to each of your employees during a calendar year. You are not liable for the tax imposed under the Federal Unemployment Tax Act (FUTA).

Organizations that are not private foundations are not subject to the private foundation excise taxes under Chapter 42 of the Internal Revenue Code. However, you are not automatically exempt from other federal excise taxes. If you have any questions about excise, employment, or other federal taxes, please let us know.

Donors may deduct contributions to you as provided in section 170 of the Internal Revenue Code. Bequests, legacies, devises, transfers, or gifts to you or for your use are deductible for Federal estate and gift tax purposes if they meet the applicable provisions of sections 2055, 2106, and 2522 of the Code.

Donors may deduct contributions to you only to the extent that their contributions are gifts, with no consideration received. Ticket purchases and similar payments in conjunction with fundraising events may not necessarily qualify as deductible contributions, depending on the circumstances. Revenue Ruling 67-246, published in Cumulative Bulletin 1967-2, on page 104, gives guidelines regarding when taxpayers may deduct payments for admission to, or other participation in, fundraising activities for charity.

You are not required to file Form 990, Return of Organization Exempt From Income Tax, if your gross receipts each year are normally \$25,000 or less. If you receive a Form 990 package in the mail, simply attach the label provided, check the box in the heading to indicate that your annual gross receipts are normally \$25,000 or less, and sign the return. Because you will be treated as a public charity for return filing purposes during your entire advance ruling

LAUPAHOEHOE ALUMNI/COMMUNITY

period, you should file Form 990 for each year in your advance ruling period that you exceed the \$25,000 filing threshold even if your sources of support do not satisfy the public support test specified in the heading of this letter.

If a return is required, it must be filed by the 15th day of the fifth month after the end of your annual accounting period. A penalty of \$20 a day is charged when a return is filed late, unless there is reasonable cause for the delay. However, the maximum penalty charged cannot exceed \$10,000 or 5 percent of your gross receipts for the year, whichever is less. For organizations with gross receipts exceeding \$1,000,000 in any year, the penalty is \$100 per day per return, unless there is reasonable cause for the delay. The maximum penalty for an organization with gross receipts exceeding \$1,000,000 shall not exceed \$50,000. This penalty may also be charged if a return is not complete. So, please be sure your return is complete before you file it.

You are not required to file federal income tax returns unless you are subject to the tax on unrelated business income under section 511 of the Code. If you are subject to this tax, you must file an income tax return on Form 990-T, Exempt Organization Business Income Tax Return. In this letter we are not determining whether any of your present or proposed activities are unrelated trade or business as defined in section 513 of the Code.

You are required to make your annual information return, Form 990 or Form 990-EZ, available for public inspection for three years after the later of the due date of the return or the date the return is filed. You are also required to make available for public inspection your exemption application, any supporting documents, and your exemption letter. Copies of these documents are also required to be provided to any individual upon written or in person request without charge other than reasonable fees for copying and postage. You may fulfill this requirement by placing these documents on the Internet. Penalties may be imposed for failure to comply with these requirements. Additional information is available in Publication 557, Tax-Exempt Status for Your Organization, or you may call our toll free number shown above.

You need an employer identification number even if you have no employees. If an employer identification number was not entered on your application, we will assign a number to you and advise you of it. Please use that number on all returns you file and in all correspondence with the Internal Revenue Service.

This determination is based on evidence that your funds are dedicated to the purposes listed in section 501(c)(3) of the Code. To assure your continued exemption, you should keep records to show that funds are spent only for those purposes. If you distribute funds to other organizations, your records should show whether they are exempt under section 501(c)(3). In cases where the recipient organization is not exempt under section 501(c)(3), you must have evidence that the funds will remain dedicated to the required purposes and that the recipient will use the funds for those purposes.

Letter 1045 (DO/CG)

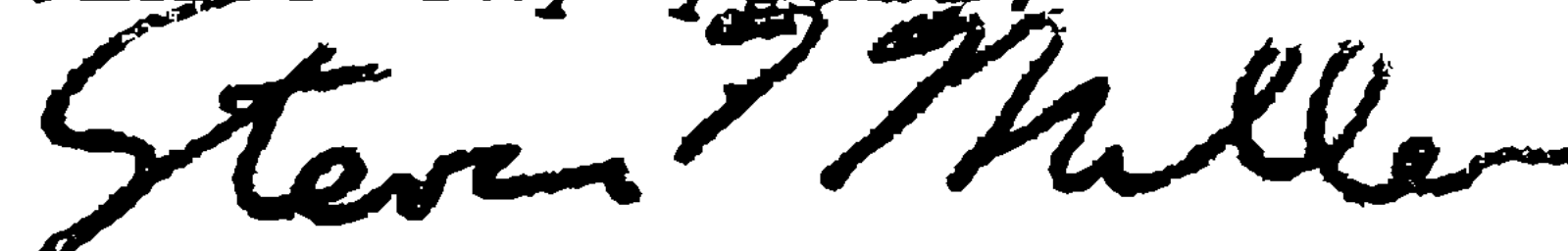
LAUPAHOEHOE ALUMNI/COMMUNITY

If we said in the heading of this letter that an addendum applies, the addendum enclosed is an integral part of this letter.

Because this letter could help us resolve any questions about your exempt status and foundation status, you should keep it in your permanent records.

If you have any questions, please contact the person whose name and telephone number are shown in the heading of this letter.

Sincerely yours,



Steven T. Miller  
Director, Exempt Organizations

Enclosure(s):  
Form 872-C





Department of the Treasury  
Internal Revenue Service

P.O. Box 2508  
Cincinnati OH 45201

In reply refer to: 0248323016  
Apr. 14, 2009 LTR 4168C E0  
99-0349364 000000 00 000  
00011100  
BODC: TE

LAUPAHOEHOE ALUMNI COMMUNITY  
% VIOLET D ISHIKAWA  
PO BOX 416  
LAUPAHOEHOE HI 96764-0416



20240

Employer Identification Number: 99-0349364  
Person to Contact: Yvette Davis  
Toll Free Telephone Number: 1-877-829-5500

Dear Taxpayer:

This is in response to your request of Apr. 03, 2009, regarding your tax-exempt status.

Our records indicate that a determination letter was issued in October 2001, that recognized you as exempt from Federal income tax, and discloses that you are currently exempt under section 501(c)(3) of the Internal Revenue Code.

Our records also indicate you are a private foundation described under section 509(a) of the Code.

Donors may deduct contributions to you as provided in section 170 of the Code. Bequests, legacies, devises, transfers, or gifts to you or for your use are deductible for Federal estate and gift tax purposes if they meet the applicable provisions of sections 2055, 2106, and 2522 of the Code.

If you have any questions, please call us at the telephone number shown in the heading of this letter.

Sincerely yours,

*Michele M. Sullivan*

Michele M. Sullivan, Oper. Mgr.  
Accounts Management Operations I

## **4. LOTTERY, RECRUITMENT AND ADMISSIONS POLICY**

## **Lottery, Recruitment and Admissions Policy v4**

**REF:** Charter Schools Program Non-SEA Planning, Program Design and Implementation:  
CDFA #84.282b.

Applicant: Laupahoehoe Alumni/Community Association ("LACA"), P.O. Box 127,  
Laupahoehoe, HI 96764

Contact: Fred Pollock, ph 808-640-9013, [fredpollock@starband.net](mailto:fredpollock@starband.net)

### **Admission Philosophy**

- LCPCS will not charge tuition or fees.
- Enrollment will be guaranteed to all currently enrolled students and to children who live within the school attendance or catchment area.
- If students apply from outside the attendance/catchment area and there are spaces available, a random selection process will be utilized to enroll these students in the school.
- LCPCS will be non-sectarian in its programs, admissions and policies. Potential students will be considered for admission without regard to ethnicity, creed, national origin, gender, disability or achievement level.
- In the belief that the best student learning is achieved through family partnerships, LCPCS will conduct periodic workshops on its learning approach and make every effort to encourage parents of prospective and current students to take an active role in their child's education and to participate in school programs and activities.
- Notwithstanding the forgoing, LCPCS will abide by all federal and state laws pertaining to enrollment.



