

Ka'a'awa Task Force Report

**Results of the Requested Chapter 8-38 Task
Force Study
on the Impacts of Consolidating
Ka`a`awa Elementary School with Wai`ahole
and/or Hau`ula Elementary Schools**

Submitted June 17, 2010

Table of Contents

COVER LETTER & RECOMMENDATION.....	4
EXECUTIVE SUMMARY.....	6
BACKGROUND ON DOE'S RATIONAL FOR SCHOOL CONSOLIDATION.....	8
SCHOOL SAVINGS DISCUSSION	8
DOE'S STATEMENT OF ANTICIPATED SAVINGS	9
Anticipated Savings Do Not Materialize	9
BACKGROUND AND DESIGNATION OF TASK FORCE.....	10
TASK FORCE CONCLUSIONS.....	11
BRIEF HISTORY OF KA'A'AWA SCHOOL.....	11
Timeline of improvements to the school	12
RURAL SCHOOLS, DOE'S MISSION & HOW KA'A'AWA MEETS THIS MISSION	12
Rural Schools	12
Why Schools Are Important To Communities; Thomas A. Lyson, Cornell University	13
Ka'a'a'awa PTO Survey Results	14
ENROLLMENT AT THE 3 SCHOOLS	14
Academics and programs at the schools	15
PROGRAMS AND INNOVATION AT KA'A'AWA, HAU'ULA AND WAI'AHOLE	16
Programs and innovation at Ka'a'awa	16
Success for All (SFA):	16
Everyday Math (EM):	17
Technology in the classroom:	17
Programs and innovation at Hau'ula	18
Direct Instruction (DI):	18
Hawaiian Language Immersion Program (HLIP):.....	18
Everyday Math (EM):	18
Scott, Foresman Science Program:	18
Computer Lab:	18
10 Notebook Mobile Computer Lab:.....	19
KidBiz3000:.....	19
Programs and innovation at Wai'ahole.....	19
Harcourt Trophies:	19
Everyday Math:	19
FOSS (Full Option Science System):.....	19
Kamehameha Schools Partnership Kindergarten to Third Grade Writing class:	19
Signature School Program:	20
OTHER ITEMS NOTED FOR CONSIDERATION IN CHAPTER 38 (SEE COVER LETTER)	20
(1) The advantages and disadvantages of consolidation in respect to efficient school administration and providing equal quality educational opportunity.....	20
DOE stated advantages & Task Force response	20
Disadvantages	21
Discussion of class size.....	21
Discussion of school size.....	22

Ka'a'awa Task Force Report

(2) The adequacy of facilities, equipment, programs, transportation service, and other concerns at Hau'ula, Ka'a'awa, and Wai'ahole Elementary Schools..... 22

 Food service 25

 Flood zone and tsunami evacuation status 26

 Programs, support services, and community support. 26

 Student transportation 27

 Weather 28

(3) Social impact on the children, schools, community, and those involved in the consolidation..... 28

(4) The net financial savings that may be realized from consolidation, including projections of additional expenditures at the receiving school(s)..... 29

(5) Potential new residential developments, projected changes in enrollment, and other relevant demographic considerations. 31

(6) Suitability of using portions of the school facilities to accommodate space requirements of other department or state activities. 32

(7) If consolidation is recommended, the Task force will suggest timetable and transition plan for implementation. 33

TABLES 33

 Table 1. Facilities at the three schools:..... 33

 Table 2. Enrollment at the 3 Schools 34

 Table 3 – The ethnicity data for SY 2007-08 35

 Table 6 – Net financial savings from consolidation 36

 Table 7 – Staffing (as of October 1, 2009) check numbers with Lea 38

 Table 8 – Major repair, maintenance & capital improvement projects for all three schools 39

 Pending (not yet funded) projects: 39

 Projects for which funding has been approved and which are not completed: 40

APPENDICES 42

 APPENDIX A- List of Task Force Meetings 42

 APPENDIX B – DOE Guidelines for Staff Reductions 43

 APPENDIX C - School Year 2009/10 Compilation of Results of Parent Survey..... 44

Ka`a`awa Task Force Report

COVER LETTER & RECOMMENDATION

April 5, 2010

To: Mrs. Lea Albert, Windward Complex Area Superintendent

From: Ka`a`awa Task Force, Chair: Mr. Creighton Mattoon and Members:
Dee Dee Letts
Barbara Kahana
Travis Hylton
Kathryn York
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Subject: **Ka`a`awa Task Force Report - Results of the requested Chapter 8-38 task force study on the impacts of consolidating Ka`a`awa Elementary School with Wai`ahole and/or Hau`ula Elementary Schools**

Dear Mrs. Albert,

This is the report of the task force you appointed to study the possible consolidation of Ka`a`awa Elementary School with Wai`ahole Elementary School or Hau`ula Elementary School. All members of the task force are in agreement with this report and its recommendation.

