

PROJECT NARRATIVE

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COMPETITIVE PRIORITIES

Competitive Preference Priority 1:

Supporting High-Need Students by Increasing Access to High-Quality Educational Choice.

The DreamHouse leadership and public charter school project has been in development since 2012 with an emphasis on supporting (1) children with disabilities, (2) English learners (ELs), children of (3) Native Hawaiian ancestry (who are federally recognized by the Department of Interior), and those living in (4) rural areas ('Ewa Beach had a population of 14,955 as of 2010¹).

In the 2017-18 school year, district public schools in the 'Ewa Beach served a (1) **special needs student population** that was 8.2% Special Education (SPED), slightly above the State's charter population (8.0% SPED), and slightly below the State's overall average of 9.6%, which includes all islands, all schools.² Given the DreamHouse recruitment strategy in specific neighborhoods, and the model's "Universal Response To Intervention" program – through which all children in the school receive individualized education plans and supports – the school anticipates upwards of 15% special education population.

Special Needs (SPED) Proficient on Smarter Balanced Assessment, 2016-17 ³	State of Hawai'i	'Ewa Beach Schools
Math	11.7%	10.2%
Reading	14.5%	16.2%

(Special Education proficiency is a target need area for children in 'Ewa Beach).

¹ US Census QuickFacts, "Ewa Beach", 2010

² Hawai'i Department of Education Enrollment Data (2017-18 School Year)

³ Accountability Resource Center Hawai'i, 2016-17

Likewise, DreamHouse anticipates a higher (2) **English Learner (EL)** population given the feeder schools in the vicinity – the elementary schools that would feed DreamHouse have EL rates of 4.8% ('Ewa Beach Elementary), 6.9% (Pohakea Elementary), and 12.7% (Kaimiloa Elementary), as compared to the state average of 2.0%.⁴ Similar to children with special needs, we anticipate – given our targeted recruitment strategy within low-income, high-needs population areas – that we will have higher numbers of children with EL needs, perhaps 3-4x the state average (as evidenced by local feeder schools).

English Learners (EL) Proficient on Smarter Balanced Assessment, 2016-17⁵	State of Hawai‘i	‘Ewa Beach Schools
Math	14.3%	10.1%
Reading	10.8%	11.0%

DreamHouse will serve (3) **Native Hawaiian** children and families, and to strengthen public education options for our community; we anticipate half of our children identifying as Native Hawaiian or Part-Native Hawaiian given local demographics.⁶ Lastly, given our small island population of less than 1.5 million people (Hawai‘i population size ranks 40th out of the 50 states with 1,427,538⁷), the challenges of being (4) **rural** in nature (closest land mass is over 2,200 miles away) are exacerbated, putting additional pressures on providing high quality educational options. **DreamHouse has been designed to increase educational choice (the school will be the first charter in the community) and to radically improve academic outcomes, closing the achievement gap, for children with disabilities, children who are English Learners, our Native Hawaiian children, and children growing up in the ‘Ewa Beach area on the rural, Leeward region of the small island of O‘ahu.**

⁴ Hawai‘i Department of Education, 2015 State Superintendent’s Report

⁵ Accountability Resource Center Hawai‘i, 2016-17

⁶ Hawai‘i Department of Education, 2016-17 School Status Improvement Report

⁷ U.S. Census Bureau, January 2018

Competitive Preference Priority 2:
Dual or Concurrent Enrollment Programs and Early College High Schools.

DreamHouse is committed to 100% of children graduating high school on time and being accepted to a four-year college or university. We are building a middle, high school, and college pipeline through our curriculum, our educational programming, and committed, strategic partners in the region. **The school has proposed that 100% of DreamHouse students earn college credit via Running Start at an affiliated University of Hawai‘i campus.**

The DreamHouse project will offer a robust menu of options for children – free of charge – to earn no less than 12 transferable credits toward a postsecondary degree or credential prior to high school graduation. The DreamHouse team has researched the effectiveness of dual enrollment. In Hawai‘i specifically, “the college enrollment rate for economically disadvantaged students (in Hawai‘i) with dual credit is 72 percent, compared to 39 percent of economically disadvantaged students without dual credit”⁸ – this is why early college is key to DreamHouse’s strategy.

Given this proven impact, DreamHouse has already established partnerships with GEAR UP Hawai‘i (increase awareness, preparation, and enrollment in secondary education), Running Start (allows public high school students to attend college classes for credit), P-20 (working to strengthen the education pipeline towards postsecondary education), and the University of Hawai‘i at West O‘ahu (flagship university serving the Leeward side of O‘ahu). Key partners and strategy integration is at the foundation of our early college model.

⁸ University of Hawai‘i News, December 2017

SELECTION CRITERIA

(I) Contribution in Assisting Educationally Disadvantaged Students

The effort to launch DreamHouse began in November 2012 with a simple question: *how can we build a charter school that sends every child to college and prepares them to be leaders within our island community?* The question was simple; the answer has taken a committed, experienced, diverse founding team five years to get to this point.

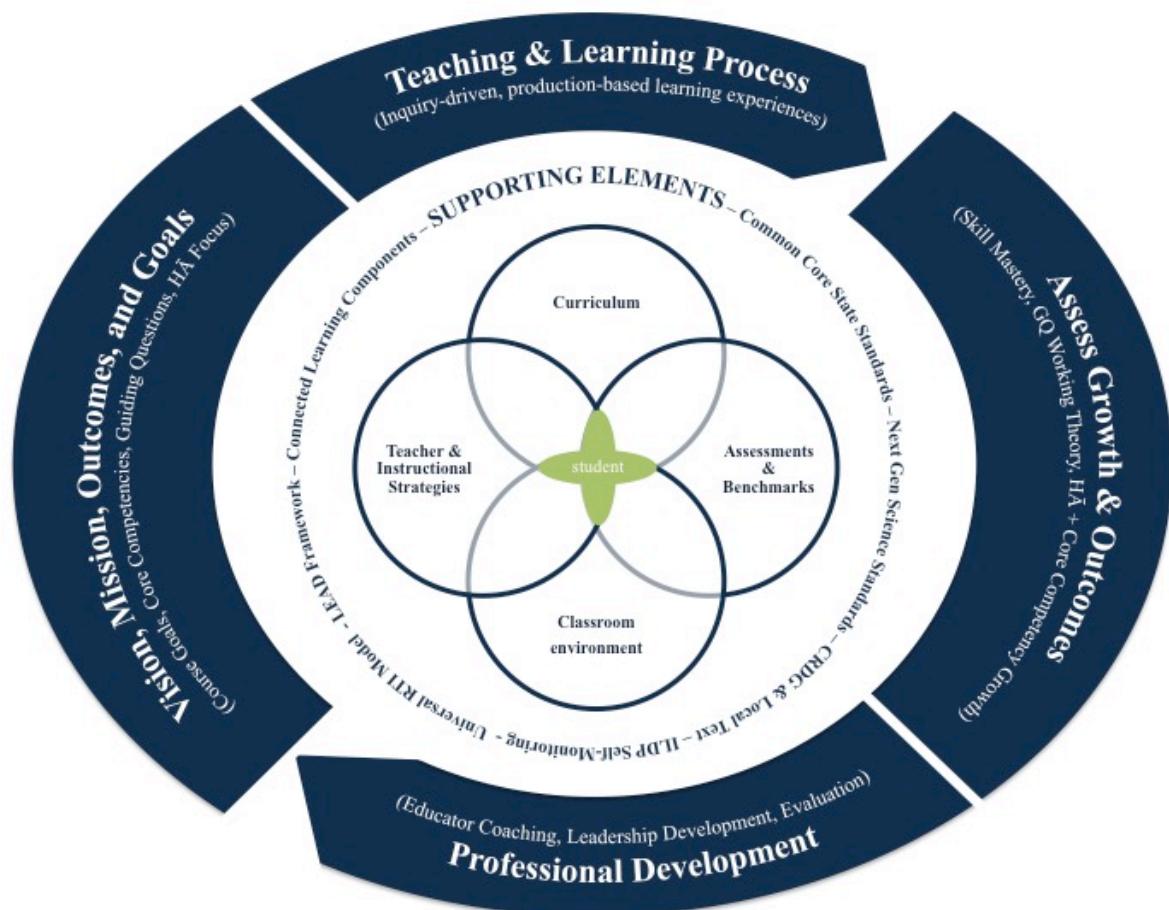
A huge breakthrough happened in **July 2017: the State of Hawai‘i’s Public Charter School Commission awarded DreamHouse the only charter of the 2016-17 application cycle** (see attached). The Commission noted that DreamHouse would be a high-quality option, providing an opportunity for educationally disadvantaged children in a challenging, rural area of the State of Hawai‘i. Since then, the DreamHouse team has worked tirelessly to build a public charter school program that would serve such children. The (1) mission of DreamHouse, the (2) educational program and model, and the (3) strategic recruitment plan to enroll an increased population of educationally disadvantaged children has been pressure-tested, approved by the State of Hawai‘i, and is on the verge of implementation.