## **Admission Procedures**

Applications will be accepted during the Open Enrollment period January 1 to March 31 prior to the start of a new school year. Following this period, all currently enrolled students and children residing in the catchment area will be placed by grade. If there are spaces available in any given grade, then the lottery described below will be held for applicants for that grade.

### **Student Admission Lottery**

The school will employ a public lottery as required by law if spaces remain in a particular grade after all currently enrolled students as well as new students residing in the attendance/catchment area have been placed. At the close of the open enrollment period and after assignment of currently enrolled students and those living in the attendance/catchment area, tickets with the applicants' names who reside outside the attendance/catchment area will be drawn randomly, and a number assigned sequentially to each applicant within each grade. Applicants will then be placed on a list in the order in which their ticket was drawn. When an opening occurs, applicants will be notified to schedule completion of the intake process.

Children not admitted as a result of the lottery process will be placed on a waiting list, ranked by their position in the lottery. Once the initial admissions have been made and accepted, remaining openings in the school will be filled from the waiting list.

**5. PROOF OF APPLICATION TO AN AUTHORIZED PUBLIC  
CHARTERING AUTHORITY**

**LAUPAHOEHOE ALUMNI/COMMUNITY ASSOCIATION  
(LACA)**

**PO BOX 492 LAUPAHOEHOE HI 96764  
808-938-3688/934-0203**

**LETTER OF INTENT TO CONVERT A DEPARTMENT SCHOOL TO A PUBLIC CHARTER SCHOOL**

**July 23, 2009**

**CSRP Executive Assistant  
State Of Hawaii Charter School Review Panel  
73-4460 Queen Kaahumanu Hwy  
Kailua Kona, HI 96740-2632  
(808) 334-1114  
Email: csrp.hi@gmail.com**

**Certified-Return Receipt Requested**

**CSAO  
Charter Schools Administrative Office  
1111 Bishop Street, Suite 516  
Honolulu, HI 96813  
(808) 586-3775  
Fax: 586-3776  
Email: Exec Admin Asst roger@hcsao.org**

**Certified-Return Receipt Requested**

**re: Letter Of Intent To Convert Laupahoehoe High and Elementary School (LHES)  
To A Public Charter School (Laupahoehoe Public Charter School)**

**Ladies and Gentlemen:**

**I write as President of Laupahoehoe Alumni/Community Association, a tax-exempt Hawaii 501(c)(3) nonprofit corporation (LACA) (dba Save/Improve LHES dba Save Our School-SOS); and on behalf of and duly authorized by the Board of Directors of LACA, to inform you that LACA intends to convert (subject to the approval by a majority of the votes cast by existing administrative, support, and teaching personnel, and parents of the students of the proposed conversion charter school as provided in HRS 302B-6(c)(3) ) Laupahoehoe High and Elementary School (LHES) to a charter school (Laupahoehoe Public Charter School); to establish an interim local school board as its governing body; and to develop a detailed implementation plan pursuant to subsection (d), pursuant to HRS 302B-6 and related provisions of law and subject to the approval of the CSRP; and LACA hereby applies to do so.**

**In accordance with the request of the CSRP dated 15 June 2009 LACA offers the following additional information. Kindly advise if any more detail is needed.**

**\*ABOUT LACA: LACA is a tax-exempt 501(c)(3) nonprofit Hawaii corporation established in 2001 for the charitable purpose to "educate, preserve, and perpetuate the school [LHES] and community's rich and significant cultural, social, and historic heritage". The LACA board and its members are current or former community members, many of whom are LHES alumni, and who have been involved in improving Laupahoehoe, LHES, and the surrounding communities on the Hamakua Coast of Hawaii Island. Since 2001, LACA has sponsored many events to support the school and community including the Laupahoehoe School**



Community Service Project, values based education, school improvement, and student/teacher appreciation events. LACA is uniquely qualified to apply for the conversion charter for LHES due to its long association with the school; and its school purposes. LACA has been working with another nonprofit association of community members known as Save/Improve LHES (aka Save Our School-SOS) and for purposes of the charter application (subject to the approval of the CSR/CSAO) will be also doing business under this "dba" with the idea of eventually creating a subsidiary or separate nonprofit corporation to act as the local school board with members of LACA, education experts, Save/Improve participants and other community members serving on the board.

**\*THE COMMUNITY & THE NEED FOR A CHARTER SCHOOL:** LHES was established 125 years ago at Laupahoehoe Point to serve the thriving coastal communities of the Hamakua Coast of Hawaii Island: a region rich in agricultural, natural, and scenic resources. In 1946 the school was adversely impacted by a tsunami which took the lives of students, teachers, and their family members. The school was rebuilt on higher ground several years later, designed by one of the architects responsible for the USS Arizona memorial. The school has been the heart of the community for many years with its pool, library, and facilities that were established from the beginning as a community center as well as a school. The school has outstanding facilities including wood, metal, and auto shops, agricultural land, computer labs, and state of the arts audio-visual and performing arts facilities. The demise of the sugar plantations in the 90's created difficulty for the entire Hamakua Coast. Weighted Student Formula created funding challenges for the rural school which were difficult to address within DOE guidelines. As a result, the shop, agricultural, and technology programs at the school were severely cut back. LHES needs the flexibility and the progressive curriculum of a charter school to fully realize its potential. Along with academic excellence, the shops, ag land, technology resources, new teaching tools such as computer learning, and the use of many talented local volunteers who have been under-utilized under DOE rules, LHES, using a charter regimen, can become a world class K-12 educational center and community resource. The stark alternative is closure by DOE due to the economies of scale sought by DOE/BOE.

We ask that the CSR/CSAO recognize the contact person for purposes of this application to be LACA President, Lucille V. Chung, P. O. Box 6040, Hilo, HI 96720, Best phone contact 938 3688 - cell; Office 932 2600 - direct line; Home - 934 0203.

Please advise at your earliest convenience if there is any defect of form, substance or otherwise that would prevent this letter from being accepted as a valid letter of intent under HRS 302B-6; and whether the information and proposals in this letter should be revised or amended in any way to comply with requirements for a conversion charter school. We will respond to your comments promptly.

Thank you for your service and for the opportunity of providing educational excellence for the children of the Hamakua Coast.

Very Truly Yours,

Laupahoehoe Alumni/Community Association  
dba Save/Improve LHES dba SOS

By   
LUCILLE V. CHUNG, President

By   
PAULINE N. AH CHOY, Officer (Treasurer)

CONTACT PERSON:

Lucille V. Chung, P. O. Box 6040 • Hilo • HI 96720 • Best phone contact 938 3688 - cell •  
Office 932 2600 - direct line • Home - 934 0203 • email lchung@QLCC.org



SENDER: COMPLETE THIS SECTION	COMPLETE THIS SECTION ON DELIVERY
<ul style="list-style-type: none"> <li>Complete Items 1, 2, and 3. Also complete Item 4 if Restricted Delivery is desired.</li> <li>Print your name and address on the reverse so that we can return the card to you.</li> <li>Attach this card to the back of the mailpiece, or on the front if space permits.</li> </ul>	<p>A. Signature  <input checked="" type="checkbox"/> <i>Sylvia Silva</i> <input type="checkbox"/> Agent  <input type="checkbox"/> Addressee</p>
<p>1. Article Addressed to:</p> <p>CSRP EXECUTIVE ASSISTANT          STATE OF HAWAII CHARTER          SCHOOL REVIEW PANEL          73-1460 QUEEN          KAAHUMANU HWY          KAILUA KAA HI 96740-2632</p>	<p>B. Received by (Printed Name) <i>Sylvia Silva</i> C. Date of Delivery <i>8/8/09</i></p> <p>D. Is delivery address different from Item 1? <input type="checkbox"/> Yes  <input checked="" type="checkbox"/> No          If YES, enter delivery address below: <input type="checkbox"/> No</p> <p>3. Service Type  <input checked="" type="checkbox"/> Certified Mail <input type="checkbox"/> Express Mail  <input type="checkbox"/> Registered <input type="checkbox"/> Return Receipt for Merchandise  <input type="checkbox"/> Insured Mail <input type="checkbox"/> G.O.D.</p> <p>4. Restricted Delivery? (Extra Fee) <input type="checkbox"/> Yes</p>
<p>2. Article Number          (Transfer from service label)</p>	<p>7006 2150 0003 2389 2321</p>
<p>PS Form 3811, February 2004 Domestic Return Receipt 102505-02-11-1540</p>	

