

Hauula Elementary School

School Code: 303

Grades K-6

School Status and Improvement Report School Year 2019-20



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School Address:

Hauula Elementary School
54-046 Kamehameha Highway
Hauula, Hawaii 96717

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

Hau'ula Elementary School is nestled between the beautiful Ko'olau Mountain range and the vibrant Pacific Ocean in a rural community in the Ko'olaupia District on the Windward side of the island of O'ahu. The school first opened in the 1900's and rests on six acres of land which runs along the narrow coastal plain of Kamehameha Highway.

We are one of two elementary schools in the Windward District who provides families with a Hawaiian language option for their child's education. The Hawaiian Language Immersion Program (HLIP), Ka Papahana Kaiapuni (KPK), delivers instruction exclusively through the medium of Hawaiian language. Culture based lessons, Hawaiian values, mo'olelo and 'olelo no'eau support program goals and the development of a deeper sense of Hawaiian being through culture and language.

Hau'ula prepares students in grades K-6 to acquire the knowledge, trades and skills necessary for lifelong learning, community networking and college and career readiness and success. Through a place-based approach to teaching students are connected to the rich and diverse heritage of the land and community. Common Core Standards are addressed through lessons that are meaningful, relevant and engaging.

Hau'ula is committed to providing a safe, positive, nurturing, engaging and rigorous learning environment where students can apply tools and strategies to be problem solvers, independent learners and successful contributors in their communities and families worldwide. The implementation of five focus areas ensures success for every child: Positive Behavior Intervention Supports, Whole Child Development/Total Well Being, Tiered Levels of Intervention Support for Behavior and Academics, Management of Data Systems and Family and Community Engagement.

Hau'ula incorporates the Choose Aloha (Choose Love) curriculum and Nā Hopena A'o or Hā outcomes to strengthen a Sense of Belonging, Responsibility, Excellence, Aloha, Total Wellbeing and Hawai'i. Together the outcomes become the core BREATH that can be drawn on for strength and stability throughout school and beyond.

Grants and local partnerships support students in their choices to engage in additional opportunities beyond the school day for continued growth and progress of the whole child including: fine arts, health and wellness, āina/gardening, leadership, coding, STEM, hula, reading, art, research, media and entrepreneurship.