Expanding Educational Opportunities for Educationally Disadvantaged Students.

The core design team of DreamHouse is comprised of special educators who have built a plan that is uniquely designed to support, develop, and empower educationally disadvantaged children to attain educational opportunity. The mission of the school is *to co-empower children to be affirmed in their individual identities, grounded in and committed to our island culture and*

community, and equipped with a 21st century skill set to be leaders within our community and state. The mission is grounded in the inherent assets and ability that our disadvantaged children bring to us, not what they lack; the mission is built on the notions of “empowering” and “affirming” children who face long odds and deal with economic, cognitive, legal, and family challenges; the mission is committed to equipping each of these children with the skills, abilities, and mindsets to be autonomous, successful leaders who have expanded educational and life opportunity.

The model of DreamHouse is as follows:



Mission, outcomes, and goals drive **teaching and learning** which are **assessed and measured** and then improved up by **professional development** all aligned back to the **mission, outcomes, and goals** of the school – the process is cyclical, focuses on continuous improvement through data analysis and an orientation towards growth, and all actions at all stages are aligned to the mission of empowering children from disadvantaged educational backgrounds.

A key element of this model is the **Universal Response To Intervention (RTI) program** that DreamHouse proposes. The model focuses on (1) screening and tiering every child; (2) building a comprehensive, individualized education plan that focuses on assets and growth areas; (3) engages stakeholders from school, home, and life to support with this plan; and (4) tracking and assessing growth towards the individual outcomes proposed in each plan. If it is determined that a child needs more than a targeted, individualized plan, we begin a process through which we offer interventions and modifications to the learning plan to allow for each child to be successful, and to progress towards content and standards mastery. This will include our Special Education Lead, parents and guardians, a team of teachers, and the child; we believe in co-establishing an intervention and modifications plan so that each child has clarity of purpose and direction in their learning.

Our RTI model, modification processes, staffing structure, and overall approach to supporting all children at DreamHouse are driven by the founding team's experience supporting children who come from economically disadvantaged circumstances (we estimate between 50-70% of children will qualify for Free or Reduced Lunch given the local feeder patterns and current enrollment in

local schools⁹), children with disabilities (given the depth of Special Education experience and credentials on the founding team, the school already has been identified as a key option for children with special needs), migrant children (many of the English Learners come from the Philippians, Samoa, Micronesia, Tonga, Guam, and the Marshall Islands¹⁰), children who speak English as a second language (43% of ‘Ewa Beach households speak a language other than English¹¹), and children who have been neglected, are in foster care, or may be experiencing homelessness. The model is built around experience with these specific demographics and is designed to improve outcomes for these subgroups.

Enabling Students to Meet Challenging State Academic Standards

DreamHouse has created a dynamic program to support educationally disadvantaged children and is committed to completely **eliminating all achievement gaps and ensuring that 100% of children meet or exceed proficiency in English and Mathematics as measured by the Smarter Balanced Assessment in the State of Hawai‘i**. In DreamHouse’s approved charter plan, the following goals are laid out with regard to State Academic Standards:

- In 6th and 7th grade, 100% of students nearly meet or meet standard for ELA and Math as measured by the Smarter Balanced Assessment;
- In 8th grade, 100% of students meet or exceed standard for ELA and Math as measured by the Smarter Balanced Assessment;
- In 9th & 10th grade, 100% of students meet their individual academic goals in their Individual Learning & Development Plan (ILDP);

⁹ Hawai‘i DOE School Lunch Status by Complex, SY2015-16

¹⁰ Hawai‘i DOE, School Status and Improvement Report, James Campbell High School, 2017

¹¹ US Census Data, ‘Ewa Beach, 2012-2016

- In 11th grade, 100% students meet standard for ELA and Math as measured by the state high school assessment;
- In 12th grade, 100% of students graduate and are accepted to a 4-year college or university.

In order to enable educationally disadvantaged children to meet these challenging standards – a clear, immediate focus for DreamHouse – the following elements of our model are crucial:

- Universal RTI program with diagnostic screening, formative tracking, active tiering and robust supports for all children;
- Collaborative and inclusive modifications (IEP, 504) for children with special needs;
- Integrated data tracking and monitoring by teachers, administration, and parents;
- Highly differentiated teaching and student-learning environments for diverse learners;
- Curriculum, daily schedule, staffing plans, instructional strategies, and resources that have been designed – and approved by the State of Hawai‘i – to be highly supportive of educationally disadvantaged children;
- A school culture and universal staff mindset that the success of educationally disadvantaged children is the primary responsibility and focus of DreamHouse.

The charter of DreamHouse was granted with the following in mind: 100%. The DreamHouse team said, “every child,” and that means every single child. The challenges that educationally disadvantaged children bring to DreamHouse may be similar or different to those challenges that other students share; **it is the mission and purpose of this school to ensure that every single**

child meets the challenging State academic standards that have been laid out in front of us.

We built this into our charter, and our entire school is aligned to this purpose.

Recruitment and Enrollment of Educationally Disadvantaged Students

DreamHouse's community partnerships, family engagement, and student recruitment plans are strategically integrated in order to serve a heightened number of educationally disadvantaged children from the Leeward area of O'ahu. We have formed partnerships with local community organizations, state agencies, and wrap around service providers in order to reach and target families who come from marginalized populations and have children who qualify as educationally disadvantaged. Our partners include the Hale Pono Boys & Girls Club, Keiki O Ka 'Āina (family services), the City & County of Honolulu, FOR'EWA Pono (neighborhood revitalization non-profit), Kalaeloa Heritage and Legacy Foundation (cultural practitioners), the YMCA, and other organizations who form an integrated network of outreach and support for marginalized, disadvantaged families – our families. Regarding family engagement and student recruitment, the DreamHouse team has already begun efforts to ensure that educationally disadvantaged children have a greater probability of receiving a seat at DreamHouse. Here are some of the recruitment methods we have been implementing:

- Leverage the personal experience and knowledge of the founding team, who have served educationally disadvantaged children in local public schools, to identify housing projects and neighborhoods that have higher numbers of disadvantaged families;
- Mine census and local governmental (Hawai'i Department of Education) data to isolate areas that are lower-income and populated by migrant or EL families, creating a "heat map" of where DreamHouse must target and reach;

- Customize outreach (i.e. Every Door Direct Mail from USPS) to ensure heat map families and neighborhoods receive targeted messaging and engagement invitations;
- Hold community listening and informational sessions in the exact heat map area;
- Hold leadership development days for children from the heat map area;
- Brand and promote DreamHouse via partner channels as a unique option for educationally disadvantaged children due to our individualized focus, integrated supports, and leadership-development curriculum and culture.

Regarding enrollment, and per Hawai‘i Revised State Statute, all children in the State of Hawai‘i may apply for a seat at DreamHouse; children in the ‘Ewa Beach area and Campbell-Kapolei Complex Area will have preference (currently 1,451 4th graders who would qualify for our incoming 6th grade cohort in August 2019). Given that a public lottery is exactly that – an open, objective lottery at which every student has an equal chance – our work on the front-end through the strategic recruitment strategies listed above, as well as the unique model of our school, will make a significant impact on our lottery pool, which we are working hard to ensure is full of marginalized families and educationally disadvantaged children.

Serving Students at Rates Comparable to Surrounding Public Schools

Given this use of data, personal experience, local networks, partner organizations, and the ability to target specific demographics, DreamHouse expects enrollment of educationally disadvantaged children at higher levels than existing public schools. Our targeted recruitment strategy to reach, engage, and welcome this population will lead to higher levels of this target population. The unique design of DreamHouse and the systems and supports embedded at the core of this State-

approved charter plan to empower and expand educational opportunities for educationally disadvantaged children will ultimately be a determining factor, and this has differentiated us thus far in the pre-opening phase.

(II) Quality of the Project Design

(1) Goals, Objectives, and Outcomes to be Achieved by DreamHouse: Specific & Measureable

The mission and vision of DreamHouse is clear: children will be future leaders of our island community. In order to get there, however, specific outcomes must be met, driven by objectives, and benchmarked by goals.

DreamHouse Outcomes

Outcome, by definition, is “the way things turn out”. It is the goal of DreamHouse that our children turn out as the following:

- Empowered leaders who are connected and committed to effecting positive change;
- Savvy with 21st century skills, communicating effectively across lines of difference, and committed to social justice and equity as evidenced by participation and leadership within efforts to affect these issues;
- Advanced in content area knowledge as well as literacy, application of knowledge, and the facilitation of learning for others (true mastery).