SENDER: COMPLETE THIS SECTION	COMPLETE THIS SECTION ON DELIVERY
<ul style="list-style-type: none"> <li>Complete Items 1, 2, and 3. Also complete Item 4 if Restricted Delivery is desired.</li> <li>Print your name and address on the reverse so that we can return the card to you.</li> <li>Attach this card to the back of the mailpiece, or on the front if space permits.</li> </ul>	<p>A. Signature  <input checked="" type="checkbox"/> <i>Kenyon Tan</i> <input type="checkbox"/> Agent  <input type="checkbox"/> Addressee</p>
<p>1. Article Addressed to:</p> <p>CSAO          CHARTER SCHOOLS          ADMINISTRATIVE OFFICE          1111 BISHOP ST STE 516          HONOLULU HI 96813</p>	<p>B. Received by (Printed Name) <i>Kenyon Tan</i> C. Date of Delivery <i>8/4/09</i></p> <p>D. Is delivery address different from Item 1? <input type="checkbox"/> Yes  <input checked="" type="checkbox"/> No          If YES, enter delivery address below: <input type="checkbox"/> No</p> <p>3. Service Type  <input checked="" type="checkbox"/> Certified Mail <input type="checkbox"/> Express Mail  <input type="checkbox"/> Registered <input type="checkbox"/> Return Receipt for Merchandise  <input type="checkbox"/> Insured Mail <input type="checkbox"/> G.O.D.</p> <p>4. Restricted Delivery? (Extra Fee) <input type="checkbox"/> Yes</p>
<p>2. Article Number          (Transfer from service label)</p>	<p>7006 2150 0003 2389 2314</p>
<p>PS Form 3811, February 2004 Domestic Return Receipt 102505-02-11-1540</p>	



**LAUPAHOEHOE ALUMNI/COMMUNITY ASSOCIATION**

*(LACA)*

PO BOX 492 LAUPAHOEHOE HI 96764

808-938-3688/934-0203

August <sup>25</sup>~~24~~, 2009

CSRP Executive Assistant  
State Of Hawaii Charter School Review Panel  
73-4460 Queen Kaahumanu Hwy  
Kailua Kona, HI 96740-2632  
(808) 334-1114  
Email: csrp.hi@gmail.com

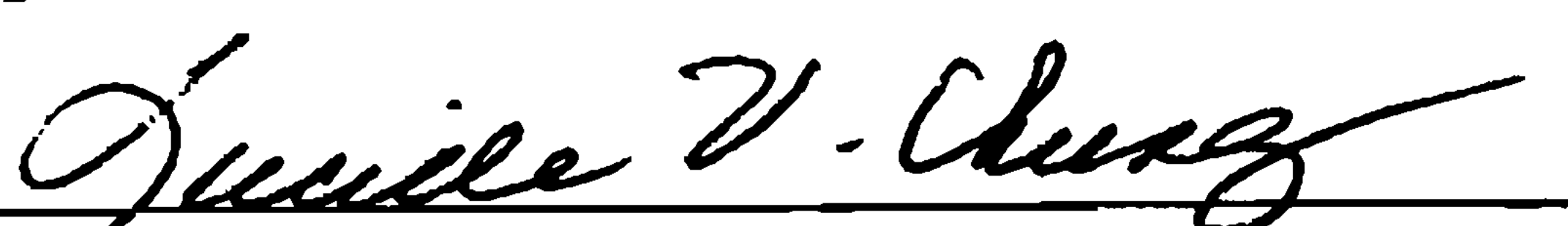
re: transmittal of copy of application for grant USDOE 2009 Charter Schools Program Non-SEA Planning,  
Program Design and Implementation: CDFA # 84.282b

Ladies and Gentlemen:

Enclosed please find a copy of our completed application and attachments for the above referenced grant required to be sent to the Hawaii public chartering authority (CSRP) by the terms of the grant. Please advise if you have any questions or comments. Thank you very much for your time and attention to this matter.

Very Truly Yours,

Laupahoehoe Alumni/Community Association

By 

LUCILLE V. CHUNG, President



## **6. APPENDICES**

**6a. PARTNERSHIP LETTERS**



**Laupahoehoe Train  
Museum**

*"A Trip Back In Time"*

**OFFICERS**

LISA BARTON  
President

LUCILLE CHUNG  
Vice-President

JUDI STEINMAN  
Secretary

DOUG CONNORS  
Treasurer

**DIRECTORS**

Ian Birnie

Neil Erickson

Stan Heggland

George Martin

Roger Sheetz

Dwight Takamine

August 9, 2009

Laupahoehoe Save Our School Committee  
C/O Nicolette C. B. Hubbard  
P.O. Box 374  
Laupahoehoe, HI 96764

To the Laupahoehoe Save Our School Committee,

I am writing in support of the efforts of the Laupahoehoe Alumni/Community Association (LACA) to form, fund and establish a conversion charter school at Laupahoehoe High and Elementary School (LHES) and look forward to partnering with LHES as a charter school in any capacity possible to create a rounded educational program for our youth.

The Laupahoehoe Train Museum (LTM) has been in partnership with Laupahoehoe High and Elementary School since LTM began in 1998. Teams of students from the business, science and the agriculture classes participated weekly for a few years to work on projects at LTM and the Ookala Community Forest. We look forward to working with these classes and others to integrate history, forestry, business and other life skills into a learning program

The purpose of the Laupahoehoe Train Museum (LTM) is to; preserve, promote and protect the historic, cultural, educational, social, civic and economic interest of the North Hilo and Hamakua districts, while highlighting the history of railroads on the island of Hawaii.

If you have any questions or need more information call 962-6300 or to speak to me directly 936-9532.

Aloha,

Laupahoehoe Train Museum

P. O. Box 358

Laupahoehoe, HI 96764

Phone: 808-962-6300

Fax: 808-962-6957

E-mail:

laupahoehoetrainmuseum@yahoo.com

Web address

www.thetrainmuseum.com

Lisa Barton



**HILO-HAMAKUA**  
**COMMUNITY DEVELOPMENT CORPORATION**

---

hamakuadev.org

PO Box 8, Laupahoehoe, Hawaii 96764  
775-9910

email: [info@hamakuadev.org](mailto:info@hamakuadev.org)

August 21, 2009

TO: Laupahoehoe Alumni/Community Association

ATTN: Lucille Chung; Fred Pollock

RE: Charter School Proposal to U.S. Department of Education

Aloha,

The Hilo-Hamakua Community Development Corporation, HHCDC, is a private non-profit, 'umbrella' organization, which represents the interests of the entire Hilo-Hamakua Coast from the Wailuku River to Waipio Valley and strives toward community-based collaboration that involves partnering with all ages and interests. HHCDC emerged as a collaborative effort among different Task Forces responding to the closures of two sugar plantations along our coastline and was born of numerous meetings held in the Laupahoehoe School Cafeteria. It is within these parameters, that the HHCDC Board of Directors has approved the collaboration with the Laupahoehoe Alumni/Community Association to create and support a K-12 Public Charter 'community school' in Laupahoehoe.

The existing Laupahoehoe High and Elementary School facility accommodates this idea well with its ample space, preschool, public library and swimming pool, auto shop, woodworking shop, band room, numerous classrooms and cafeteria. With such a broad assortment of facilities, we envision numerous ways in which the community would be enhanced with services and training that we can jointly offer. The school and community have a long-standing tradition of working together in service projects and supportive measures that have enhanced the capacity of both.

We look forward to the realization of Public Charter School status in the expectation that it will greatly increase the entire community's opportunities.

