



# Kaala Elementary School

School Code: 211

Grades K-5

## School Status and Improvement Report School Year 2019-20



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### School Address:

Kaala Elementary School  
130 California Avenue  
Wahiawa, Hawaii 96786

### 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

Ka`ala Elementary School is named after Mount Ka`ala, located in Wahiawa. Our students and families live in a rural town where there is a strong sense of caring and pride for their school community. Although socio-economics is a challenge, our students come to school with open hearts and open minds. Ka`ala Elementary School's students deserve to thrive with options and opportunities.

Ka`ala Elementary School was fully accredited by the Western Association of Schools and Colleges in March 2015 and earned the highest level of accreditation with a six-year term and a mid-term report. Current adjustments to curriculum and teacher collaboration will continue a trend of student success in academic growth and achievement.

Ka`ala has approximately 450 students in grades K-5. Pre-plus (HCAP) has a preschool program on campus. Students and staff come from a variety of ethnic backgrounds. Within this space of cultural diversity, Ka`ala is a safe haven for the school community. Student learning and discovery are valued and appreciated.

Ka`ala students work toward the attainment of Hawaii's Vision of the High School Graduate by focusing on the six General Learner Outcomes and the Common Core Standards. After-school and summer activities include a school-operated A+ program, computer lab, tutoring, ukulele, Spirited Jr. Mules, Video Club and Taiko drumming. Our five priority areas for school improvement are Student Achievement, Multi Tiered Systems of Support, Special Education and English Learners. Regular school celebrations of students include Junior Mules of the Quarter and Challenge 5 Attendance awardees.

Our school improvement plan is based on the Leadership Team's review of State assessment data, regular weekly and monthly assessments, with input from the community and parents through the School Community Council and the Accreditation process. Teachers instruct using standards-based-lessons, collect learning evidence, and help students reflect on their progress. Grade-level collaboration and K-5 articulation between teachers are ongoing.

## School Setting

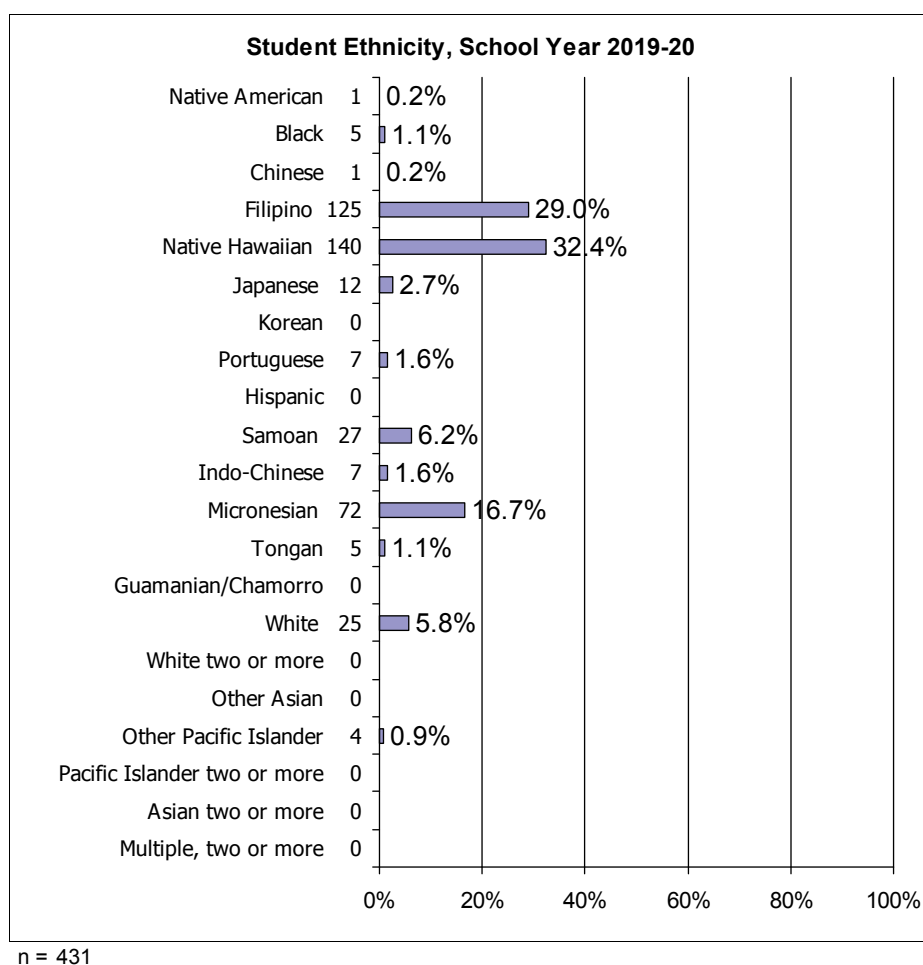
### Student Profile

School year	2017-18	2018-19	2019-20		2017-18	2018-19	2019-20
Fall enrollment	407	446	431	Number and percent of students in Special Education programs	51 12.5%	43 9.6%	54 12.5%
Number and percent of students enrolled for the entire school year	360 88.4%	381 85.4%	405 93.9%	Number and percent of students with limited English proficiency	90 22.1%	94 21.0%	116 26.9%
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.