In order to measure these outcomes, DreamHouse has developed a unique, vertically integrated curriculum that is measurable (qualitatively, quantitatively), data-driven, grounded in evidence-based measures from both Western and Indigenous philosophies, and aligned to five key

indicators: (1) Servant Leadership; (2) Commitment to Community; (3) Affirmed and Empowered Identity; (4) Empowered Voice; (5) Critical Consciousness. This curriculum is called LEAD: Leadership, Empowerment, Agency, Development and the overview and methodology of this school-driving curriculum is posted to our website.

DreamHouse Objectives

The objectives of DreamHouse are the specific results that will help realize the outcomes of the school. The objectives drive progress towards these outcomes, and the mission of DreamHouse. The main objectives are as follows:

- Achievement gaps eliminated (no gaps between educationally disadvantaged sub-groups and non-educationally disadvantaged children);
- On-time progression and preparedness (as measured by retention, promotion, and proficiency per student per grade);
- Self-driven learning experience (individual learning profile and portfolio that shows mastery, growth, and learning plan);
- Early college engagement and higher education trajectory (enrollment of student body in GEAR UP and Running Start; PSAT, SAT, ACT preparation and performance);
- Children are actively engaged in leadership and community (project-based, extracurricular programming, and self-initiated and monitored/reported);
- Effective lessons from DreamHouse are shared and scaled within Complex Area, island-based, and State of Hawai‘i schools.

DreamHouse Goals

The goals of DreamHouse, by definition, are our desired results. These goals were submitted to the State of Hawai‘i in 2017 and approved as part of our charter. They are as follows:

- Full, oversubscribed incoming student cohorts of 100 or more each year, with less than 5% attrition each year;
- 100% of children are proficient in reading and mathematics by the 8th grade;
- 100% of children are proficient in reading and mathematics in the 10th grade;
- There are no achievement gaps between high needs and non-high needs students from the 8th grade until 12th grade as measured by Common Core, Next Generation Science Standards, and Hawai‘i State Standards aligned assessments in each content area;
- 100% of children graduate on time and are accepted to four year colleges or universities;
- Each child completes no less than 100 qualified community service hours per year;
- Total scholarship monies per graduating cohort total no less than \$1,000,000 (average \$10,000 per graduate);

Each DreamHouse goal builds upon the other to ensure a rigorous, vertically integrated pathway of exceptional outcomes for all children.

(2) The extent to which the design of the proposed project is appropriate to, and will successfully address, the needs of the target population or other identified needs.

Since 2012, the founding team of DreamHouse has been researching and mining historic, longitudinal data from ‘Ewa Beach to better understand the children, families, and community this school has been designed to serve. Alongside of the team’s exploration of quantitative and qualitative data to design an evidence-based model, the team has lived, worked in, taught, and

engaged with children, families, and community leaders to develop a model that is responsive to and reflective of the ‘Ewa community. The DreamHouse model is driven by core areas that have been lifted up by years of research and engagement in order to accurately reflect the community – here are some key areas:

COLLEGE ATTAINMENT | Only 21.6% of ‘Ewa Beach residents are college graduates.¹²

Given this level of college attainment, many children will be the first in their family to go to college. Community members, families, educators, and state officials have identified this gap as a specific need and focus of this community.

HERITAGE | Filipinos, Hawaiians, and many other Pacific Islanders call ‘Ewa Beach home.

Given the intersection of rich cultural heritage, the need to ground educational practices and the school model in culture, history, and people has been foundational to the school plan

ENGLISH LEARNERS | As mentioned, over 40% of children speak a language other than English at home. Given this need, a school model that (a) supports and encourages multiple modes of communication is of the utmost importance, and (b) support systems and staffing structures must enable and empower children with English Learning needs to thrive.

MULTI-FAMILY HOUSEHOLDS | Given the immigrant history of the ‘Ewa region, the fabric of families is often intergenerational; this impacts that social, political, and communal factors that affect our students on a daily basis. An appropriate school model will be cognizant of the knowledge of these older generations, while highlighting the importance of bridging “old knowledge” with emergent technologies and a dynamic 21st century curriculum.

SOCIOECNOMICS | As in any community, ‘Ewa Beach has the “*haves*” and the “*have nots*” – given the deep work our team has done in some of the poorest areas of ‘Ewa Beach, with

¹² Hawai‘i DOE, School Status and Improvement Report, James Campbell High School, 2017

children and families who qualify for food stamps, Free and Reduced Lunch, and other social services, DreamHouse has been designed with these specific children and families in mind.

In order to successfully address many of the key areas identified through years of research, engagement, and school model development, DreamHouse has kept the following, major elements in mind while creating a new, high quality option to serve traditionally underserved children. Key elements are as follows:

COLLEGE BOUND | The DreamHouse model empowers each child to enroll in and succeed in college from the 9th grade onward; children will earn college credits while in high school, sending them on a data-backed, evidence-based pathway to college and post-secondary success.

A NEW, RESPONSIVE OPTION | Dozens of community listening sessions, student focus groups, and immersive research have allowed the DreamHouse team to tease out key themes and synthesize the voices of many key facets of the DreamHouse model (i.e. vision, course structure, hiring policies, restorative practices, etc.); this will be the first charter of the community, built with and alongside its members.

LEADERSHIP FOCUSED | Given that leadership has been lifted up as a key need in *any* educational experience for children in the ‘Ewa region, leadership holds a central role in the vision, mission, values, and trajectory of DreamHouse. The curriculum, evaluative measures for success, student professional development, and vertical integration of grade outcomes all focus on a deep sense of student leadership and community impact.

ALL CHILDREN HAVE SPECIAL NEEDS | This belief is what drives the “Universal Response To Intervention” model which provides individualized, differentiated learning plans for all children. Given that we will have children with Individualized Education Plans (IEPs), 504 Accommodations, and additional support structures, we have expanded, budgeted for, and staffed a school model that is focused on the special needs of every child; we believe that all children – especially those who are educationally disadvantaged – are deserving of unique, individualized supports to enable and empower learning and success.

RADICAL PEDAGOGY | While many elements of the DreamHouse model are evidence-backed, the school is a concept that is driven by years of research and community engagement – *leadership- and identity-development in the context of a rigorous academic environment focused on empowering leaders for our islands*. Each educator, board member, partner, and parent that engages with DreamHouse is committed to successfully meeting the needs of our children and empowering each to be a leader for our community. This pedagogy of empowerment, encouragement, support, and innovation is what drives DreamHouse towards bringing to life this school model that is responsive to the years of demand and hope from the community.

(III) Quality of Project Personnel

(1) The extent to which the applicant encourages applications for employment from persons who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability;

The DreamHouse founding team is comprised of a diverse, experienced, and dynamic group of educators, parents, and community leaders with over 80 years of collective education experience. On our team are public school graduates from the community, Native

Hawaiians, local Kama‘āina, and passionate educators who believe in the potential of educationally disadvantaged children.

Founding Team of DreamHouse (as of April 2018)

Name	Vision-Aligned	Parent	Native Hawaiian	Person of Color	Female	Community / island-based
Deb	✓	✓			✓	✓
Ku'ulei	✓	✓	✓	✓	✓	✓
Roger	✓			✓		✓
Shay	✓		✓	✓	✓	✓
Jane	✓	✓			✓	
Zach	✓					✓
Cyndi	✓	✓	✓	✓	✓	✓
Meilan	✓	✓	✓	✓	✓	✓
Aimee	✓			✓	✓	✓
Alex	✓					✓
Leslie	✓			✓	✓	✓
Paoakalani	✓		✓	✓	✓	✓
Andrew	✓			✓		✓

Not only is the founding team of DreamHouse comprised of 2/3 individuals from traditionally underrepresented groups, but the DreamHouse team is actively encouraging applicants from similar backgrounds through the following initiatives and channels:

- ***Personal Affinity Networks*** – our Native Hawaiian and local Kama‘āina team members are part of Hawaiian-based community, leadership, and education networks that serve as a key recruiting pipeline for DreamHouse;
- ***Higher Education Institutions*** – on our founding team are the Director of Education for Hawai‘i Pacific University and the program leader for elementary and secondary teacher candidates at the University of Hawai‘i at Mānoa, and we have close advisors from the

teacher preparation program at University of Hawai‘i at West O‘ahu; DreamHouse is able to target recruit underrepresented candidates to give them the edge in the education hiring market in Hawai‘i;

- **Diversity Statement & Hiring Priorities** – DreamHouse is very clear in the outreach, branding, and hiring “funnel” that we create – we prioritize candidates who represent the backgrounds and experiences of our children, and our hiring openings are very clear about this (please refer to the table above to see the outcomes of these priorities).

(2) The qualifications, including relevant training and experience, of key project personnel.