Mahalo for your consideration,

Walker Sanders, President

Hilo-Hamakua Community Development Corporation



United States  
Department of  
Agriculture

Forest  
Service

Institute of Pacific  
Islands Forestry

60 Nowelo Street  
Hilo, HI 96729  
(808)-933-8121

---

**Date** 08/18/09

Mr. Fred Pollock  
Laupahoehoe K-12 Charter School Committee

Dear Mr Pollack:

This letter is regarding the support of the Institute of Pacific Islands Forestry (IPIF), USDA Forest Service in Hilo, Hawaii for your proposal for a US Department of Education grant to establish a Charter School in Laupahoehoe. Please count us in as a formal partner in this effort. We greatly value this opportunity to collaborate. As you are aware, the Institute has invested tremendous resources into the Hawaii Experimental Tropical Forest (HETF), which is located just above the town of Laupahoehoe in the Laupahoehoe Natural Area Reserve and the adjacent Hilo Forest Reserve to the North. The proximity of the HETF to the Laupahoehoe High School provides a tremendous opportunity for collaboration on educational efforts – including most recently funding for the establishment and staffing of the HETF Laupahoehoe Research and Education Center.

The Mission of the Hawaii Experimental Tropical Forest (HETF) is to provide landscapes, facilities, and data/information for those wishing to conduct research and education activities contributing to a better understanding of the biological diversity and functioning of tropical forest and stream ecosystems and their management. The HETF represents a significant contribution in the global effort that is necessary to understand and protect some of the most threatened and endangered ecosystems in the world. This can best be accomplished by providing education and demonstration opportunities for those interested in tropical forest studies and management. Based on our mission and our keen interest in developing collaborative educational partnerships in the Laupahoehoe area for the children of Laupahoehoe, we are committed assisting with your DOE proposal. Management of natural resources is a valuable career path, and increasingly the HETF is attracting high tech approaches to meeting these goals including remote sensing research, climate change research, data-base management and telemetry research, as well as new cutting edge learning opportunities.

In addition to the mission of the HETF, the IPIF is deeply committed to education – with an education coordinator on staff, scientists who incorporate educational opportunities into their research, and formal partnerships with education programming at the University of Hawaii including teaching commitments to Nā Pua No`eau, a program for gifted and talented native Hawaiian students (K-12), and long-term support of the University of Hawaii's Pacific Internship Program for Exploring Sciences and the Hawaiian Internship Program. As part of these programs, IPIF staff mentor dozens of local kids every summer in natural resources management, forest ecology and climate change research and education. These commitments have been in place for over a decade. As Team Leader of the Restoration Team at the IPIF, as well as an active research in the HETF, I personally am committed to supporting and participating in the development of this DOE proposal.

Sincerely,

*/s/ Christian P. Giardina*

Christian P. Giardina  
Research Ecologist and Leader, Forest Restoration Team.  
Institute of Pacific Islands Forestry  
Pacific Southwest Research Station



*Holly Young*  
*Sculptor*

August 4, 2009

Save and Improve Our School  
c/o Fred Pollock  
PO Box 486  
Laupahoehoe, HI 96764

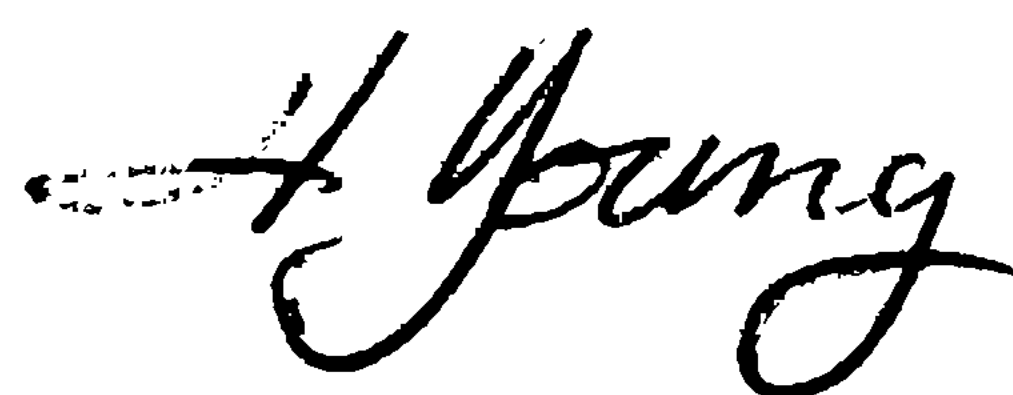
Members of Laupahoehoe Save Our School Committee,

Holly Young Sculptor (business name) has been a professional fine art studio for 18 years, focused on the production of bronze art, with many public works throughout the islands, such as the Queen Kapi'olani Monument on Oahu and "The Ahupua'a" at Na 'Aina Kai Botanical Gardens, Kauai.

In the event that Laupahoehoe High and Elementary School becomes a public charter school this letter affirms my intent to partner with the new organization as a community business, to develop and support an art program.

This partnership includes volunteer time for organizational work, time with the students on campus and potentially an internship program at the studio.

Sincerely,



Holly Young

*PO Box 111, Papa'aloa, HI 96780; (808) 937-1226; hollyyoungsculptor@mac.com*



**LETTER OF SUPPORT FROM THE THIRTY METER TELESCOPE CORPORATION.** (Thirty Meter Telescope Selects Mauna Kea July 21 , 2009 PASADENA, Calif. — After careful evaluation and comparison between two outstanding candidate sites—Mauna Kea in Hawai‘i and Cerro Armazones in Chile—the board of directors of the TMT Observatory Corporation has selected Mauna Kea as the preferred site for the Thirty Meter Telescope. The TMT will be the most capable and advanced telescope ever constructed. When completed in 2018, the TMT will enable astronomers to detect and study light from the earliest stars and galaxies, analyze the formation of planets around nearby stars, and test many of the fundamental laws of physics. see [www.tmt.org](http://www.tmt.org), [http://en.wikipedia.org/wiki/Thirty\\_Meter\\_Telescope](http://en.wikipedia.org/wiki/Thirty_Meter_Telescope)

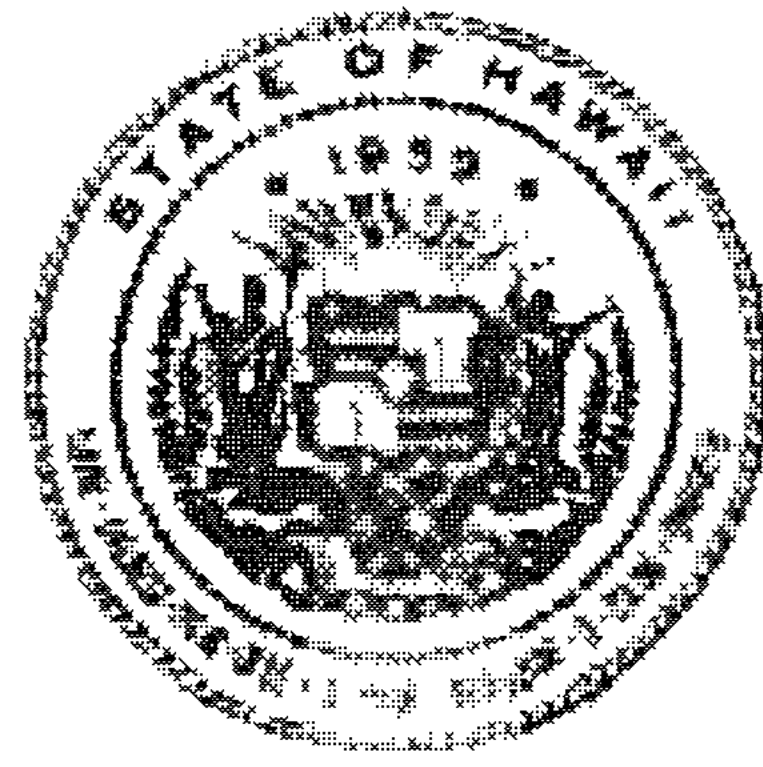
From: Sandra Dawson <[sdawson@tmt.org](mailto:sdawson@tmt.org)>  
Date: August 24, 2009 7:24:37 AM HST  
To: Fred Pollock <[fredpollock@starband.net](mailto:fredpollock@starband.net)>  
Subject: Re: Letter in support of a partnership with Laupahoehoe Charter School

Dear Fred,

The TMT Observatory Corporation is looking forward to building our telescope here, and to operating in Hawaii for many years. We will have a very active outreach effort, which will include working with the local schools at all levels. We will visit schools to discuss science, math, physics and astronomy, and will support efforts by the the existing observatories, such as Journey to the Universe, to bring scientists and engineers into the schools. We look forward to productive interaction with all the schools on Hawaii Island, and to being a part of the advancement of STEM education for the students.