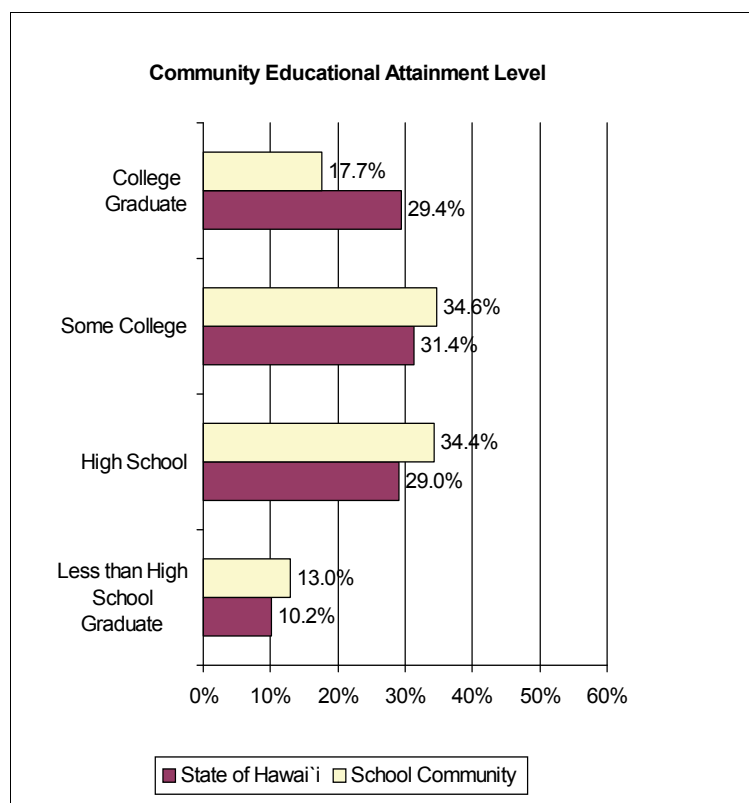
## School Setting

### 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

Leilehua HSC	School Community	State of Hawai'i
Total population	44,040	1,360,301
Percentage of population aged 5-19	21.8%	18.4%
Median age of population	26.0	38.6
Number of family households	9,844	313,907
Median household income	\$50,592	\$66,420



## School Improvement

### Summary of Progress

Ka'ala Elementary School implemented change in school year 2018-19 in order for students to thrive with options and opportunities. Four priority areas were created and developed in order to address specific needs of students. The four areas are **Academic Achievement, Multi Tiered Systems of Support, Special Education, and English Language Learners**. Through these priority areas, school improvement will be planned and executed to establish student growth and achievement.

The Academic Achievement priority area includes the use of iReady, introduced to the Ka'ala campus this school year. Constructed to assess and improve student growth and achievement in both Math and Reading, iReady works with student strengths and growth areas via computer use. Although in its infancy at Ka'ala Elementary School, the iReady system has shown gains in student learning. Piloted by 3rd grade teachers this school year, the Ready Math program will be utilized in grades 3-5 the upcoming 2019-20 school year.

Within the Multi Tiered Systems of Support priority area, social-emotional learning (SEL) was a focus throughout this school year. Panorama, a research-based program to assess and monitor student progress in SEL, was introduced to our school. Working concurrently with Second Step, Ka'ala Elementary School's SEL program, the two systems merge to build a foundation of students who are prepared for learning. As Ka'ala teachers become more familiar with the Panorama program, they will be better able to assess and individualize the social-emotional learning and development for each of their students.

Ka'ala Elementary School also conducted a Tiered Fidelity Inventory (TFI), assessing its systems of tiered support for students. Providing both strengths and areas of improvement, the TFI provides a road map for systems progress and student success. The Multi Tiered Systems of Support Lead, along with the school leadership team, will continue the planned implementation throughout the upcoming year. The Special Education priority area continues to move forward, including the use of Kid's Time during teacher collaboration in order to further individualize the education of all students. Academic achievement, teacher observation, formative assessments, student behavior, attendance and SEL will all be factors shared and discussed in order to maximize student success. Also starting will be a bi-weekly Special Education teacher collaboration, a time used in order to focus on specific topics of inquiry and progress for students with Individualized Education Programs.