One member of our project team was the former Special Education department head for the largest high school in the state, which is also in the community we will serve; she worked daily with children and families coming from low-income backgrounds, children with special learning needs, newly-arrived children from Guam, Samoa, the Marshallese Islands, Tonga, and the Philippines, and many children in the foster system. Another member wrote and oversaw Individualized Education Plan (IEP) cases of nearly two-dozen middle school children per year, graduated from law school, and has worked for years representing children and families at the heart of special education cases in the State of Hawai‘i. A third member was the team lead for the special education cohort at a local middle school, liaising with parents, Child Protective Services, and the foster system to ensure holistic wrap-around services and instructional support for over 20 children per year. He then went on to Harvard via full scholarship for a school leadership degree, as well as policy training at the Kennedy School, and is now a doctoral candidate at the University of Hawai‘i for educational leadership – he is our founding school lead.

We have a former Teach For America Executive Director and school founder who went on to be an education policy fellow at Johns Hopkins University; she is now the Director of Education Policy for the State of New Mexico and serves as a mainland-based board member who is writing policy and advocating for educationally disadvantaged children. She also just graduated as a Presidential Leadership Scholar and is using her experience in the national program to help guide the work of DreamHouse. The qualifications, training, and experience of the founding team of DreamHouse are expansive. Here are some of the core elements of our team's developmental work that have inspired and prepared us to launch this school:

- Three PhD/EdD higher education program leads;
- One school founder and two former school principals;
- Former Teach For America Executive Director;
- Two Harvard graduates including School Leadership Master's Degree;
- Two law school graduates with local education policy experience;
- 11 of the 13 founding members have over 80 combined years of education experience;
- Seven members with non-profit founding and board leadership experience;
- Nine members with master's degrees in education, business, law, and policy;

Beyond the experiential and educational experiences of the founding team; beyond the deep network of advisors; beyond the robust pipeline of educators and leaders who have already signed up to work at DreamHouse; this school is leveraging the assets and expansive knowledge of children, families, and Kupuna (elders) within the 'Ewa Beach community. So often, these voices are left behind. The DreamHouse team continues to engage and provide opportunities for

these individuals to help guide and lead the trajectory of this project. Resumes and qualifications are attached as part of this application, and profiles of founding school and non-profit board members can be found at www.DreamHouseEwaBeach.org.

(IV) Quality of the Management Plan

As an approved charter in that State of Hawai‘i, the State Authorizer requires DreamHouse to have a strong management plan that integrates three specific evaluation frameworks to ensure success: (1) Academic Performance Framework, (2) Organizational Performance Framework, and (3) Financial Performance Framework. These management plans have been approved by the State of Hawai‘i and have been evaluated to demonstrate clear responsibilities and management, clear and realistic timelines, and detailed milestones to benchmark towards success for the school.

Academic Performance Framework and Management Plan

Three core areas drive the DreamHouse Academic Performance Framework: (1) Academic Performance Data Collection and Preparation, (2) Using the Data: Leadership Support Team Training, and (3) Reporting & Holding the School Publicly Accountable. Each of these areas ensure the school is operating in line with the educational model (pp. 5) and has robust plans to use data to drive instruction and decision-making, professional development, and progress.

(1) Academic Performance Data Collection and Preparation | DreamHouse believes in continuous assessment, monitoring, analysis, and programmatic adjustment to best meet the needs of our students. Our data inquiry process will be collaborative and inquiry-based in

nature, working to isolate key levers impacting student achievement. Three unique processes will be used: A) administer & collect, B) analyze & inform, C) adjust & professionally develop. All three stages may happen simultaneously as the collection of different data points and evolving standards mastery and focus will continue throughout the academic year.

(A) Administer & Collect - Three main strands of data will be focused on to encompass the diagnostic, formative, benchmark / interim, and summative assessment spectrum:

Smarter Balanced Assessment (SBA) & Hawai'i State Assessment (HSA) - administered online over the spring quarter; fall practice tests.

Diagnostic and Growth Platforms - we will utilize multiple literacy and mathematics diagnostics to gather baseline data for students and whole school; inform the Individual Learning and Development Plan (ILDP: individual learning plan for each student that serves as a portfolio of work, data goals, targeted assessments, and detailed learning roadmap), differentiation, Special Education supports, RTI preemptive supports.

Internal Summative Assessments - unit-based, course-specific, standards-aligned assessments offer content mastery and proficiency snapshots.

(B) Analyze & Inform - Four separate entry points will allow for the continuous analysis of data and will help inform practice.

Professional Development (PD) Days - Six / Year - there are six PD days allotted to schools via the HIDOE master schedule (i.e. 2018-19). In the beginning of the year there are four PD days, one of which will be spent for data and assessment planning,

professional development, calendaring, alignment, and strategizing around an ongoing conversation grounded in continuous data analysis and incorporation.

Staff Huddle - Once / Month - at our Wednesday staff huddles, once a month, we will devote time to identify areas of growth and concern, and highlight areas of focus. These sessions will follow the DataWise and Meeting frameworks designed by Kathy Boudett at the Harvard Graduate School of Education, which employ research-based, practical protocols for collaborative data inquiry and planning.

Instructional Coach Co-Analysis - Twice / Month - During the “20% time” at least twice per month, the Instructional Coach will partner with individual (or multiple) teachers to dig into formative and summative data and co-analyze, examine instructional practices, develop an action plan around data improvement, and schedule time to observe/debrief.

ILDP Meetings - Five / Academic Year - The Leadership Support Team will lead co-building the ILDP alongside of students and parents, creating a strong understanding how multiple data points are impacting overall achievement and growth. Students, parents, Leadership Support Team, and teachers will revisit the ILDP throughout the year.

(C) Adjust & Professional Development - Built into the data analysis days and timing throughout the year are opportunities to adjust course and to develop professionally in an adult learning community. Leadership Team will engage in this process alongside of teachers and actively seek feedback regarding additional professional development ideas / requests. Below is a schedule of data collection methods and aligned PD opportunities to positively drive results.

(2) Using the Data: Leadership Support Team Training | To support the School Board in their active governance and leadership of DreamHouse, the on-site management team (Leadership Support Team) must be fully qualified in not only collecting and analyzing data themselves, but also training and supporting School Board members in doing so from their vantage point. In order to effectively prepare the team to do this, the following training and support methods will be implemented: hiring for data fluency; DataWise & MeetingWise protocols; teaching teachers; shadow at other schools.

Timeline & Milestones | Leveraging the Academic Performance Framework, as well as our data-driven instruction, analysis, and PD pedagogies, the following “assessment and analysis map” will serve as a benchmarking system for our academic achievement.

Assessments (white background)
Analysis / Professional Development (gray background)

QUARTER I:	August	September	October (1st half)
Diagnostics	Baseline (RTI)		
Smarter Balanced			
Unit-based	Formative	Formative	Formative
Unit-based	Summative	Summative	Summative
Capstone Projects			
ILDP	Baseline & Goals	Ongoing	Ongoing
PD Days	Three (4)		
Staff Huddle	Once	Once	
Instructional Coach	Twice	Twice	Once

ILDP Meetings	Beginning of Year		
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QUARTER II:	<i>October (2nd half)</i>	<i>November</i>	<i>December</i>
Diagnostics			Growth (RTI)
Smarter Balanced	Practice Test		
Unit-based	Formative	Formative	Formative
Unit-based	Summative	Summative	Summative
Capstone Projects			Capstone
ILDP	Ongoing	Ongoing	Ongoing
PD Days			
Staff Huddle	Once	Once	Once
Instructional Coach	Once	Twice	Twice
ILDP Meetings	Q1 Huddle		

QUARTER III:	<i>January</i>	<i>February</i>	<i>March (1st half)</i>
Diagnostics			
Smarter Balanced			
Unit-based	Formative	Formative	Formative
Unit-based	Summative	Summative	Capstone
Capstone Projects			
ILDP	Ongoing	Ongoing	Ongoing
PD Days	One		
Staff Huddle	Once	Once	
Instructional Coach	Twice	Twice	Once
ILDP Meetings	Semester I Huddle		

QUARTER IV:	<i>March (2nd half)</i>	<i>April</i>	<i>May</i>
Diagnostics			Final Growth (RTI)
Smarter Balanced		SBA	
Unit-based	Formative	Formative	Formative
Unit-based	Summative	Summative	Summative
Capstone Projects			Capstone
ILDP	Ongoing	Ongoing	Ongoing
PD Days			One
Staff Huddle	Once	Once	Once
Instructional Coach	Once	Twice	Twice
ILDP Meetings	Q3 Huddle		End of Year Huddle

Given this assessment, analysis, and PD map, the following benchmarks and targets help drive our work and growth in an integrated, aligned fashion.

Individual Student Academic Goals / Targets: 100% of students meet ILDP goal each year, making quarterly progress in lock step with their pre-determined goals (to be customized and set using diagnostic and growth-oriented data):

Individual Learning & Development Plan (ILDP) - individual student portfolios that leverage internal summative and diagnostic platform growth data and build out personalized targets and goals for each course.