Sandra Dawson  
TMT Hawaii Site Manager

**6b. APPENDICES-LETTERS OF SUPPORT**



## The Senate

STATE CAPITOL  
HONOLULU, HAWAII 96813

August 25, 2009

Mr. Dean Kern  
Director of Charter School Programs  
US Department of Education  
Washington, D.C.

Dear Mr. Kern,

The parents and community members of Laupahoehoe Hawai'i have worked, tirelessly, for many years to improve academic performance and bring greater accountability to Laupahoehoe High and Elementary School. I, personally, worked with the people of Laupahoehoe on a yearlong program to develop a community vision for the school. Their vision was designed to better educate their children and to reflect the needs and values of the community at large. Given that Laupahoehoe parents and community members are highly motivated and are always trying to find better ways to improve their school, I fully support the submission of this grant proposal.

Sincerely,

A handwritten signature in black ink, appearing to read "Dwight Y. Takamine".

Senator Dwight Y. Takamine



SUPERINTENDENT



STATE OF HAWAII  
DEPARTMENT OF EDUCATION  
LAUPAHOEHOE HIGH & ELEMENTARY SCHOOL  
35-2065 OLD MAMALAHOA HIGHWAY  
P.O. Box 189 Laupahoehoe, HI 96764  
TEL: (808) 962-2200 FAX: (808) 962-2202

**DATE:** May 14, 2009  
**TO:** Dr. V. Maunalei Love, Executive Director, Charter Schools Administrative Office  
1111 Bishop Street, Suite 516, Honolulu, HI 96813, Tel: 808-586-3775, Fax: 808-586-3776,  
email: [vmlove@hcsao.org](mailto:vmlove@hcsao.org)  
**FROM:** School Community Council, Laupahoehoe High and Elementary School  
**RE:** Laupahoehoe High and Elementary School Conversion Charter School Initiative

Dear Dr. Love, Ladies and Gentlemen:

This is to inform you of our support for and interest in the exploration and investigation of the establishment of a conversion charter school at Laupahoehoe High and Elementary School (LHES): to include obtaining a Federal Charter School Planning Grant for this effort.

This exploratory process would be a cooperative effort between the LHES SCC, the school, the Laupahoehoe Alumni and Community Association (LACA) (a 501c3 nonprofit), the community group Save/Improve LHES aka Save Our School (SOS), and other interested community members and with the advice of Ho'okako'o Corporation and Connections Charter School. We have the support of the LHES school administration for this exploratory effort and this letter at this time.

This is an exploratory process at this point as questions remain for parents, teachers, staff, school and community. We envision the steering committee for the exploratory effort to be an expanded SOS group working with and through LACA; with the ultimate applicant under any letter of intent and federal grant recipient to be either LACA or SOS.

At this point the interested parties would appreciate any available help, guidance, or advice regarding the exploratory and conversion charter process, including coordination between the CSRP process and the federal planning grant requirements. You are familiar with the background and current status of our school. We would be grateful for your advice and guidance regarding this conversion charter exploratory effort. Please advise of any available resources, the course of action you recommend, and your possible availability for a short meeting. The contact information for the organizations involved is listed below.

Thank You,  
School Community Council, Laupahoehoe High and Elementary School

By   
FRED POLLOCK, Chairperson

cc: •Thomas Ekno, Principal, Laupahoehoe High and Elementary School (contact information above)  
•Lynn N. Fallin, CEO/Executive Director, Ho'okako'o Corporation, P.O. Box 11685, Honolulu, HI 96828  
(808) 983-3830 Fax (808) 983-3832, Email: [info@hookakoo.org](mailto:info@hookakoo.org)  
•LHES SCC: Fred Pollock, Chairperson (contact information as above), email [fredpollock@starband.net](mailto:fredpollock@starband.net)  
•LACA, Lucille Chung, PO Box 492, Laupahoehoe HI 96764, email [lchung@QLCC.org](mailto:lchung@QLCC.org)  
•Save/Improve LHES (SOS): Pam Elders, PO Box 371, Laupahoehoe HI 96764, 808-962-0608, cell 808-315-5188,  
email [nflick@baymoon.com](mailto:nflick@baymoon.com) (v5)

AN AFFIRMATIVE ACTION AND EQUAL OPPORTUNITY EMPLOYER

## **7. CSP ASSURANCES FORM**

# e-Application

[Home](#)[Application](#)[Payments](#)[Reports](#)[Administration](#)[Start Page](#) | [Packages](#) | [Status Reports](#) | [My Profile](#) | [Help](#) | [Support](#) | [Logout](#)OMB No.1810-0570 Exp.  
05/31/2005

Release 6.08a

You are logged in as **brubble69****CHARTER SCHOOLS PROGRAM ASSURANCES****NON-SEA APPLICANTS FOR  
PLANNING, PROGRAM DESIGN, AND IMPLEMENTATION**Asterisks  
(\*)  
indicate  
mandatory  
fields.

Pursuant to Section 5202(b) of the ESEA, an applicant for CSP funds that is not a State educational agency (SEA) must provide the following assurances.

As the duly authorized representative of the applicant, I certify that the applicant will submit to the Secretary:

- (a) All items described in the application requirements;
- (b) An assurance that the eligible applicant will annually provide the Secretary such information as may be required to determine if the charter school is making satisfactory progress toward achieving the objectives described in section 5203(b)(3)(C)(i) of the ESEA;
- (c) An assurance that the applicant will cooperate with the Secretary in evaluating the program assisted under this subpart;
- (d) A description of how a charter school that is considered a local educational agency under State law, or a local educational agency in which a charter school is located, will comply with sections 613(a)(5) and 613(e)(1)(B) of the Individuals with Disabilities Education Act;
- (e) Proof that the applicant has applied to an authorized public chartering authority to operate a charter school and provided to that authority adequate and timely notice, and a copy, of this application; or an assurance that this application is for a precharter planning grant and the authorized public chartering authority to which a charter school proposal will be submitted has not been determined;
- (f) A copy of proof of applicant's non-profit status;
- (g) The applicant's DUNS and TIN numbers;
- (h) A statement as to whether or not an applicant for planning and implementation funding has previously received funding for this program either through a State subgrant or directly from the Department;
- (i) Such other information and assurances as the Secretary may require;
- (j) An assurance that the eligible applicant will use the funds to plan and implement a charter school in accordance with the Charter Schools Program; and
- (k) Assurances that the State educational agency will (i) grant, or will obtain, waivers of State statutory or regulatory requirements; and (ii) will assist each subgrantee in the State



in receiving a waiver under section 5204(e) of the ESEA.

*Ludlle V. Chung* 8-22-09

*NAME OF AUTHORIZED OFFICIAL: <u>Ludlle V. Chung</u>	*TITLE: <u>President</u>
SIGNATURE OF AUTHORIZED OFFICIAL:	
*APPLICANT ORGANIZATION: <u>Laupahoehoe Alumni/Community Association</u>	*DATE SUBMITTED: <u>08/22/2009</u>

Form Completed

**e-Application Support**

**Technical support:** Helpdesk 1-888-336-8930 (TTY: 1-866-697-2696, local 202-401-8363) Hours of operation: 8am-6pm Washington DC time Monday-Friday.