Ka'ala Elementary School's English Language Learner (ELL) priority area will also benefit from the use of Kid's Time. The ELL program at Ka'ala, consisting of approximately 23% of all students, has continued to exit students based on their successful completion of the WIDA assessment. Continued individualized guidance and direction from ELL instructors has proven a positive model for student success. Further differentiation will occur through Kid's Time, as teacher discussion and problem solving will benefit student learners. Ka'ala Elementary School students deserve to thrive with options and opportunities.

## School Resources

### Certified Staff

#### Teaching Staff

<b>Total Full-Time Equivalent (FTE)</b> <sup>1</sup>		34.0
Regular Instruction, FTE	67.6%	23.0
Special Instruction, FTE	29.4%	10.0
Supplemental Instruction, FTE	2.9%	1.0

Teacher headcount		34
Teachers with 5 or more years at this school		18
Teachers' average years of experience		10.9
Teachers with advanced degrees		18

#### Professional Teacher Credentials

<sup>1</sup>

Fully licensed	97.0%	33
Emergency hires	2.9%	1

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

#### Students per Teaching Staff

<sup>2</sup>

Regular Instruction	16.3
Special Instruction	5.4

<sup>2</sup> These figures do not indicate class size.

#### Administrative and Student Services Staff

Administration, FTE	3.0
Librarians, FTE	0.0
Counselors, FTE	1.0
Number of principals at this school in the last five years	2

<sup>3</sup> 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

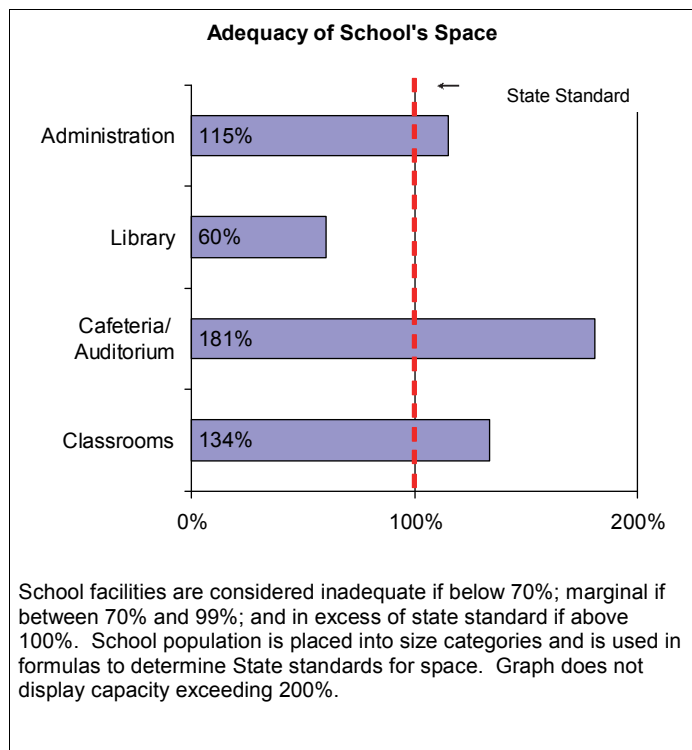
Classrooms available	33
Number of classrooms short (-) or over (+)	0

#### 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	78.7%	77.9%	94.9%	86.0%	72.3%	71.4%
	2020	71.9%	76.7%	92.3%	86.3%	74.5%	68.2%
Well-Being	2019	82.3%	76.5%	95.4%	90.7%	--	--
	2020	67.4%	75.7%	95.4%	91.0%	--	--
Satisfaction	2019	82.3%	74.8%	95.8%	86.6%	--	--
	2020	70.5%	72.9%	95.3%	87.5%	--	--
Involvement/Engagement	2019	90.0%	74.6%	85.5%	74.9%	--	--
	2020	72.1%	73.2%	86.7%	75.5%	--	--

Survey Return Rate **		Teachers		Parents		Students	
		School	State	School	State	School	State
	2019	94.4%	79.9%	29.5%	34.9%	92.2%	86.0%
	2020	100.0%	84.5%	37.9%	37.7%	72.7%	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.