Keep-Up Goal - for those students entering grade level at or above proficiency (as measured by previous SBA results, assessment platforms, or internal diagnostics), our goal is to maintain their on-grade level proficiency for the respective grade. For those

highly accelerated students, we will set additional academic reach goals and determine cognitively appropriate programming.

Catch-Up Goal - for those students who are not proficient (as measured by previous SBA results, assessment platforms, or internal diagnostics), our goal is to set individual growth target so they will be on a path to being 100% as early as possible, and by the end of 8th grade at the very latest.

Student Cohort Academic Goals:

- In 6th and 7th grade, 100% of students nearly meet or meet standard for ELA and Math as measured by the Smarter Balanced Assessment (SBA)
- In 8th grade, 100% of students meet or exceed standard for ELA and Math on SBA;
- In 9th & 10th grade, 100% of students meet their ILDP goals;
- In 11th grade, 100% students meet standard for ELA and Math on SBA;
- In 12th grade, 100% of students graduate, accepted to a 4-year college or university.

Whole School Academic Goals: 100% of students from each grade meet ILDP goals.

Organizational Performance & Financial Performance Frameworks

In order to ensure the school meets the rigorous academic goals and adheres to the Academic Performance Framework that has been set by the State, the team has designed strong systems and policies that have been State-approved and commended. Organizationally, the following “3 C Plan” will help drive organizational performance.

Organizational Performance Plan | Three main buckets drive this plan: (1) compliance, (2) climate, and (3) charter. Personnel mainly responsible for managing, maintaining, and interpreting systems and data pertaining to organizational performance: Leadership Support Team (Operations Lead, Instructional Coach, School Director), board chair, and governance committee; teachers and overall School Board will help in contributing to and owning this system as well.

(1) Compliance - Our organizational oversight is grounded in the organizational performance framework components of legal compliance, accountability, transparency as outlined in the State Commission's charter contract renewal process (August, 2015). There are six main areas in the framework: (1) education program, (2) financial management and oversight, (3) governance and reporting, (4) students and employees, (5) school environment, and (6) additional obligations (TBD). Our goal is for all six areas to meet internal compliance metrics, and the first five meeting proficiency for the Commission. The following components of compliance will be actively managed and maintained at DreamHouse as part of ongoing operations:

WHAT	OWNER	SUPPORT	WHEN
Special education student files	Special Ed Lead	Operations Lead	Ongoing; collected in the beginning of the year and managed throughout
Governing board agenda, minutes, roster	School Director	Operations Lead	Bi-monthly (planning period and Year One) and quarterly (year 2+), agenda located within internal folders, minutes and roster posted on DreamHouse public website
School Director evaluation system	Board Chair	Operations Lead	Semi-annual School Director evaluation led by School Board chair; system support on school side from Operations Lead

Notice of student privacy rights (FERMA)	Operations Lead	School Director	Beginning of year; records held centrally, internally at DreamHouse
Student records	Operations Lead	School Director	Beginning of year; records held centrally, internally at DreamHouse; also, academic components held within ILDPs (Infinite Campus)
Non-HQT notifications to parents	Operations Lead	School Director	Sent in beginning of the year communication and as appropriate if new teachers who are non-HQT status are hired
Criminal background checks	Operations Lead	School Director	Part of onboarding and hiring; kept internally, centrally
Teacher evaluation system	Instructional Coach	School Director	Ongoing and managed by Instructional Coach; evaluations occur quarterly as outlined in
Supplemental collective bargaining agreement(s)	Teachers, School Director	Board Chair	This will not be drafted until a founding group of teachers determines the gaps and needs of our school day and year; spring / summer 2019
Safety plan	Operations Lead	School Director	Built out during planning year and when facility is identified; teachers, students, and staff will all receive training and orientation during beginning of year
Fire drill log	Operations Lead	School Director	Beginning of the year set-up to code; Operations Lead oversees fire drills, safety procedure, and log maintenance
Driver qualification folder	Operations Lead	School Director	Staff undergo background checks and license / insurance records maintained internally, held centrally
Vehicle inspection documents	Operations Lead	School Director	Vehicle inspections for staff and for any vehicles being used during school time, with students, are fully inspected and registered;

			records maintained internally, held centrally
Certificate of occupancy	Operations Lead	School Director	Obtained once building is identified and up-to-code; maintained internally, held centrally
Student health services	Operations Lead	School Director	Student health records obtained during school matriculation; adjustments made during school year and maintained internally, held centrally;
Student withdrawal / transfer procedures	Operations Lead	School Director	Maintained internally, held centrally; transfer procedures will be in line with Complex procedures (built out during planning year in collaboration with Ilima, Ewa Makai initially)

(2) Climate - Our organizational performance evaluation and governance strategy around climate will pertain to (1) staff, (2) students, and (3) families and community.

Staff - Staff climate will be constantly monitored and evaluated through the use of climate surveys, whole team feedback and climate assessment spaces (primarily Wednesday Huddles), and one:one feedback;

Students - Similar to the rationale behind staff climate, students will have an opportunity to weigh in on school culture and climate indicators that are student-facing and pertain to the student experience;

Families and Community - Climate surveys extended to parents and community members, as well as transcripts or qualitative data points from community meetings will be offered to School Board for an additional perspective on the school.

(3) Charter - Our organizational performance evaluation and governance strategy around our charter is an accountability and transparency measure for our School Board, Leadership Support

Team, and overall school around academics, organizational, and financial performance frameworks. Our policy to correct action and actively manage the system above is as follows:

Stage	Performance Management Corrective Actions
1	SYSTEM CLARITY Clear performance metrics, timeline, and expectations established at beginning of school contract term and board founding.
2	PERSONNEL CLARITY Clarity for personnel expectations for all individuals involved with management and governance of school (primarily Leadership Support Team, School Board); Nonprofit board is responsible for support, but not for management or governance.
3	PERFORMANCE LAPSE IDENTIFIED A breach of culture occurs if (a) data is firmly pointing to a lapse in performance or progress within academic, organizational, or financial buckets, and/or (b) specific personnel has been identified at being directly involved with this breach or is contributing directly to this underperformance.
4	IMPROVEMENT EFFORT LEVEL I Leadership Support Team and/or board clearly addresses this breach and respective personnel are given opportunity to make corrective actions and improve performance situation (on a to-be-determined, finite timeline).
5	IMPROVEMENT EFFORT LEVEL II If corrective action cannot be achieved through empowering respective personnel to make performance improvements, board chair will work with appropriate personnel in the management area to design improvement plan for performance area and/or personnel; if in fact the gap is occurring at the board or board chair level, the overall board and board leadership (vice chair, treasurer, and clerk) will assist in implementing improvement plan.
6	CONTINGENCY & SEPARATION If no progress is made on improvement plan after specified, limited period of time, board and Leadership Support Team will consider additional contingency options and potential personnel separation from performance area and/or school.

Organizational Performance Standards | In line with our Organizational Performance Framework, we will align corrective action to our three main buckets of (1) compliance, (2) climate, and (3) charter.

(1) Compliance - For each of the items listed in the compliance review section of the 2015 contract renewal process established by the Commission, the main owner and support personnel will drive action and compliance on each item on an ongoing and appropriate timeline as outlined within our evaluation plans.

(2) Climate - Survey and feedback data, both quantitative and qualitative in nature, from staff, students, families and community members is vital to the self-reflective and growth-oriented mindset our school community and culture.

(3) Charter - For organizational issues that do not fall within organizational compliance as set out by the Commission, or climate or culture issues that may be driven by staffing and/or organizational structure, we will codify these as Charter-related issues and will apply the pedagogy from above to each, unique situation.

Financially, DreamHouse will implement and maintain a timely, transparent financial management strategy in accordance with state and federal law and in support of our school's vision, mission, and growth plan. Financial management and oversight strategy: (1) sound internal fiscal controls, (2) an annual audit, and (3) active financial modeling and projections.

(1) Sound Internal Fiscal Controls - DreamHouse 'Ewa Beach will be a fiscally independent, direct-funded charter school. The School Board will take seriously its fiduciary responsibility to oversee the management of public money. As such, a system of internal fiscal controls will be instituted. Among these will be policies for cash handling and check writing, sound bookkeeping and accounting practices, and conservative financial planning and budget forecasting. We will build up and maintain a cash reserve of a to-be-determined percent of

expenditures, aligned to Commission guidelines, to protect against cash flow fluctuations. On-site management of DreamHouse's finances is the responsibility of the School Director and Operations Lead. In addition, the School Board Chair, School Board, School Board Finance Committee, and Nonprofit Board Chair and Board will engage with budget strategy and oversight to strengthen the amount of touch points and oversight on our financial health.