**Application content or program specific support:** See Packages for contact information

# Budget Narrative

## Budget Narrative Attachment

Attachment 1:

Title: **BUDGET NARRATIVE revised 8-23-09** Pages: **17** Uploaded File: **BUDGET NARRATIVE revised 8-23-09.pdf**

## **Budget Narrative**

### **Laupahoehoe Community Public Charter School**

Charter Schools Program Non-SEA Planning, Program Design and Implementation:

CDFA # 84.282b (FY 2009)

Applicant-Laupahoehoe Alumni/Community Association (LACA), P.O. Box 127, Laupahoehoe HI 96764

Contact-Fred Pollock, ph 808-640-9013, [fredpollock@starband.net](mailto:fredpollock@starband.net)

Applicant, **Laupahoehoe Alumni/Community Association (LACA), an Hawaii nonprofit**

**charitable corporation**, is committed to perpetuating and improving Laupahoehoe High and

Elementary School (**LHES**) by converting it to a *community* Public Charter School

(Laupahoehoe Community Public Charter School...**LCPCS**); by helping students and the school

realize their full potential by means of an innovative curriculum and staff and enhanced use of

the school facilities; by the introduction of partnership programs and up-to-date technology; and

by supporting the families and community of the surrounding Hamakua Coast with a full range

of services as a **community school**.

It is unusual and a daunting project to establish a K12 charter school; and is even more unusual

to do this by *converting* a long-standing public school from a department school to a charter

school. The reinvigoration of **LHES** (department school) by *conversion* to a public charter

school (**LCPCS**) promises a new beginning for the school and the community much as the

founding of the current campus did over 50 years ago, following the disastrous 1946 tsunami that

damaged the old school and took the lives of students and teachers; and offers an alternative to

closure by the Hawaii Department of Education in its efforts to "consolidate" small rural schools

to cut costs. At the same time, the conversion offers the US Department of Education a chance

to *leverage* CSP grant funds by investing in a school where the USDOE funding will be



supported by the considerable resources of the State of Hawaii which will provide an existing school and campus, per pupil funding, and many support services from state funds. This blending of funding sources will assure the success of **LCPCS** and guarantee that the USDOE funds will be used for purposes that will have lasting and longterm benefits for education and the betterment of students, parents, and the surrounding community.

At the same time, the Hawaii Department of Education is not in a practical or financial position to envision and support re-organization of the school, to establishment a new and modern curriculum and teaching approach, to create a community-based school, to leverage the use of community volunteers and business partners to help the school's mission of education and service to the community, to re-invigorate the votech and agriculture programs, or to furnish the technology that will make this all possible. But funding by USDOE will enable the school to design and implement these efforts which will be carried forward by the effort, love, and care of the community for at least the "next" 50 year chapter in the long history of this school which was established in 1883. All expenditures will be managed in the context of the school's mission, and **LCPCS** will link financial expenditures to student outcomes in order to support continuous improvement in student performance.

Please see the detailed project budget below.

**LAUPAHOEHOE COMMUNITY PUBLIC CHARTER SCHOOL**  
USDOE CSP Planning & Implementation Project Budget Detail

		Grant Funds			Total
		plan	implement		
Budget Category	Description of Expenditures	Year 1	Year 2	Year 3	Total
<b>1. Personnel</b>					
	Not Applicable				
<b>Total Personnel</b>					<b>0</b>
<b>2. Fringe Benefits</b>					
	Not Applicable				
<b>Total Fringe Benefits</b>					<b>0</b>

<b>3. Travel</b>					
	Field Trips	5000			5000
	Conference(s)	7000			7000
	Training	5000	8000		13000
	Teacher Orientation & Recruitment		4500		4500
<b>Total Travel</b>		<b>17000</b>	<b>12500</b>	<b>0</b>	<b>29500</b>
<b>4. Equipment</b>					
	Computer & Networking Hardware	5000			5000
	IT System for School			20000	20000
	Digital Still and Video Cameras			7000	7000
	Laptop for Every Student Program			22000	22000
<b>Total Equipment</b>		<b>5000</b>	<b>0</b>	<b>49000</b>	<b>54000</b>
<b>5. Supplies</b>					
	Postage	250		250	500
	Training & Reference Materials	2000			2000
	Meeting Supplies		800	2000	2800
	Books & Curriculum (laptop friendly)		6800	21000	27800
	Easels			600	600
<b>Total Supplies</b>		<b>2250</b>	<b>7600</b>	<b>23850</b>	<b>33700</b>
<b>6. Contractual</b>					
	Publicity & Outreach: Newspaper, mailers, website	4200	0	0	4200
	Project Consultant	45000	45000		90000
	Business Consultant	12500	12500		25000
	Curriculum & Training Consultant	37500	28000	4750	70250
	Administrative Consultant	10400	10400	10400	31200
	Community School Consultant	17600	17600	18000	53200
	Legal review		7500		7500
	CPA review		7500		7500
	Audit school programs and financial records			10000	10000
	Install forms & functions on IT system			4000	4000
	Upgrade Votech Shops & Ag/Farming Program		4000	23000	27000
	Install Wireless Internet Connection System			7000	7000
<b>Total Contractual</b>		<b>127200</b>	<b>132500</b>	<b>77150</b>	<b>336850</b>

<b>7. Construction</b>					
	Not Applicable				
<b>Total Construction</b>					
<b>8. Other</b>					
	Memberships and Publications	250			250
<b>Total Other</b>		<b>250</b>			<b>250</b>
<b>9. Total Direct Costs</b>		<b>151700</b>	<b>152600</b>	<b>150000</b>	<b>454300</b>
<b>10. Indirect Costs</b>					
	Not Applicable				
<b>Total Indirect Costs</b>					<b>0</b>
<b>11. Training Stipends</b>					
	Not Applicable				
<b>Total Training Stipends</b>					<b>0</b>
<b>12. Total Costs</b>		<b>151700</b>	<b>152600</b>	<b>150000</b>	<b>454300</b>

The foregoing budget is heavily invested in using talented professionals to help the community, teachers, staff and students to collaborate to design, understand, embrace and implement a **community-based school** which will provide a valuable range of services to the community and which will incorporate an innovative **project based learning** approach that leverages the donation of time, skills, and resources by community volunteers, nonprofits, government agencies, and local businesses that will insure student and parent involvement and success in both academic, practical, and interpersonal skills. Another major goal apparent from the budget is to secure sound governance and administration of school affairs so the business of the school can be operated professionally and efficiently. The community, parents, and students need an administration that is competent, grounded, mature and focused on success so the business of education can proceed in a safe and nurturing environment without distraction. A third goal of funding is to acquire equipment and technology that will enhance the learning experience for students including computer technology, audio visual technology, innovative curriculum



materials, updated votech facilities in the existing wood, metal and auto shops; and a revitalized agriculture program to allow students to fully utilize the 20+ acres of available ag land on the 35 acre campus which will complement the burgeoning specialty farm operations springing up in the community.

Laupahoehoe Community Public Charter School and LACA look forward to assuming operation of the school starting during the 2010-11 school term by application of the USDOE funds in the following manner; and thank USDOE for this opportunity to serve the children, community, state, and our nation by helping to bring the gift of education to the next generation.