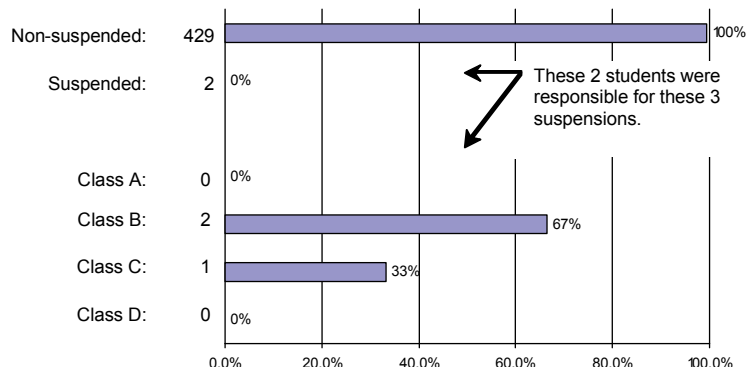
## Vital Signs

### Student Conduct

#### Attendance and Absences

School Year			State Standard
2017-18	2018-19	2019-20	
Average Daily Attendance: % (higher is better)			
94.7%	93.9%	94.3%	95.0%
Average Daily Absences: in days (lower is better)			
9.4	10.6	7.6	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	334	360	350
Percent retained in grade	1%	0%	0%

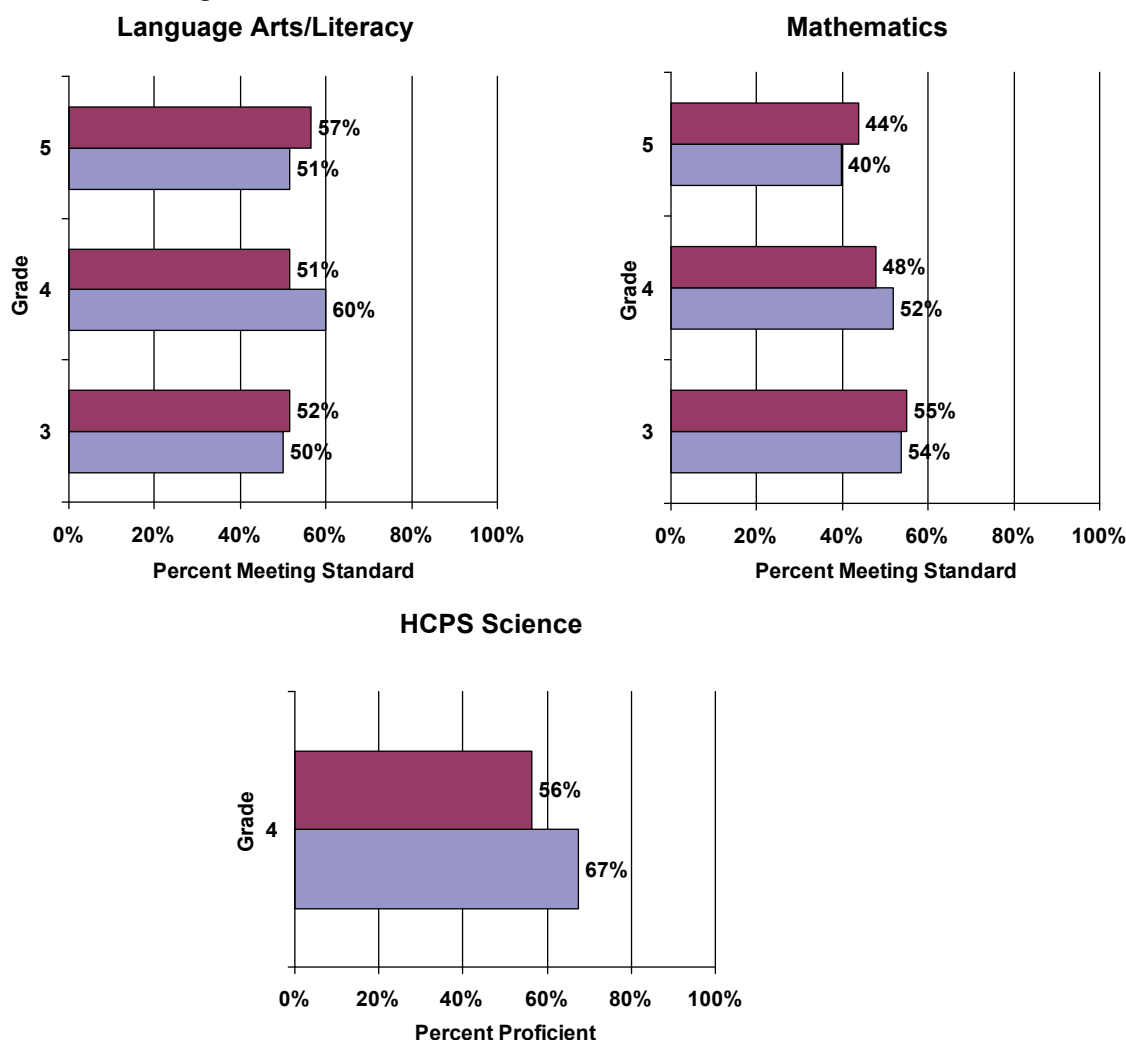
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## Vital Signs

### 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.



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.



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

### Other School Information

Kaala 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:  
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