(2) Annual Audit - The Finance Committee of the DreamHouse School Board will annually oversee the selection of an independent auditor to inspect the school's accounting and reporting records. A CPA with experience with charter school audits will lead the independent audit. At the conclusion of the audit, the Finance Committee with the School Director, Operations Lead, will review any exceptions or deficiencies and, if applicable, additional DreamHouse contracted service providers (financial, human resource, additional contracted third parties). The Finance Committee will report the findings and recommendations to the full School Board who will submit a report to the Commission including DreamHouse's plan for resolving in a timely manner exceptions or deficiencies. The final audit report will be completed and shall be submitted to the Commission by required date. Any disputes regarding the resolution of audit exceptions and deficiencies will be referred to the dispute resolution process referenced in the petition, or if applicable, referred to appropriate state agencies. The independent fiscal audit of the charter school will be public record. DreamHouse will promptly and satisfactorily respond to all reasonable inquiries from the Commission and state. The applicant governing board has identified CW Associates as a viable CPA option. A price of \$10,000 per year was quoted and has been built into the annual budget.

(3) Active Financial Modeling and Projections - The DreamHouse School Director, Operations Lead, School Board Chair and Nonprofit Board Chair will engage frequently in actively modeling financial projections given cash flow timing, fundraising operations, expenses, unforeseen events, enrollment projections and variability, and contingency funding. Sound modeling will exist in weekly, monthly, quarterly, and annual meetings between these parties and will support strategic decision-making and growth sustainability.

(v) Continuation Plan

The extent to which the eligible applicant is prepared to continue to operate charter schools that would receive grant funds in a manner consistent with the eligible applicant's application once the grant funds under this program are no longer available.

There are three key levers DreamHouse considered when creating the continuation plan: (1) revenue opportunity, (2) operating and growth costs, and (3) enrollment demand.

(1) Revenue Opportunity | In order to grow, DreamHouse needs to be driven by strong, viable, predictable revenue opportunities. The first and most predictable stream will be per pupil funding, followed by Title I funds, and finally philanthropy and grant funding.

- ***Per Pupil Funding*** – As of April 2018, public charter schools in Hawai‘i receive \$7,292.¹³ This number has remained constant (and grown slightly over the recent years) and will be used to project revenue into the future (although, it is safe to say the number will continue to grow gradually).

¹³ State Public Charter School Commission, 2018

# Students	0	100	200	300	400	500	600	700
School Year	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
State Revenue (In \$USD)	-	720,000	1,440,000	2,160,000	2,880,000	3,600,000	4,320,000	5,040,000

700 students is terminal capacity for DreamHouse (grades 6-12), and it is accurate to build in annual revenue based on per pupil funds of at least \$5 million. From this base, we build.

- **Title I Funds** | Title I funds per pupil in Honolulu County during 2016-17 were \$419 per student.¹⁴ Based on local enrollment patterns¹⁵, DreamHouse expects between 50-70% will qualify for Free and Reduced Lunch (FRL) each year. Using a middle percentage of 60%, the Title I funds projected are as follows.

# Students	0	100	200	300	400	500	600	700
School Year	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
Title I Funds (In \$USD)	-	20,950	41,900	62,850	83,800	104,750	125,700	146,650

- **Philanthropy and Grants** | The third revenue stream is philanthropy and grants from individual, local, state, national, and federal sources. Already, DreamHouse has secured over \$200,000 in start-up funds to support community engagement, staff development and stipends, and programmatic activities since May 2017; the relationships with local and national foundations, individual donors, and grant-making organizations will ensure growth and surplus after the CSP grant is up, however, DreamHouse does not rely on philanthropy and grants as operating income (i.e. the school will run on per pupil funding alone after the CSP grant is complete).

¹⁴ Hawai‘i Department of Education, 2017

¹⁵ Hawai‘i Department of Education, 2017

(2) Operating and Growth Costs | The DreamHouse budget has been vetted, approved, and commended by the State Public Charter Commission of Hawai‘i. In a difficult start-up environment, with high demand for charters, the budget of DreamHouse was built from multiples of local schools, our local context, and a conservative approach in mind. DreamHouse budget:

# Students	0	100	200	300	400	500	600	700
School Year	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
Total Budget (in \$USD)	145,500	891,900	1,360,384	1,830,000	2,330,000	2,830,000	3,330,000	3,380,000
Cost/Student	N/A	8,919	6,803	6,100	5,825	5,660	5,550	5,471
Projected Retained Earnings (without CSP)	145,500	317,300	237,984	92,016	642,016	1,412,016	2,402,016	3,612,016

The first three years – the key years for the CSP investment – are the years that DreamHouse does not break even with per pupil revenue alone (this is excluding Title I and philanthropy dollars as they are retroactive and not guaranteed, respectively). However, the cost per pupil begins to level off after the 2021-22 school year as fixed costs are spread across a growing student body. Any capital improvement or facilities projects will likely be funded by philanthropy, grants, third party financiers, or venture firms, giving DreamHouse the opportunity to strengthen its balance sheet and lend against a strong financial position and growing reserve.

(3) Enrollment Demand | The ‘Ewa region will be the most heavily populated with Native Hawaiians in the next 25 years.¹⁶ The region already has the state’s most overcrowded high

¹⁶ Kamehameha Schools, 2017

school in James Campbell High School with a 2017-18 enrollment of 3,110.¹⁷ The two local middle schools – each built for less than 700 students – have 2017-18 enrollments of 870 and 882, respectively.¹⁸ The schools in the ‘Ewa region are overcrowded, there exist no charters, and parents have one neighborhood for elementary, middle, and high school.

DreamHouse created an April 28th leadership development day for kids in the region; the day will help parents and families see the type of leadership development and 21st century skill building students will eventually be immersed in once the school opens. Within 48 hours, all 50 tickets were reserved and there was already a waiting list of 10 families.¹⁹ The demand for DreamHouse has been displayed through our 400+ mailing list, thousands of website views, child sign-ups for leadership days, dozens of letters of support, overall demand for a new / charter option in the community, and the way the school has positioned itself. Given this strong demand and market, we anticipate having a very oversubscribed lottery and enrollment period. The enrollment and demand lever will serve as a central factor for revenue and drive our growth from one grade to seven grades over the next eight years.

REQUIREMENTS

Please note: much of the information pertaining to the “Requirements” section of the Funding Opportunity Description is found above in the Selection Criteria. So as not to duplicate, required information already provided above will be referenced below via page number.

¹⁷ Hawai‘i Department of Education, Public Enrollment Spreadsheet 2017-18

¹⁸ Hawai‘i Department of Education, Public Enrollment Spreadsheet 2017-18

¹⁹ “The Leader Within” Eventbrite Page, April 2018

(a) A description of the roles and responsibilities of the eligible applicant.

DreamHouse ‘Ewa Beach is a State-approved, stand-alone, public charter in the State of Hawai‘i. The school is in “pre-opening phase” after having successfully been granted a charter in July 2017 by the State of Hawai‘i’s Public Charter School Commission. The school will have a governing board that oversees and governs the school, which will be led by a leadership team; teachers will be hired in accordance with State Law and any additional employees will likely be support staff. DreamHouse ‘Ewa Beach is not working with a charter management organization. The DreamHouse ‘Ewa Beach governing board has a traditional structure with chair, vice chair, secretary, treasurer, and other members; there are also academic, organizational, and financial performance committees to ensure proper, legal, and transparent operation of the charter school. The initial administration / school leadership team will feature a school director, operations director, academic dean, and students services director; as the school grows, roles will be added to support capacity across academic, organization and financial, and student services areas. DreamHouse, Inc. is a 501(c)(3) not-for-profit located in the State of Hawai‘i whose sole mission is to support the successful operation and growth of DreamHouse. DreamHouse ‘Ewa Beach (the school) does not have any contractual role or responsibility towards the DreamHouse, Inc. non-profit.

(b) A description of the quality controls agreed to.

The State of Hawai‘i Public Charter School Commission granted DreamHouse ‘Ewa Beach an approved charter in July 2017. This charter triggered a series of “pre-opening” benchmarks during the “planning year” for DreamHouse (attached). Once DreamHouse successfully emerges from the planning year, the school’s charter is approved and granted for an initial three-year

period, and will be actively managed with the Academic Performance Framework, Organizational Performance Framework, and Financial Performance Framework (attached). In addition, all charters are subject to the Hawai‘i STRIVE HI performance measures (attached). DreamHouse ‘Ewa Beach academic goals and targets surpass all applicable performance and success frameworks. The State Charter Commission reserves the right to actively manage and ensure success of each charter in the portfolio, often giving schools corrective actions and performance improvement benchmarks if in fact schools are falling behind in academic, organizational, or financial performance areas.

(c) How the eligible applicant will solicit and consider input from parents.

Parent Involvement Philosophy: We define family engagement as the collaboration between families and educators that accelerates student learning and well being. Supported by the National Education Agency, we see that students do better in school and in life when families and schools are equal, engaged partners in a child’s education.