The grant funding allocations are briefly explained as follows:

All **Year 1** activities will conform to the planning uses allowed by law, to wit: "*post award PLANNING AND DESIGN of the educational program which may include (1) refinement of the desired educational results and of the method of measuring progress toward achieving those results; (2) professional development of teachers and other staff who will work in the charter school*". In particular, all **Year 1** budget items listed below relate to design of the educational system and/or professional development. **LCPCS** will take over operation of the school in grant **Year 2** and operate the school in **Year 2 and 3**. Activities budgeted for that period for grant funds will conform to implementation uses allowed by law, to wit: "*initial IMPLEMENTATION of the charter school which may include (i) informing the community about the school; (ii) acquiring necessary equipment and educational materials and supplies; (iii) acquiring or developing curriculum materials; and (iv) other initial operational costs that cannot be met from State or local sources.*" In particular, all **Year 2 and 3** budget items listed below involve initial implementation by the acquisition of equipment and educational materials and supplies; and operational costs that cannot be met from State or local sources. It is contemplated that

implementation during the first half of grant **Year 2** will focus on a gradual hand-over of operations at the school from HIDOE administration to charter school administration, with charter and HIDOE personnel co-operating the school based on a negotiated arrangement. This period will allow an orderly and comprehensive transition, provide opportunities for on-the-job orientation, and deeper understandings of the systems currently in place at the school. Full assumption of school operations will be completed by January 2011. During this roughly first 6 months of implementation, services to establish the operations, program and culture of the charter school (formulated during the planning phase) at the department school campus will be carried out by the charter school implementation team working in positions that cannot be met from state or local sources and performing services that are essential to the initial implementation of the charter school operations. It is simply not wise or effective to merely shut down the departmental school; and then start up a charter school. The current school personnel, values, and operations methods must be taken into account in implementing the new charter school regime; and the confidence and understanding of the students, teachers and staff who will stay on with the charter will be enhanced by a phased hand-over.

**1. Personnel & 2. Fringe Benefits:** no personnel (employee compensation) or fringe benefits are budgeted.

**3. Travel**

a. Field Trips: **\$5000** budgeted for **Year 1**. Enables the planning team and teachers to travel to visit local charter schools to help plan and design the educational program for **LCPCS**; and for the teachers at the existing department school to learn about how a charter school operates so they can give feedback to help design the charter school educational programs. Hawaii Island, which is the largest Hawaiian island (60 times larger than Washington DC) is blessed with a

variety of charter schools and this budget will help pay for transportation (tour bus so the group can travel together), meals, and incidental expenses to not only tour other charter schools, but to have fun and build a sense of camaraderie and excitement about the charter school option.

b. Conference(s): **\$7000** budgeted for travel, lodging, meals and incidental expenses for trips to the mainland to attend conferences in **Year 1** that will help design school and educational programs. Targets for attendance are programs sponsored or endorsed by the Buck Institute for Education (BIE, <http://www.bie.org/index.php>; Novato, California) to study "project based learning" (the core approach at **LCPCS**); and programs sponsored or recommended by the Coalition for Community Schools (CCS, [www.communityschools.org](http://www.communityschools.org), Washington, DC), the other major part of the **LCPCS** program. These organizations also have distance learning programs that can be accessed by others planning the charter school; and the person(s) actually attending will, in turn, teach the others involved in charter school project knowledge gained in the conferences.

c. Training: **\$5000** budgeted for **Year 1** for training teachers and staff prior to or at the outset of charter school operations. This will pay for meeting facilitators, speakers, and related training expenses. A major purpose is to not only inform the teachers about education methods and resources in the charter school; but to foster a team spirit; to inspire teachers; and to help them understand the differences between the department school and charter school cultures since many of our teachers will be coming from a department school background. The **\$8000** budgeted for **Year 2** is not precisely "training" but integration of the teachers and staff into the charter school operations during the transition phase of implementation in **Year 2** as part of initial implementation.



d. Teacher Orientation & Recruitment: **\$4500** budgeted for **Year 2**. While positions at **LCPCS** will be offered to all existing teachers and staff of the department school, it is likely that not all will accept the offers. This will necessarily result in the need to recruit new hires. These funds are for advertising and recruiting people for positions that are not automatically filled from the ranks of department school employees.

#### **4. Equipment**

a. Computer & Networking Hardware: **\$5000** budgeted for **Year 1**. The current department school has computers and IT systems that are designed for use for and with the state Department of Education and contain information that is either proprietary to the state or not useable for the charter school program. It is best to have separate computer systems that are more modern, loaded with software and data relevant to the charter school, and available to backup and maintain for charter school purposes. In **Year 1** a fresh start is begun by purchasing a basic computer system for the charter school.

b. IT System for School: **\$20000** budgeted for **Year 3**. See the goals and purposes in topic 4a. above. While this expenditure might be better allocated to **Year 2**, the huge task and cost of converting and starting a K12 charter school in **Year 2** squeezed this item from **Year 2** to **Year 3**. **\$20000** will help purchase a mid-range server and some wiring to link the server to parts of the school.

c. Digital Still and Video Cameras: **\$7000** budgeted for **Year 3**. This expenditure is for mid-level still cameras and camcorders for both teachers and students to use for art projects, projects to demonstrate class subjects, projects to bring outside information to the school (documenting field trips or learning experiences not all can attend), for the school newspaper, for

portfolio development, and for business tasks such as asset inventories, personnel files, and the like.

d. Laptop for Every Student Program: Laptops are a necessity for modern K12 students starting from a very early age. Some of the students at **LCPCS** will have laptops already: but many students cannot afford them. Laptops can hold curriculum, tutoring materials, class projects, and homework; and can connect to the wireless system to be installed at the school so all the students in a class can watch a documentary, what the teacher writes on a blackboard or whiteboard, or connect to do research on the internet. This is also a way to bring connectivity to the students' families, some of whom have never had exposure to the internet. The use of laptops can actually reduce the cost of the overall educational budget. Printers will be located at the school to allow students to print out materials from their laptops. Several computer manufacturers currently make durable K12 laptops available to students and teachers with special features starting at about \$400-\$500 per machine. The laptops will be loaned to students with insurance covering replacement. **LCPCS** will start the laptop project in a small way with the funding of **\$22000** requested for **Year 3** which will make laptops available to a target group of students; will monitor and evaluate the program; and will expend it from non-USDOE funds once the program is established. This program had to be deferred to **Year 3** in order to allow other matters critical to the establishment of the charter school to be funded.

## **5. Supplies**

- a. Postage: For planning activities in **Year 1 (\$250)** and supplemented in **Year 3 (\$250)**.
- b. Training & Reference Materials: **\$2000** budgeted for **Year 1** to support meetings focused on developing the educational plan. This would include office supplies, audio-visual materials, books, pamphlets, and related items; and incidentals such as food, beverages, and name tags.

c. Meeting Supplies: **\$800** budgeted for **Year 2**. **\$2000** budgeted for **Year 3**. These funds will be spent to purchase office supplies, refreshments, and incidentals for numerous meetings where the implementation of school operations will be evaluated and refined.

d. Books & Curriculum: **\$6800** budgeted for **Year 2** and **\$21000** budgeted for **Year 3**. At the current department school the teachers show up at the beginning of school, see what books are available, and tailor their classes to available materials which vary from class to class and year to year. Each teacher has to make up their own curriculum in effect. **LCPCS** intends to standardize curriculum and materials throughout the grades so that learning can be targeted and results more easily measured. Therefore new books and curriculum are essential to the charter school. The amounts budgeted will help defray the cost of acquiring new materials. During **Year 2** the curriculum will be tested and evaluated; and a major buy in **Year 3** of **\$21000** once it becomes clear what curriculum materials are most cost-effective in terms of learning.

e. Easels: **\$600** budgeted for **Year 3**. This is an ever-handy supply for both teaching and meetings that seems to be in short supply at the current department school. A variety of uses.

## **6. Contractual**

a. Publicity & Outreach: Newspaper, mailers, website: In **Year 1** **\$4200** is budgeted for publicity and outreach. **LCPCS** wants the community, teachers, staff, parents and students to all participate in designing the education for **LCPCS**. In order to do this, a publicity campaign is needed to draw people into the process and educate them about charter schools. These funds will help support the planning phase; and will also serve as outreach to potential students in the enrollment area not-yet-enrolled, and their families.

b. Project Consultant: Items 6a. to 6f. describe the staffing for the charter school project, all of whom will be hired on a consulting or contract basis, including a Project Consultant who will



coordinate the planning and implementation of the charter school; a business consultant who will oversee the setup of business affairs of the school; a curriculum and training consultant who will take an active role in **Year 1** planning and training and then stay on to oversee the implementation of this labor; an administrative consultant who will handle a variety of tasks including secretarial, filing, and administrative assistance; and a Community School Consultant who will oversee the critically important establishment of the school as a "community school". None of these roles are within state HIDEOE funding and they are all essential to achieving the vision of **LCPCS**. The reader will note that most of these positions are phased out in Year 3 as the regular charter school administration takes over many functions. But the presence of the consultants who will carry the vision of the charter school and exercise a strong hand in steering the project will be essential not only during the planning phase: but also during the transition and implementation periods to make sure the vision is realized. These positions are described in greater detail in the Project Narrative. The core role of coordinator for the charter school effort is occupied by the Project Consultant who will receive **\$45000** budgeted for each of **Year 1** and **Year 2** who will implement the vision of the board for the charter school expressed in the Program Narrative, will bring prior charter school experience to his/her tasks, will oversee all planning, will negotiate HIDEOE particularly regarding the transition, will be the contact person with the Charter School Review Panel and the Charter School Administrative Office, and will work closely with the other consultants, attorneys, and CPAs to design procedures and materials for the charter school including financial systems, compliance and reporting systems, organizational structure, support services, operations manuals such as personnel, parent and student manuals, curriculum, and support services.