School Setting

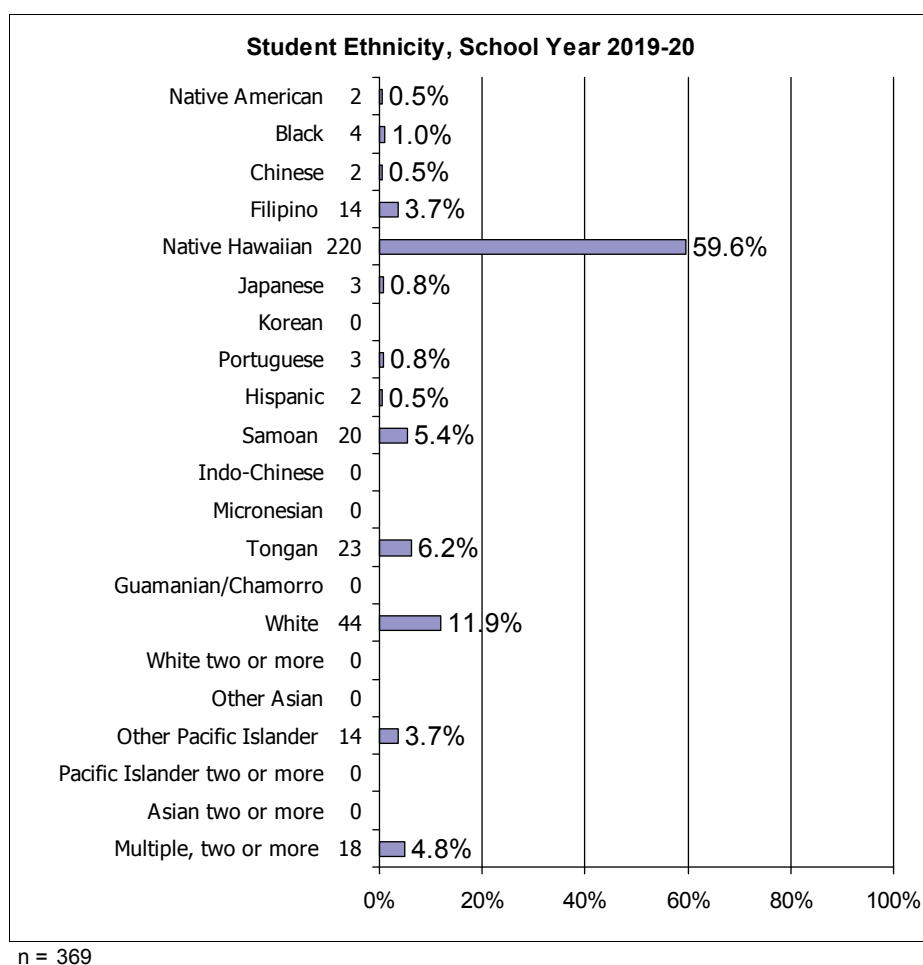
Student Profile

School year	2017-18	2018-19	2019-20		2017-18	2018-19	2019-20
Fall enrollment	336	341	369	Number and percent of students in Special Education programs	35 10.4%	34 9.9%	35 9.4%
Number and percent of students enrolled for the entire school year	306 91.0%	314 92.0%	331 89.7%	Number and percent of students with limited English proficiency	*	*	*
Number and percent of students receiving free or reduced-cost lunch	220 65.4%	215 63.0%	238 64.4%				

Note. -- means missing data.

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

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



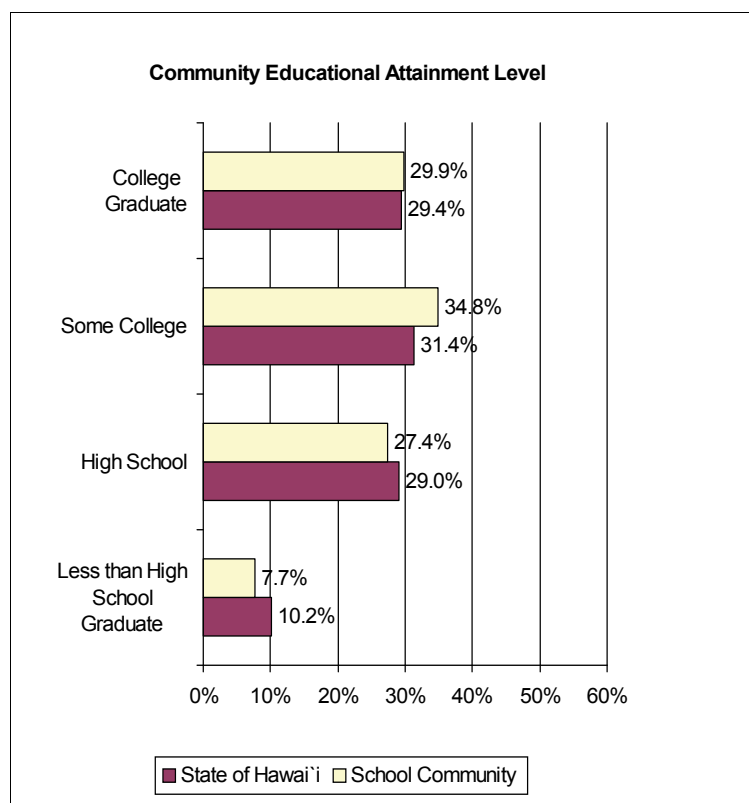
School Setting

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

Kahuku HSC	School Community	State of Hawai'i
Total population	20,317	1,360,301
Percentage of population aged 5-19	22.7%	18.4%
Median age of population	29.6	38.6
Number of family households	3,748	313,907
Median household income	\$70,689	\$66,420