Role of Parents/Guardians: Parents/Guardians are central partners to the education of each child, and are viewed as partners and sources of insight and perspective for the health of our school.

Parent & Community Interest: Our founding team officially began engaging the community in late 2013. Community engagement includes joining neighborhood board meetings, engaging in one-on-one conversations with parents, students, educators, and community leaders, as well as holding monthly community meetings to provide space for community members to discuss educational needs of the Ewa Beach community. These meetings have informed the vision and

mission of our plan, as well as set the foundation for an active, engaged Community Council (a key advisory group to DreamHouse).

Parent Engagement Plan: Led by the Leadership Team, our parent engagement plan is grounded in a research-based framework, developed by Joyce Epstein of Johns Hopkins University, describing six types of involvement— parenting, communicating, volunteering, learning at home, decision making, and collaborating with the community.

Relationships & Involvement: Our family-school partnership philosophy will follow these three pillars: (1) communication, (2) information / education, (3) partnership.

- **(1) Communication** - Clear, timely communication with parents is important to encouraging involvement; we will maintain timely follow-up through e-mail, phone, and in-person communication so that parents and families are and feel prioritized;
- **(2) Information & education** - DreamHouse will allow opportunities for parents to attend informational and educational sessions geared toward strengthening the school/home partnership and empowering families to support their student's educational success (e.g. in-house data literacy nights, parent conferences, state of the school);
- **(3) Partnership** - Maintain engaged Community Council, holding space and time for ILDP work, opening internal meetings to parents (e.g. strategic planning).

Effective Communication Strategies: Our philosophy is that open communication builds relationships, fosters trust for a true feedback cycle, and leads to strengthening family-school partnerships. DreamHouse strives at all times to be transparent with families, encourages honest and open communication, and works to ensure families have the information they need to be true partners in their students' education.

- ***Before School Opens (Aug. '18 - Jul. '19)*** - As part of our recruitment, admission, enrollment, and matriculation, we will: announce to families our charter approval via local and social media, commercial / shopping center presence, neighborhood canvassing, weekly talk story sessions, and monthly informational nights in Ewa Beach.
- ***After School Opens (Aug '19+)*** - We will maintain clear, timely communication via phone, e-mail, flyer, and in-person methods; we welcome parents to join the Community Council and to visit DreamHouse (open door policy). Parent conferences, open house nights, feedback cycles (via survey and town hall style) will be initiated as well.

(d) How the eligible applicant will maintain financial sustainability at the end of grant.

Addressed in Competitive Priority #1 and Selection Criteria 1, 4, and 5, and budget narrative.

(e) Effective parent, family, and community engagement strategies.

Please refer to Requirements, part C, above.

(f) How applicant has considered and planned for the transportation needs of students.

Daily Transportation – Given the central location to the community that our target sites are, as well the extensive and currently, actively utilized (by students) public transportation system, we will not provide daily transportation to and from our school site. We will encourage matriculated families and students to use the following transportation methods: driving, carpooling, The Bus, biking, or walking.

Field Trips & Athletic Events - We will utilize Roberts bussing services for field trips. If at some point we acquire school vehicles (i.e. 15-passenger vans), we will be sure to follow all

safety and regulatory protocols; however, at the time of this application, we will outsource field trip transportation duties to Roberts or alternatively considered bussing services. Per Hawai‘i DOE policy, our students will have access to participate in athletics with existing Complex teams, so in our case Ewa Makai or Ilima Intermediate intramural teams, and Campbell High School’s junior varsity and varsity teams. Transportation is generally provided to these programs from the district.

(g) Promote retention and reduce discipline practices that remove students from class;

Philosophy | A culture of clear, high expectations for all students, supported by strong school leadership, classroom and positive behavior management, modeling, and grounded in effective understanding of identity and partnerships with families and community will cultivate positive student behavior and support a safe, orderly school climate aligned to academic goals, identity and leadership development, and respect for each other.

Code of Conduct | Based off our philosophy and general policy around holding high expectations and holding accountable those involved with breaches of culture, we envision the following code of conduct aligned to our Core Beliefs and Academic Values, among other important cultural considerations. The Code:

- I am part of a larger team; I support myself and others in reaching our fullest potential.
- My actions are aligned to an ethical moral code; I take ownership of all that I say and do.
- I represent myself and my community with belief and pride.
- I honor the voices, stories, and lives of others at all times.

Policy | Our policy for high expectations and accountability is grounded in our vision for identity and leadership growth, as well as our philosophy of intersectionality between expectations, adult modeling and support, and family engagement. It follows a similar pedagogy as our RTI model in that a) we want to give ample opportunity for corrective action and strategic response versus punitive and reactionary measures, and b) we want put many layers of structure and support in between identification (in this case, breach of culture) and separation measures (i.e. suspension or dismissal). The following offers a procedural narrative to our philosophy and policy:

- (1) *Pre-enrollment Clarity* - our expectations and accountability philosophy and policy will be clearly listed, stated, and represented to families considering DreamHouse.
- (2) *ILDP* - students, parents, and school staff (teachers, support) will engage in conversations around the expectations and accountability that develop and support our school culture, safety, and identity;
- (3) *Breach of Culture* - if a student breaches the culture and expectations of the school, it will be clearly identified and named up front; the student, and depending on the severity the parents/family and potentially other staff (depending on sensitivity) will be notified. Clear documentation and assessment of circumstances will be logged (aligned with Hawai‘i Administrative Rules Title 8 - DOE, Education, Public Schools, Chapter 18).
- (4) *Restorative Approach* - grounded in Marshall Ganz’s Public Narrative framework around “challenge-choice-outcome”, as well as the restorative justice programming from Harvard Graduate School of Education’s Professor Christina “V” Villareal, we will give students the opportunity to reflect and narrate corrective action and culture-supporting behavior; through open dialogue, individual reflection, and learning opportunities, we believe giving children the

opportunity to take corrective action and resolve breaches (depending on severity) develops identity and leadership.

(5) *Accountability* - this step would come after the restorative action if either a) a student's breach of culture or action results in an accountability measure which could include an identified response, or b) the student did not choose to narrate the corrective, culture-supporting action.

(h) Autonomy over budget and operations; autonomy over personnel decisions.

In the State of Hawai'i, charter school governing boards have full autonomy over budget, operations, and personnel decisions. As long as these actions are aligned to Hawai'i Revised Statute, the leadership team of the school and the school board are responsible for an empowered to make these decisions in line with the mission and charter of the school. Please refer to attached charter application and contract for any additional questions.

(i) Recruitment, Lottery, Enrollment

Please refer to Competitive Priority #1 and Selection Criteria #1 for how DreamHouse will ensure recruitment, enrollment, and retention of educationally disadvantaged students.

Regarding public lottery (we do not have a weighted lottery) the following highlights our State-approved and Hawai'i Assistant Attorney General-approved lottery and enrollment plan:

Year Zero (2018-19): Timeline

When	Headline	Actions
<i>Recruitment Phase</i>		
Aug, Sep	Announce recruitment opportunity	Highlight news and announcement within 'Ewa Beach community to build awareness; highlight model, vision, mission, values, and timeline;

Oct, Nov, Dec	Recruit & Inform: Part I	Round I of Canvassing / walking ‘Ewa Beach highlighting information sessions, contact, timeline; Enrollment forms are made available in November;
Jan, Feb, Mar	Recruit & Inform: Part II	Round II of Canvassing and walking neighborhoods in ‘Ewa Beach handing out information and highlighting a) monthly information session, b) contact information, and c) timeline, d) March Lottery
<i>Admission, Enrollment, and Matriculation Phase</i>		
Mar, Apr, May	Lottery	March Lottery – public lottery in ‘Ewa Beach to identify incoming 100-student 6 th grade class; April follow-up and matriculation procedures, open house #1; May home meetings with 100 6 th graders to prep for summer work and pre-enrollment expectations (Leadership Support Team-, board-driven);
Jun, Jul	Enrollment & Matriculation	July open house #2 to prepare for 2018-19 school year (Year One);

Our outreach will be nondiscriminatory without regard to race, color, ethnicity, national origin, religion, sex, sexual orientation, marital status, income level, academic or athletic ability, disability, need for special education services, or lack of proficiency in the English language. We anticipate at least 50% FRL student population, and believe our leadership development curriculum and smaller size will attract families of all socioeconomic backgrounds.

Public Lottery | As a non-sectarian, tuition-free public school, DreamHouse will admit all grade-level eligible pupils who wish to attend up to the school’s capacity (100-student cohorts per year), in accordance with Hawai‘i State Law. DreamHouse will be a school of choice – no student will be required to attend DreamHouse over the objections of his/her legal guardian. Admission shall not be determined based on the place of residence of the pupil or of his/her

parent or guardian. With specificity to Ewa Beach, Fort Weaver Road will not determine geographic eligibility for grades 6, 7, and 8.