These meetings were conducted in accordance with Chapter 92, Hawaii Revised Statutes (the "Sunshine Law"). Please see **Appendix A** for a list of meeting dates and times.

After careful, deliberate and objective review and consideration of all materials presented, your Task Force has concluded the following facts:

- Ka`a`awa Elementary School does not meet any of the three criteria for consolidation under Chapter 8-38, and that,
- Consolidation could well result in overcrowding or the need for capital expenditures in the near term at either of the two schools proposed for Ka`a`awa to consolidate with, and that,
- Consolidation would mean the loss of enrichment programs at the other schools which have assisted them in getting out of re-structuring and/or meeting AYP, and that,
- The money to be saved (between \$400,000 and \$450,000), if you believe the projections provided by DOE, does not warrant consolidation
- Ka`a`awa has potential for significant future growth through development of existing large lots zoned for two or more houses.

Members of the task force are very concerned that if Ka`a`awa School were to be closed, future population increases would result in increased enrollment at the destination schools thereby exceeding the number of classrooms available and creating overcrowding at those locations. This real possibility would result in capital expenditure needs at the receiving school which

Ka`a`awa Task Force Report

would violate Chapter 38 provisions for consolidation. Any proposed consolidation could well create an overcrowded rural school subject to a continued lack of capital funding from DOE. This contributes to the ongoing pattern of providing resources and capital improvement funding for new suburban schools only. This would leave the Windward District in much worse shape than it is today and unfortunately continues the process of disenfranchising rural students by providing them with sub-standard educational facilities.

Ka`a`awa is one of nine Elementary Schools on Oahu with 60% or more of its students receiving free or reduced lunch and 60% or more of its students identified as Hawaiian/Part Hawaiian. Among these nine schools reading proficiency ranges from a low of 36% to a high of 68% with Ka`a`awa posting the 68%. Math proficiency among these nine schools ranges from a low of 27% to a high of 53% with only one school coming in higher than Ka`a`awa which posts a 50% proficiency (data taken from DOE website SSIR and NCLB reports). Given these statistics the task force questions why a school performing so well with these challenging demographics and characteristics is being proposed for consolidation with schools that are performing at a much less academically rigorous level. Honolulu Magazine in May of 2008 published an article on "Grading Public Schools". This article assessed all 258 public schools on satisfaction of students, teachers and parents as well as academic scores in reading and math. Ka`a`awa was ranked in the top 50 at 46 while Hau`ula was ranked 183 and Wai`ahole was ranked 242. Consolidating this school makes no sense academically or financially.

Therefore the committee recommendation is that Ka`a`awa Elementary School should not be consolidated.

The Task Force also reviewed and evaluated other items enumerated to be looked at in a proposed consolidation for DOE's information. The research and analysis are included in this report. Other items looked at (as called for in Chapter 38) were:

- (1) The advantages and disadvantages of consolidation in respect to school administration and providing equal quality educational opportunity;
- (2) The adequacy of facilities, equipment, programs, transportation service, and other concerns at Hau`ula, Ka`a`awa, and Wai`ahole Elementary Schools;
- (3) Social and academic impact on the children, schools, community and those involved in the consolidation including community support and investment in the school;
- (4) The net financial savings or expenditures that may be realized from consolidation, including projections of additional expenditures at the school which may receive transferred students;
- (5) Potential new residential developments, projected changes in enrollment, and other relevant demographic considerations;
- (6) Suitability of using portions of the school facilities to accommodate space requirements of other department or state activities at Ka`a`awa as well as the other schools sites looked at in this report; and
- (7) If consolidation is recommended, a suggested timetable.
- (8) Other issues not specifically addressed in Chapter 8-38.