- c. Business Consultant: **\$12500** budgeted for each of **Year 1** and **Year 2**. The business consultant will be directly responsible for planning and implementing the financial systems, compliance and reporting, CPA review, auditing, IT systems, and other business matters.
- d. Curriculum & Training Consultant: **\$37500** budgeted for **Year 1**, **\$28000** budgeted for **Year 2**, **\$4750** budgeted for **Year 3**. This is a key role where the incumbent will design the curriculum for the charter school; design teaching methods; develop materials; arrange for teacher and staff training; and make sure the programs developed by him/her for the charter school are properly and consistently implemented and evaluated.
- e. Administrative Consultant: **\$10400** budgeted for each of **Year 1**, **Year 2**, and **Year 3**. This is a support role as described in 6b. above.
- f. Community School Consultant: **\$17600** budgeted for each of **Years 1** and **Year 2**; **\$18000** for **Year 3**. The Community School program at **LCPCS** is one of the programs that will break new ground and develop a model that can be used by other charter schools. In the Community School Program the community helps the school; and the school reciprocates by providing services to the community. For instance, the community serves the school when volunteers and business, educational, nonprofit, and public agency partners are recruited to donate time teaching (especially votech and electives), arranging intern programs, hosting visits to local businesses, serving families, operating after-school programs, tutoring and mentoring students, and advising and helping the school administration as more completely described in the Project Narrative. In turn, the school provides services to the community including healthy-family programs, financial counseling, adult education, exercise classes, recreation, celebrations and events, and other support services. **LCPCS** will serve as a model of how the community can help the school

and the school can help the community: providing a much broader range of services than a typical departmental school and serving as a model for development of similar school programs.

g. Legal review: **\$7500 in Year 2**. To avoid expensive and distracting problems and manage risk by protecting the school from liability, it is essential that all the documents, forms, materials and procedures used by the school be reviewed and approved at implementation for legal sufficiency including:

1) compliance and reporting planning:

- a) what is mandatory; what is optional;
- b) what is required to comply with/and plan to implement compliance with: non-discrimination, health and safety, collective bargaining, ERISA, discipline and termination procedures

2) document review:

- a) personnel manual review including personnel file policy;
- b) employment applications (non-discrimination clause);
- c) employment contracts;
- d) parent and student enrollment agreements;
- e) student handbook (rules & regulations);
- f) forms:
  - i) attendance;
  - ii) assessment;
  - iii) student information;
  - (iv) staff information;
  - v) enrollment/parent contact;



vi) emergency procedures, etc;

3) program review:

a) student discipline policy

4) loss prevention: including liability issues relating to emotional distress, negligence, play area, admissions, information sharing, child abuse reporting

5) consult key staff who will be dealing with these issues

h. CPA review: **\$7500** in **Year 2**. To ensure that the school can always easily and quickly determine its financial status, plan properly and use the proper financial controls to avoid loss it is essential that all financial matters be reviewed and approved at implementation by a CPA including:

1) compliance with all federal, state, and municipal laws;

2) accounting system;

3) accounting cycles and tasks for each cycle;

4) bank accounts;

5) internal controls for the following:

a) funds & check writing

b) financial record keeping including daily posting

c) cash transactions

d) receipts

e) reconciliations

f) audits

g) bonding

6) review, develop and/or improve financial systems including financial operations manual

7) consult key staff who will be dealing with these issues

i. Audit school programs and financial records: In **Year 3** the **LCPCS** asks "How are we doing?"

To determine this, a full audit of all programs and financial matters must be done with recommendations for improvements and a program of continuous improvement. **\$10,000** in

**Year 3**. This will enable USDOE to clearly understand the goals the school has achieved and will help replicate the success of **LCPCS** at other schools.

j. Install forms & functions on IT system: **\$4000** is budgeted for **Year 3** to program the new IT system (see item 4b. above) and to introduce key users to its operation.

k. Upgrade Votech Shops & Ag/Farming Program: **\$4000** and **\$23000** is budgeted **Year 2** and **Year 3**, respectively, for renovation of the metal, wood, and auto shops and equipment; and for implementation of the agriculture/farming program and facilities that are already at the school but which have been seriously neglected by Hawaii Department of Education in recent years due to lack of funds and mismanagement. We are lucky to have the basic facilities already in place, however needful of upkeep, since new facilities would not be possible even with the generous USDOE funding. Funding to revitalize these programs, not available from state or local sources, will permit full and productive operation of the votech resources of the school that will provide a launching pad for students to enter upper level technical programs at college or university; or to enter the job market directly upon high school graduation and pursue further learning "on the job". The core education programs at the school that also prepare students for college entry, will offer academic skills to all students that are essential to workers in all occupations in the modern world.

1. **Install Wireless Internet Connection System:** A wireless system can be installed for a relatively modest expense and **\$7000** is budgeted for **Year 3** for this purpose. This will allow any student or teacher in the school to connect to the internet or school intranet to access materials for administration, teaching, research and other school purposes.

**7. Construction:** no funds are budgeted for construction.

## **8. Other**

a. **Memberships and Publications:** **\$250** is budgeted for **Year 1** to acquire subscriptions for periodicals and journals to keep current on information of interest to the charter school programs; and to join organizations that offer networking potential. A volunteer or paid staff will review and summarize all these resources monthly and provide an e-newsletter to the community, teachers, staff, parents and teachers about the latest relevant charter school news. This will insure an on-going high level of interest in charter school issues and a source of information for improving **LCPCS** programs.

**10. Indirect Costs:** No funds for indirect costs are budgeted.

**11. Training Stipends:** No funds for training stipends are budgeted although there will be extensive training provided in other ways.

**How Other Funding Needs Will Be Addressed:** Although the funds provided by the USDOE CSP grant are generous and essential to the success of **LCPCS** by providing resources to convert to a charter school, more funding is logically necessary for ongoing operations. Because **LCPCS** will be a conversion charter school, many support services furnished to the existing department school by State and/or Hawaii Department of Education will continue for the public charter school from taxpayer funds: most notably the provision of a 35 acre campus, buildings, pool, state-of-the-art band/music room, library, and repairs and maintenance for same. Also



provided will be a yearly per pupil allocation for education in excess of \$7000 (08-09) and possibly more depending on State budgets. Other categorical state funding will be provided for various categorical functions such as transportation, food service, special education, and the typical range of other services expected in a public school. Thus, the USDOE funds can truly support the establishment of innovative charter school and community-based programs that would not otherwise be funded by state agencies that will provide a model of new approaches in education, personal development, and community support.

### **Conclusion**

Applicant Laupahoehoe Alumni/Community Association (LACA) has developed a thoughtful and creative plan that will use cutting edge educational approaches to boost academic and standardized test results, produce both university and job-ready graduates, create a model of how a community can help a school and a school can enrich a community, save an historic school from closure, revitalize and instill optimism for a large community that has suffered many hardships and setbacks in recent years, and serve as a laboratory for the improvement and dissemination of new, but supremely practical, educational programs. LACA respectfully requests the assistance of the USDOE in this historic effort by funding the foregoing budget items; and promises that the purposes of the USDOE CSP will be well-served by this assistance.