School Improvement

Summary of Progress

POSITIVE BEHAVIOR IMPLEMENTATION SUPPORTS (PBIS) School-wide behavior expectations were in full implementation at the start of the school year. The school followed a 30 day implementation plan to address the need for consistency and clarity of the expectations in the common areas (playground, hallway and cafeteria) with all stakeholders. Findings were shared with students and staff and feedback was taken back to Leadership. Expectations that were not clear were revised. Ongoing monitoring and training took place throughout the school year. PBIS plan was shared out with parents and community at Open House and posted on the school website. **Next Steps:** PBIS will continue to be addressed regularly at the opening of the school year and start of second semester to review expectations. CHAMPS Classroom Management PD will be provided to all teachers and classroom support staff. An ALOHA brochure will be designed to inform guests, visitors and community of Hau'ula's PBIS plan and the HIDOE's Code of Conduct policy. Talk story sessions for students in grades 5-6 and their parents will be held to review behavior expectations, Chapter 19 and school policies. We will continue to work with counselors and behavioral health specialists to refine levels of intervention and supports on the secondary and tertiary levels.

TOTAL WELL BEING The school identified a support team made up of school and District staff to provide additional resources, strategies at the secondary and tertiary levels of RTI. Daily check-ins were implemented to ensure students were set up for success at the beginning and throughout the school day. SBG, Peer Meditation, Boys/Girls groups and student employment programs provided leadership, personal growth and life skills opportunities for students. The diversity of classes offered before and after school through the 21st Century Learning Center Program positively contributed to student progress and growth in attendance, attitude, reading and math achievement. **Next Steps:** The staff will continue to implement STOIC strategies to fortify positive relationships with students in the learning environment. Tier 2 and 3 supports will be a focus area to address high chronic absenteeism percents. Staff PD will include Trauma-Informed practices and Social Emotional learning to provide an awareness, tools and strategies to support the whole child.

RESPONSE TO INTERVENTION (RTI) RTI blocks were embedded into the schedule to assist students in achieving grade level skills and concepts in language, reading and math. The Leveled Literacy Intervention (LLI) program was implemented K-6 as a way to close literacy gaps and improve reading proficiency. This is the first year the school implemented new Ready Math curriculum K-6. Lower el teachers trained in OG used strategies for Tier 3 support. Monthly teacher PD and PLC's were spent unpacking and prioritizing standards in reading, math and Hawaiian Language Arts. **Next Steps:** Maintain RTI blocks and explore opportunities to add enrichment and specialized classes for students. Revisit our vision and mission and belief statements. Refine PD schedule to address the priority areas. Select power standards in reading and math. Work on weekly communication with students to set goals and discuss progress.

PARENT AND COMMUNITY INVOLVEMENT Three planning meetings were held to discuss the organization of a parent group. Parents, family members, school staff, SCC, Leadership and KS 'Ohana Engagement members were in attendance. The decision was to form an 'Ohana Group. **Next Steps:** Hau'ula 'Ohana Engagement lead and the parent planning committee will work on bylaws and hold elections for office for the new school year.

DATA SYSTEMS School assessments were identified. Grade levels met during Specials blocks every other week for 90 minutes to discuss pacing of curriculum, effective instructional strategies, assessments, re-teaching, student groupings in the classroom and proficiency. **Next Steps:** Identify assessments for the power standards. Determine a PLC schedule with agenda and minutes that focuses on tracking and monitoring student achievement. Coordinate class/school visits schedule to encourage professional networking. Revise walkthrough criteria and how data will be used to assess progress on school goals.

School Resources

Certified Staff

Teaching Staff

Total Full-Time Equivalent (FTE)¹		29.0
Regular Instruction, FTE	75.8%	22.0
Special Instruction, FTE	20.6%	6.0
Supplemental Instruction, FTE	3.4%	1.0

Teacher headcount	30
Teachers with 5 or more years at this school	14
Teachers' average years of experience	10.4
Teachers with advanced degrees	13

Professional Teacher Credentials¹

Fully licensed	93.3%	28
Emergency hires	6.6%	2

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

Students per Teaching Staff²

Regular Instruction	15.1
Special Instruction	5.8

² These figures do not indicate class size.