- DreamHouse shall abide by Hawai‘i State Law and shall not charge tuition, nor discriminate against any pupil on the basis of ethnicity, national origin, gender, religion, disability, scholastic aptitude, or prior academic performance.
- Children must meet be rising 5th to 6th graders upon enrollment at DreamHouse.
- The specified cohort number per grade is 100 students, beginning with a 6th grade cohort of 100 students for the 2019-20 academic year. The year 1 lottery will be held to select this founding 6th grade cohort.
- Admission Process - If the number of students who wish to attend DreamHouse exceeds the school's capacity, enrollment, except for existing students (which in year 1 will be zero), shall be determined by a public random drawing (“lottery”).
- Public Random Drawing - The drawing will occur annually, in March, in a public space large enough to accommodate all interested families.
- Students currently attending the school will the exempt from the lottery and granted continued enrollment up to the school’s capacity. Siblings of current students will be exempted from the lottery and granted enrollment up to the school’s capacity and within reason (e.g. if multiple children have an extremely high number of siblings, our school, board, and Community Advisory Group will engage in a transparent resolution to ensuring an integrated, diverse student population that abides to this charter, Commission guidelines, and state law).
- Children who are exempted from the lottery as stated above will be assigned numerical values (i.e. seats in the cohort) before names of children without exemption are drawn.

- Drawings will be conducted for each grade in which there are fewer vacancies than pupils interested in attending; March 2019 will only feature a drawing for the 2019-20, 6th grade cohort of 100 students. All drawings shall take place consecutively on the same day in a single location. During the course of the drawing, if a card is drawn that indicates a sibling (of any grade) is also applying, the sibling will also be assigned the next available numerical ranking for the appropriate grade-level (i.e. the next available seat in the cohort). If there is not a vacancy in the appropriate grade for the sibling, he/she will go to the top of the waiting list for that grade, after any other siblings of current students who are already on the list.
- While the drawing will be open to the public and families will be encouraged to attend, families are not required to be present at the time of the drawing to be eligible for admission. Results will be posted online and in hard copy in public locations. Results will also be mailed to all applicants and follow-up phone calls will be made within one week of the lottery.
- Enrollment in the school will be offered to students according to their numerical ranking until capacity is reached. All remaining names will be placed on a waiting list in order according to their numerical rank (numerical rank being the order in which names were selected). Any families who decline admission or who fail to confirm within three weeks of the lottery would lose their position to the next name on the waiting list (this gives DreamHouse one week to send notification and families two additional weeks to confirm; exceptional circumstances of missed communication will be dealt with by our school board and Community Advisory Group in partnership with the Commission).

- The waiting list will be kept on file at the school and will be valid for the duration of the school year. If a student withdraws or is expelled from the school, that seat will be offered to the next student on the waiting list; if the waiting list does not fill vacancies, seats will be drawn at the March lottery.
- The drawing will be officiated by a neutral party, preferably a respected public figure from the community. The names of each prospective student will be put on a card. The cards shall be of equal size and shape. The cards will also indicate if the applying student has any sibling(s) applying for admission the same year. The name on each card will be read as it is placed into a container or drawing device that randomly mixes the cards. The person officiating the drawing will draw the cards one at a time and read the name on the card. As each card is pulled, the child's name will be posted visibly on a display in the order it was drawn. Names will be given a numerical ranking based on the order they were drawn. The drawing will continue until all cards have been drawn and all names have been assigned a numerical ranking. These rankings will also be recorded in an electronic database. The first 100 drawings will be the initial cohort, with additional names being added to a waiting list.

(j) Ensure eligible children with disabilities receive FAPE.

DreamHouse is committed to ensuring all children who attend the school receive Free Appropriate Public Education (FAPE). The DreamHouse model is designed, staffed, and funded to ensure that all children with special needs are supported. In addition, the Competitive Priorities #1 and Selection Criteria Parts #1, #2, and #3 share how each student with special needs will be supported via the DreamHouse universal Response To Intervention Model,

Academic Performance Framework that ensures active management of IEP and 504 caseloads, STRIVE HI state measurement system that requires data collection, reporting, and accountability, a deep team of special educators with teaching and management experience in special education, and an active governing board academic committee who will oversee the effective implementation of this academic model in support of free appropriate public education for children with disabilities.

(k) Meet definition of charter; autonomy and flexibility granted.

The State of Hawai‘i’s Public Charter School Commission has deemed DreamHouse meets the requirements to operate a public charter school and has granted DreamHouse a charter; the charter and letter of support from the Commission is attached.

(l) Single-sex educational program.

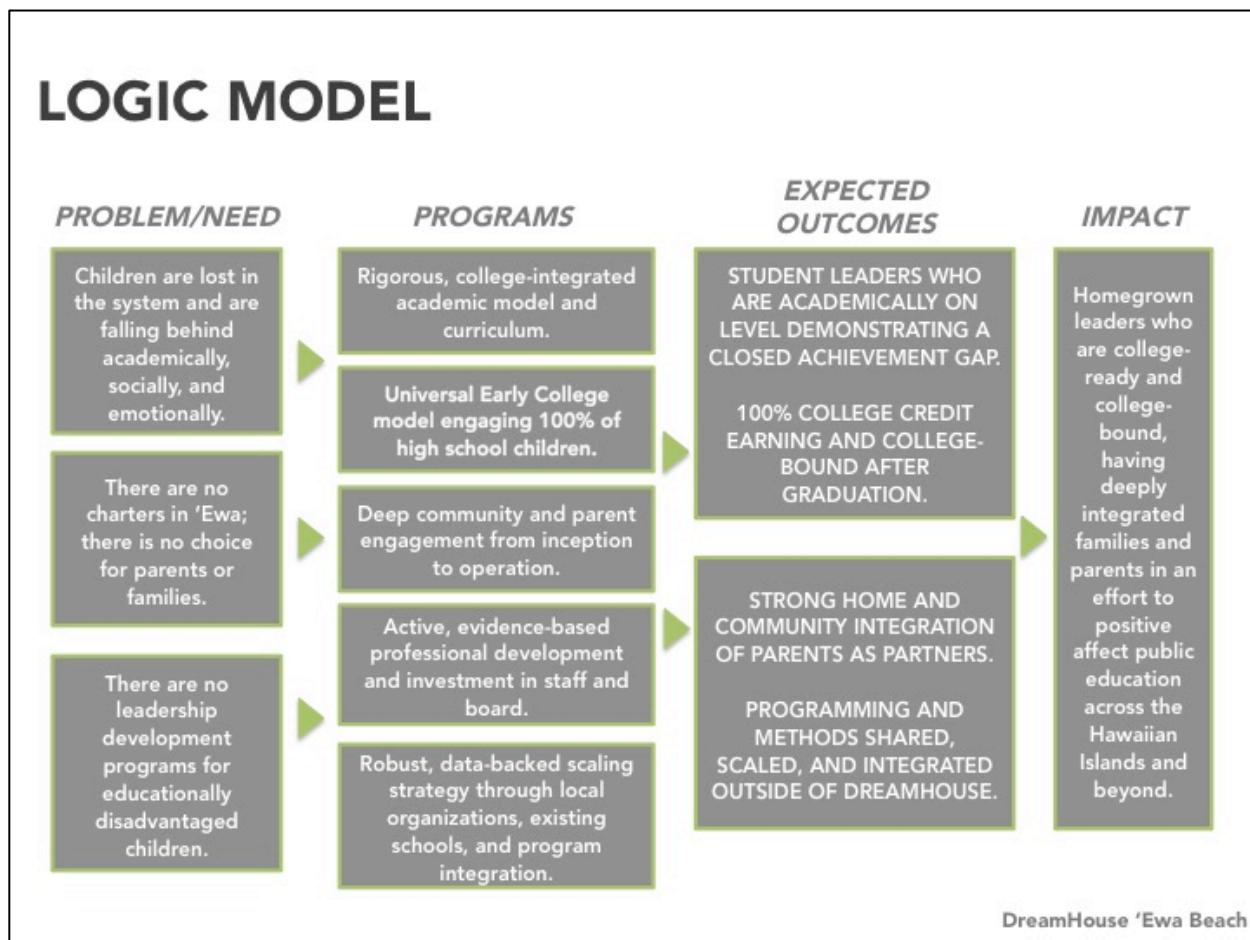
Not Applicable.

(m) Waivers

Not Applicable.

(n) Logic Model

The object for this model is to implement a new, high-quality charter school.



(o) Financial Statements

The State of Hawai'i Public Charter Commission (authorizer) does not allow DreamHouse 'Ewa Beach to hold any state funds until completing the pre-opening phase (which we are currently in); therefore, there are no financial statements to prepare or audit for the school as of April 2018. Attached are unaudited financial statements (Income Statement, Balance Sheet) for DreamHouse, Inc. – affiliated non-profit – that have been prepared in accordance with generally accepted accounting principles.