EXECUTIVE SUMMARY

The Task Force, as charged, has addressed the three criteria noted in Chapter 38 for consolidation. The Task Force notes with dismay that none of the criteria addresses the academics and the success of learning that is currently taking place in the targeted school. In this case Ka'a'awa exceeds the state average in test scores for both language and math and posts scores 14 to 26 percentage points above the two schools that it is proposed to be consolidated with. (See Reading and Math Proficiency Tables on page 16)

The Task Force feels strongly that the primary role of the DOE is to provide educational excellence for its student. To consolidate an academically successful school with schools that have been in restructuring or are unable to sustain AYP is akin to supporting a policy of striving for mediocrity and that surprises this community. The Task Force understands the need to save money in these times. As this report will show however, this type of an approach is not the best way to maximize savings and still preserve the core function of DOE - to educate children to provide for a bright future for them and the State.

The Task Force also acknowledges that both Hau'ula and Wai'ahole have worked very diligently to increase academic excellence for their students by bringing enrichment programs onto their respective campuses. Should consolidation take place both of these schools would no longer have space to accommodate these programs on campus. The Task Force believes that would severely limit their ability to continue their efforts to raise the academic scores at their schools. (See more detailed discussion under "Programs and Innovations".)

As provided by Chapter 8-38, your task force considered the three conditions requiring the initiation of a study to address consolidation.

§8-38-3 Conditions under which a study is required. The district superintendent shall initiate a study to determine whether a school should be consolidated if:

(1) One third or more of the square footage in the existing facilities requires replacement or improvements to meet prescribed standards;

Over the course of the Task Force's deliberations the DOE put forth several reasons to justify why the school meets these criteria. This made it difficult for the Task Force to address its work. The changes contributed to the length of time the Task Force required in order to adequately review, analyze and come to conclusions, as it has had to address this issue several times.

When the study was initiated by the Superintendent in April 2009, the letter and subsequent draft report stated that Ka'a'awa met this criteria because a third of its campus was in portables and was therefore substandard. When the Task Force requested to see written DOE standards that supported that portables were considered substandard no DOE standards could be produced. When the Task Force then asked for the number of schools statewide that met the criteria of having one third of their campus in portables, the data provided showed that of 263 campuses statewide, 183 have portables on campus and 30 have 1/3 or more of their campus space provided by portables. When the Task Force asked how many of these schools were proposed for consolidation under Chapter 38, DOE provided no number. The Task Force

Ka`a`awa Task Force Report

understands this means that none of these schools are being proposed for consolidation under Chapter 38. Therefore, the Task Force logically concluded the proposal to close Ka`a`awa school because a third of its campus is sub-standard due to the use of portables is no longer valid.

DOE responded to the Task Force's conclusion by changing their reasoning as to why the school meets this criterion. DOE's revised reasoning was that the school currently does not meet regulations that were not in place when it was built, i.e. the buildings on campus do not meet the requirement to be elevated 4 to 6 feet above ground elevation. DOE stated, "None of the buildings on the campus meet the current requirement that school classrooms be elevated above the base flood elevation, which is 7-9 ft. The school buildings need to be 4-6 ft. above the ground elevation of 3 ft tsunami and flood regulations".

This statement is unfounded for several reasons. First and foremost, these regulations only apply to new buildings per the provisions of the City building code. The current buildings are grandfathered and several other schools are in the same position. Secondly, none of the numerical data in the statement is correct. The ground elevation at Ka`a`awa Elementary was surveyed in 2009 to be between 6 and 8 feet, with the majority of the campus at and around the buildings near or just over the 7 foot elevation. The 100-year base flood elevations in the area of campus buildings per the most recent FEMA Flood Insurance Rate Map (FIRM) are 9 and 10 feet. (Note that although the campus lies within a tsunami evacuation zone, there are no such things as "tsunami elevation" designations or regulations.) Most of the buildings are raised a few feet above the ground elevation, and so it would take an official survey to determine if the buildings are indeed located below the current regulatory base flood elevation. This fact was recently born out when in 2006 the Ka`a`awa area had well over a month of constant rain that caused extensive flooding. The Army Corps of Engineers completed a study entitled "Flood Hazard Evaluation and Drainage Analysis, Storm of March 1-3, 2006, Kaaawa, Oahu, Hawaii," and placed this storm as well above a 100 year flood event. The report notes that buildings at Ka`a`awa school were not flooded at any time during this event and that the flood waters reached a peak elevation of 7.28 feet during the event because of clogged drainage culverts. This detailed information would suggest that the FIRM map is in need of revision, as many FIRM maps are currently being updated for Oahu in light of more detailed flood data being available to State floodplain managers. Therefore, once again, Ka`a`awa does not meet this criterion. The Task Force requested information on how many schools also did not meet flood elevation regulations but Mr. Moore from the DOE stated that the Task Force's request was irrelevant and that no information regarding this issue would be provided to the Task Force.