Administrative and Student Services Staff

Administration, FTE ³	3.0
Librarians, FTE	0.0
Counselors, FTE	1.5
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

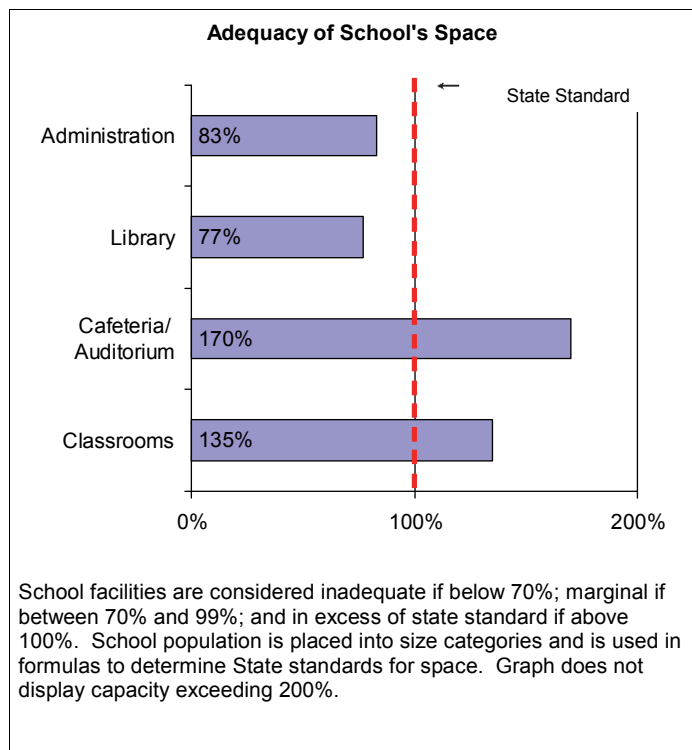
Classrooms available	27
Number of classrooms short (-) or over (+)	0

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	70.8%	77.9%	76.0%	86.0%	73.8%	71.4%
	2020	89.5%	76.7%	80.2%	86.3%	67.6%	68.2%
Well-Being	2019	76.5%	76.5%	83.2%	90.7%	--	--
	2020	81.2%	75.7%	87.8%	91.0%	--	--
Satisfaction	2019	72.5%	74.8%	78.8%	86.6%	--	--
	2020	80.0%	72.9%	77.6%	87.5%	--	--
Involvement/Engagement	2019	73.7%	74.6%	74.9%	74.9%	--	--
	2020	75.0%	73.2%	73.9%	75.5%	--	--

Survey Return Rate **		Teachers		Parents		Students	
		School	State	School	State	School	State
	2019	64.0%	79.9%	22.0%	34.9%	77.4%	86.0%
	2020	20.0%	84.5%	23.6%	37.7%	74.5%	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.

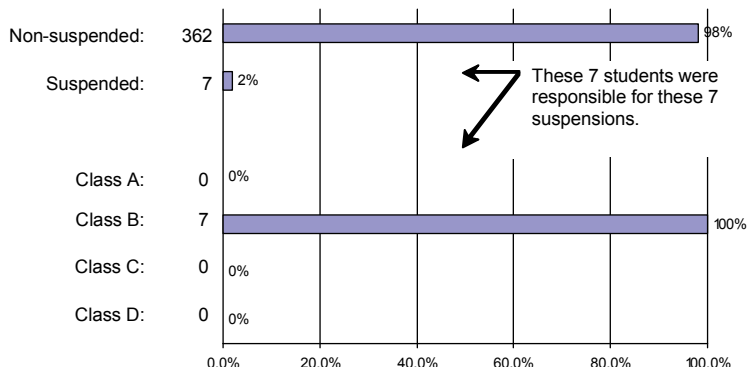
Vital Signs

Student Conduct

Attendance and Absences

School Year			State Standard
2017-18	2018-19	2019-20	
Average Daily Attendance: % (higher is better)			
92.8%	92.0%	92.2%	95.0%
Average Daily Absences: in days (lower is better)			
12.8	14.2	10.2	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	276	287	302
Percent retained in grade	1%	0%	0%

