



Linapuni Elementary School

School Code: 133

Grades K-1

School Status and Improvement Report School Year 2019-20



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School Address:

Linapuni Elementary School
1434 Linapuni Street
Honolulu, Hawaii 96819

Focus On Standards

This School Status and Improvement Report has been prepared as part of the Department's education accountability system to provide regular, understandable accounts of our schools' performance and progress, as required by §302A-1004, Hawai'i Revised Statutes.

This report describes the school and its setting; provides information about the school's administrators, teachers, students and facilities; summarizes progress made based on the school's improvement plan; and reports student achievement results along with other vital signs.

School Description

Since SY 2011-12, Linapuni School has officially transformed into an Early Learning School, servicing students in pre-K, Kindergarten, and grade 1. Most of our students live in Towers at Kuhio Park or Kuhio Homes, public housing projects in Kalihi.

Our school academic plan focuses on student achievement using developmentally appropriate practices, a standards-based curriculum, comprehensive support for all students and an inclusive, continuous improvement process. Literacy through reading, writing, and conversations, as well as love of reading for pleasure and finding out information, are emphasized throughout the curriculum.

The Strive HI accountability system identified chronic absenteeism as one target; in fact, the only Strive HI target for Linapuni. However, through collaborative discussion with State and District Offices, it was determined that Linapuni will use Teaching Strategies GOLD as our Strive HI assessment. SY 2016-17 served as a transition year for teachers to familiarize themselves with use of the tool. Data collected in SY 17-18 will become our baseline. During the transition years, teachers received in-depth training and on-going coaching support to successfully utilize the assessment tool.

We instruct the English/Language Arts with a balanced literacy approach, using curricular materials from Fountas & Pinnell Classroom, Reading Wonders and others. Stepping Stones is our primary math curriculum, however we supplement with materials from Engage NY, Singapore Math, and others. Our pre-K curriculum centers around both student-interest and teacher-initiated studies. Our Pre-K teachers find a variety of resources which enhance student learning. We have received Title III funds to continue a summer program for English Learners (EL) who comprise close to 60% of our student population. In addition, once again, we have collaborated with Kalihi-Palama to fund a "Summer Boost Program" for our incoming K students to supplement our EL summer program. For the past three years, we have also provided a two week "Summer Transition Program" for all incoming K students just prior to the start of school in order to enable our Kindergarteners to attend full days of school from the first day of school and eliminate confusing schedules for parents.

In order to strengthen meaningful parent involvement, our Parent Community Networking Center Facilitator established a Tuesday Club for parents. All parents are invited to meet weekly on Tuesday mornings to learn parenting skills interspersed with specific topics of interest such as flower arrangement, lei making, cooking, etc. The goal of the Tuesday Club is to build a sense of community among our parents and to make Linapuni a welcoming place for parents to volunteer and to be actively involved in their child's education.

Our Special Education inclusion pre-K teacher, Colleen Uejo, was named 2006 Honolulu District Teacher of the Year. Additionally, Linapuni has 2 nationally board-certified faculty members on staff.

School Setting

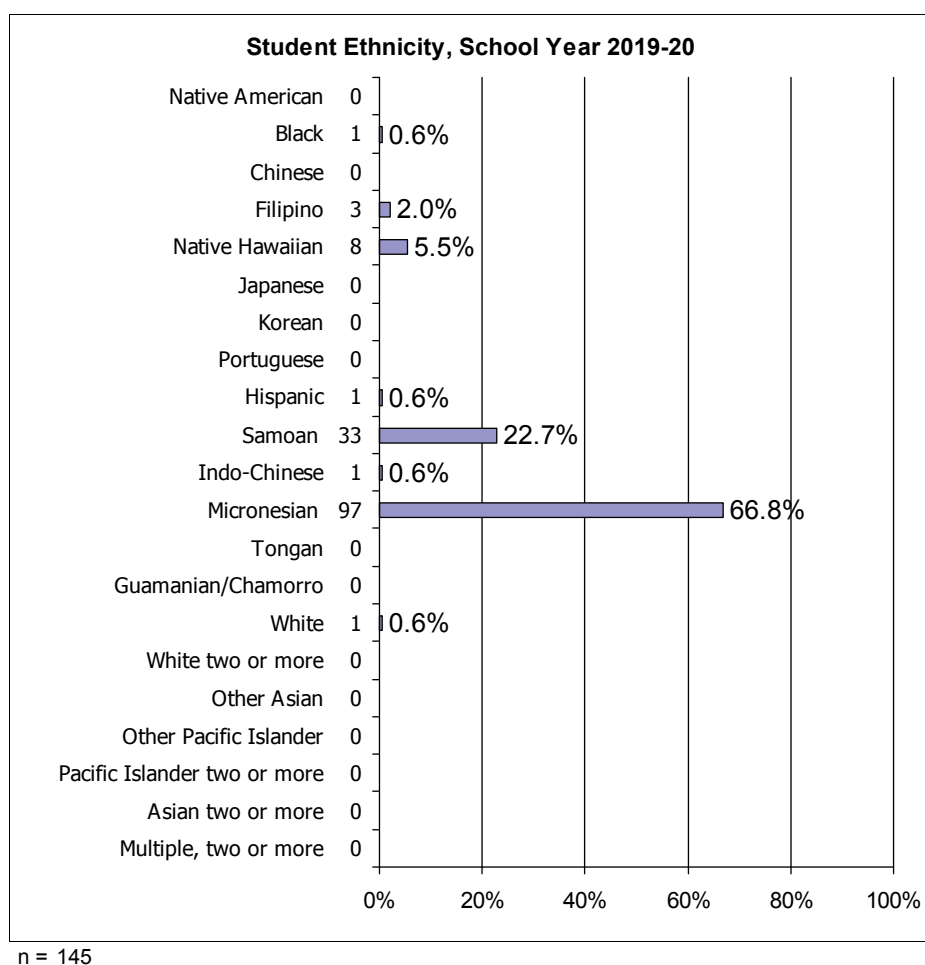
Student Profile

School year	2017-18	2018-19	2019-20		2017-18	2018-19	2019-20
Fall enrollment	144	158	145	Number and percent of students in Special Education programs	*	*	*
					*	*	*
Number and percent of students enrolled for the entire school year	132 91.6%	143 90.5%	125 86.2%	Number and percent of students with limited English proficiency	99 68.7%	105 66.4%	98 67.5%
Number and percent of students receiving free or reduced-cost lunch	**	**	**				
	**	**	**				

Note. -- means missing data.

* means data not reported to maintain student confidentiality (see FERPA).