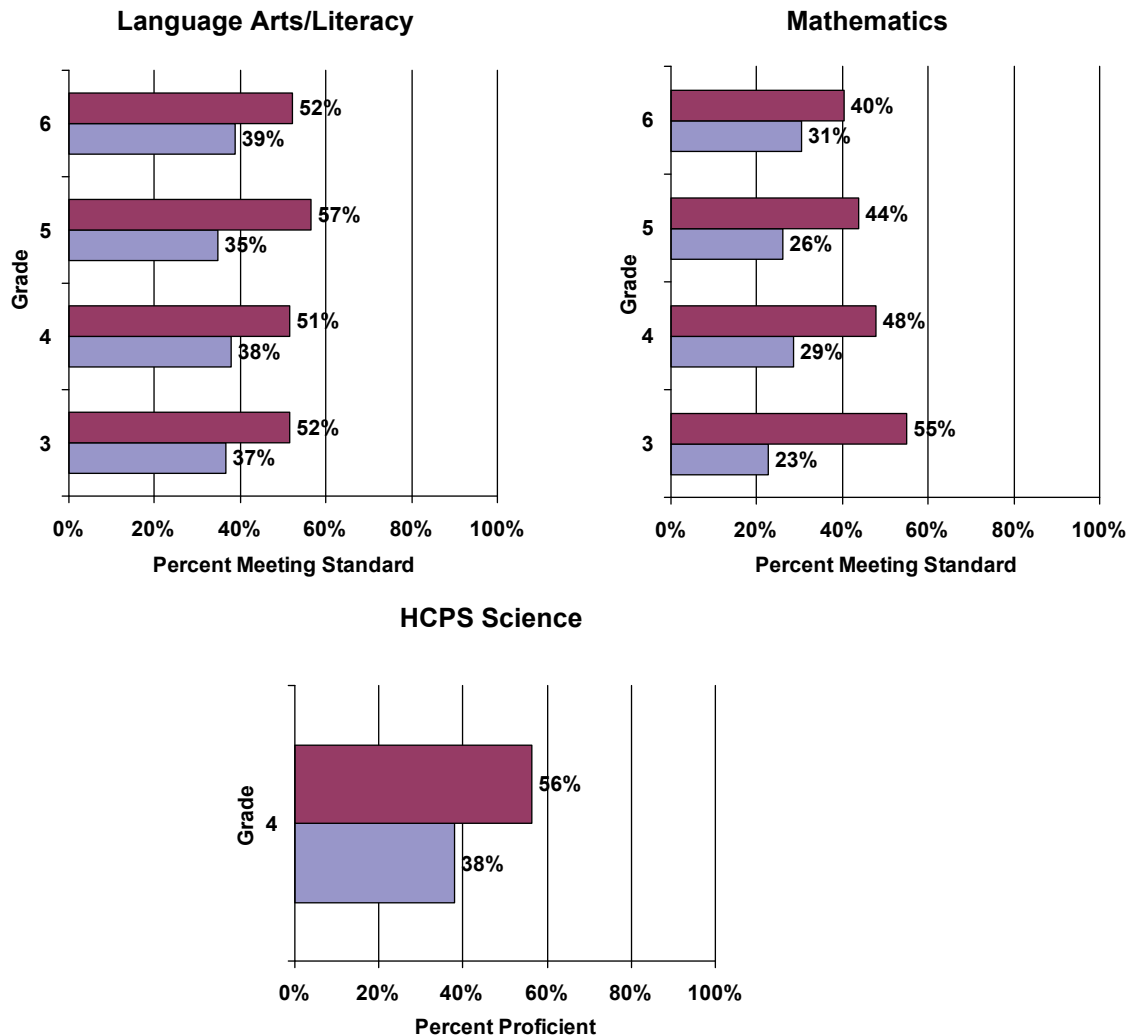
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Vital Signs

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

Hauula 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 2025.

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