** means School is participating in the Community Eligibility Provision.



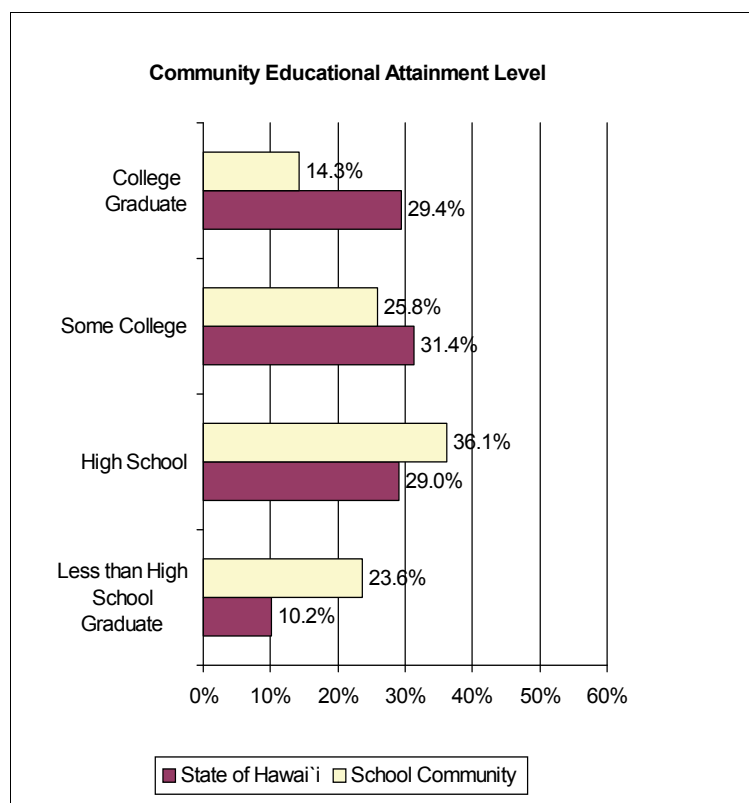
School Setting

Community Profile

The *Community Profile* information updated in this school report reflects selected 2010 demographics for the High School Complex (HSC) area in which this school resides. Profile data are based on the 2010 U.S. Census, the American Community Survey (ACS) 2006-2010 five-year estimates (centric to 2008), and the incorporation of Hawaii's HSC boundary areas with updated 2010 Census geography. Figures for educational attainment and median household income are sample estimates obtained from the ACS, adapted to conform to HSC geography, and should be considered rough approximations of census counts.

Based on the 2010 U.S. Census

Farrington HSC	School Community	State of Hawai'i
Total population	49,872	1,360,301
Percentage of population aged 5-19	21.6%	18.4%
Median age of population	37.0	38.6
Number of family households	9,193	313,907
Median household income	\$64,206	\$66,420



School Improvement

Summary of Progress

Linapuni Elementary School completed its eighth year of transformation to an Early Learning School.

Through continued funding from the Governor's Executive Office of Early Learning (EOEL) and our partnership with PACT, we serviced three classes of pre-K students. Additionally, there were 4 Kindergarten classes and 4 grade 1 classes.

As planned, the EOEL staff supported Linapuni's professional development in collaboration with teachers. That is, with teacher input, professional development focused on strengthening our practices in supporting children as readers, connecting reading and math, and building a professional learning community culture. Due to the personnel changes in Kindergarten, K teachers, for the second year, were invited to join pre-K teachers in attending various EOEL sponsored statewide professional development sessions conducted throughout the year. Also, EOEL staff continued to support grade K teachers at their weekly grade level articulation meetings.

Once again, chronic absenteeism continued to be a major concern based on an increasing chronic absenteeism rate over the past two years. In an effort to improve our chronic absenteeism rate, the Multi Tiered System of Support (MTSS) Committee completed their 3 year training with state contracted consultant, Diana Browning Wright. Committee members worked hard to promote the importance of building a solid Tier 1 support in all classrooms through positive relationships and implementing proactive classroom management strategies. As a result, our faculty/staff Belief Survey results showed significant positive gains in all dimensions. The dimension on relationships (our major focus) showed the most positive gain (99% positive). Essentially, committee members were successful in addressing belief barriers through planned, non-confrontational activities that evoked reflective discussions which may have led to a positive shift in beliefs.

One of the strategies we implemented before school started was to have each classroom teacher mail personally signed post cards welcoming students /parents with a reminder date of the first day of school. Also, teachers decided to restructure our awards assemblies by showcasing what students learned in their resource classes instead of presenting Bucket Filler (good citizenship) awards. We continued to acknowledge good attendance and perfect attendance.

During this school year, all faculty and staff were busy preparing for our one day mid cycle WASC visit in April 2019. Based on feedback from the committee members, Linapuni is making progress in effectively addressing our critical school-wide growth areas. Specifically, recommendations moved from developing to refining the PLC process, the school assessment plan and school staff development plan. Lastly, administration and staff will collaboratively develop a shared understanding of expectations to ensure equitable opportunity for input and coherency of school wide goals.

School Resources

Certified Staff

Teaching Staff

Total Full-Time Equivalent (FTE) ¹		14.0
Regular Instruction, FTE	57.1%	8.0
Special Instruction, FTE	35.7%	5.0
Supplemental Instruction, FTE	7.1%	1.0

Teacher headcount		14
Teachers with 5 or more years at this school		9
Teachers' average years of experience		17.1
Teachers with advanced degrees		7

Professional Teacher Credentials

¹

Fully licensed	100.0%	14
Emergency hires	0.0%	0

¹ Totals may not equal 100% due to rounding.
Professional Teacher Credentials are based on teacher headcount number.

Students per Teaching Staff

²

Regular Instruction	17.0
Special Instruction	1.8

² These figures do not indicate class size.

Administrative and Student Services Staff

Administration, FTE	2.0
Librarians, FTE	0.0
Counselors, FTE	1.0
Number of principals at this school in the last five years	1

³ Administration includes Principals, Vice-Principals, Student Activity Coordinators, Student Services Coordinators, Registrars, and Athletic Directors

Results in the Certified Staff section reflect data at the time the Employee Data reports were generated.

Facilities

School Year Ending 2020

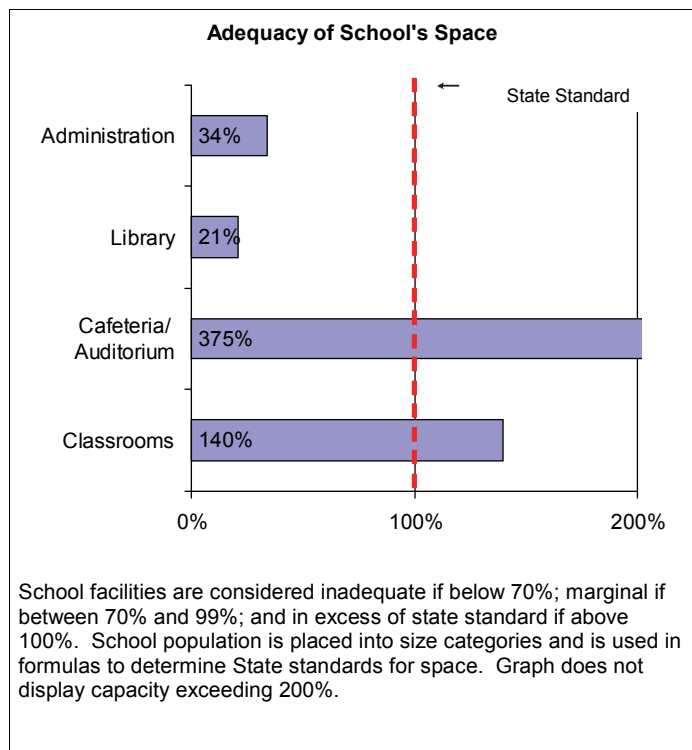
Classrooms available	16
Number of classrooms short (-) or over (+)	0

School facilities inspection results

From the 2011 school year, school facilities inspection data are no longer available at the state level. Department schools are still required to do an annual assessment of its facilities in the following areas: Grounds, Building exterior, Building interior, Equipment/Furnishings, Health/Safety and Sanitation. All department schools should have their annual inspections completed by the second quarter of the school year.

Historically, the majority of the department schools attained inspection assessment points in the following ranges: 9-15, earning a "Satisfactory" rating, and 16-18 points, earning the highest "Very Good" rating.

Note. -- means missing data.



Vital Signs

School Quality Survey

The School Quality Survey (SQS), administered by the Accountability Section, is used for strategic planning and to comply with state accountability requirements.

Percent of Positive Responses

School Quality Survey *		Teachers		Parents		Students	
		School	State	School	State	School	State
Safety	2019	61.5%	77.9%	94.8%	86.0%	--	71.4%
	2020	65.4%	76.7%	93.0%	86.3%	--	68.2%
Well-Being	2019	66.6%	76.5%	93.9%	90.7%	--	--
	2020	70.9%	75.7%	90.3%	91.0%	--	--
Satisfaction	2019	76.9%	74.8%	99.4%	86.6%	--	--
	2020	79.7%	72.9%	93.5%	87.5%	--	--
Involvement/Engagement	2019	67.6%	74.6%	87.4%	74.9%	--	--
	2020	74.2%	73.2%	85.2%	75.5%	--	--

Survey Return Rate **		Teachers		Parents		Students	
		School	State	School	State	School	State
	2019	76.4%	79.9%	21.8%	34.9%	--	86.0%
	2020	100.0%	84.5%	89.5%	37.7%	--	85.2%

* The SQS is completed by students and parents of students in grades 4, 5, 7, 8, 9, and 11 and by all teachers of the school. State Teacher and Parent positive response figures are one of four grade spans (Gr. K to 5/6, Gr. 6/7 to 8, Gr. 9 to 12, and Multi-level) that best correspond to this school's grade span. The Student positive response figures for the State and this school are those of the highest grade level surveyed at this school.

** State Return Rate for Teachers, Parents, and Students are for one of six grade spans (Elementary, Elementary/Middle, Elementary/Middle/High, Middle, Middle/High, High) that corresponds to this school.

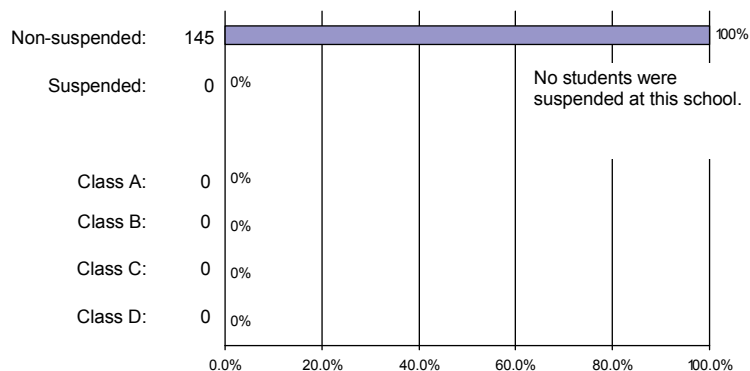
Vital Signs

Student Conduct

Attendance and Absences

School Year			
2017-18	2018-19	2019-20	State Standard
Average Daily Attendance: % (higher is better)			
92.4%	92.1%	92.3%	95.0%
Average Daily Absences: in days (lower is better)			
13.5	13.9	10.0	9

Suspensions, School Year 2019-2020



Examples of class of suspension:

Class A: Burglary, robbery, sale of dangerous drugs
 Class B: Disorderly conduct, trespassing
 Class C: Class cutting, insubordination, smoking
 Class D: Contraband (e.g. possession of tobacco)

School Retention

Retention for elementary schools include students who were retained (kept back a grade) in all grades except kindergarten. Retention for middle/intermediate/K-8 schools include only eighth graders who were not promoted to ninth grade.

	Retention		
	2018	2019	2020
Total number of students	60	82	76
Percent retained in grade	0%	0%	0%

Note. -- means missing data.

* means data not reported to maintain student confidentiality (see FERPA).

Vital Signs

Hawaii Statewide Assessment Program

NOTE: The visuals below display assessment results for School Year (SY) 2018-19. There are no results for SY 2019-20 due to COVID-19 and the U.S. Department of Education's waiver from testing.

Language Arts/Literacy

Mathematics

HCPS Science

There are no tested grade levels in this school

The HCPS Science assessment is given in grades 4 and 8. High School (HS) HCPS Science assessment results are from an end-of-course exam given to high school students enrolled in Biology I.



School



State

A school's bar may not be shown to maintain student confidentiality (see FERPA).

Other School Information

Linapuni Elementary School is accredited by the Accrediting Commission for Schools, Western Association of Schools and Colleges for a period of six years. This school's accreditation term expires in 2022.

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Accountability Section, Assessment and Accountability Branch, Office of Strategy, Innovation and Performance, Honolulu, HI:
Hawaii State Department of Education.