(2) One third or more of the available classrooms are in excess of the teaching station and educational program needs of the school; or

Ka`a`awa school over the years has consistently been close to its capacity and utilizes all of its space.

(3) Enrollment decline and staff reductions have or will reduce the capability of the school to provide the range of educational opportunities offered at adjoining schools with larger enrollments; provided, preliminary data indicate that adjoining schools can

Ka'a'awa Task Force Report

accommodate any relocated students without substantial capital improvement expenditures for additional facilities.

The task Force finds that enrollment will not decline at Ka'a'awa. Enrollment has been stable at Ka'a'awa over the last 10 years with a dip this year due in most part to the threat of closure. (See Appendix C) A survey conducted by the Task Force of the parents showed that one reason young parents are moving into Ka'a'awa is due to the excellence of the school.) The maximum capacity of Wai'ahole would be exceeded if consolidation with Ka'a'awa were to take place. This would create overcrowded conditions at that school with no room for growth without capital improvement expenditures. Consolidation with Hau'ula would necessitate the use of all existing classrooms at Hau'ula, resulting in a lack of classroom space by DOE standards as larger classes move up through the system. Again, this would create the need for capital improvement expenditures on the Hau'ula campus. Thus consolidation is likely to require capital improvement at either school in the near term – sooner not later. This condition speaks to the impact and importance of the range of educational activities. The proposed consolidation would decrease educational opportunities at either of the proposed consolidation schools. (Refer to discussion on "The adequacy of facilities, equipment, programs, transportation service and other concerns at Hau'ula, Ka'a'awa, and Wai'ahole Elementary Schools", pages 22 and 23.

BACKGROUND ON DOE's RATIONALE FOR SCHOOL CONSOLIDATION

The DOE is building new schools to accommodate the students in new communities, which has stretched the budget in such a manner that pressure has been put on DOE to close schools for budgetary not educational reasons. There is an underlying assumption that older rural schools should be closed to accommodate the budgetary costs of new growth implicit in the current actions of DOE which has nothing to do with academics or the best interests of students. Overall costs may be increasing despite a declining enrollment at some schools, however this is not the case at Ka'a'awa.

In a December 10, 2008 memo to Lea Albert, written by Mr. Randy Moore for Superintendent Hamamoto it was announced that Ka'a'awa would be closed and the task force would recommend where the students would go and when the school would close. This memo was not in compliance with Chapter 38 which calls for a study of consolidation to be initiated by the DOE and not a fiat of closure from the Superintendent. Randy Moore said in public at the KCA meeting on Thursday, January 15, 2009 that this memo would be corrected/superseded by another memo as this memo did not comply with Chapter 38 and that it overstepped the authority of the Superintendent to impose closure without proper study. The replacement memo is dated January 27, 2009. This memo no longer stated that "continued operation (at Ka'a'awa) is not in the best interests ..." or that the task force "should recommend where students should attend in the future". It now just says the task force must "study the consolidation of these three schools" which is in line with Chapter 38.

SCHOOL SAVINGS DISCUSSION

Work previously done by the DOE showed that by consolidating Ka'a'awa school with either Wai'ahole or Hau'ula the savings would be around \$400,000 to \$450,000. The savings mostly result from a decrease in the small school adjustment to the weighted student formula. Adjustment to this formula would result in either of the receiving schools being allocated less

Ka`a`awa Task Force Report

money which would further damage the educational quality of the school. Also per our prior argument at least this amount, and probably more, would be needed in capital improvements to the school that received Ka`a`awa students in the near term. Thus the consolidation would result in a net expenditure of funds or if such funds were not able to be expended the creation of substandard over-crowded conditions at either of these schools. (See Table 6 for the DOE generated numbers.) Furthermore, the consolidation of a school that is academically performing above the state average with schools that are performing well below the state average questions whether the priority of DOE is truly educational excellence for our children. The Task Force is clear in giving credit to the other two schools as they have worked very hard to raise their academic status and continue to improve. Consolidating Ka`a`awa with them would be detrimental to them as they would be required to remove all of the enrichment programs that have resulted in their success. The Task Force believes this will injure all three schools.

DOE's STATEMENT OF ANTICIPATED SAVINGS

According to the DOE, the anticipated savings from consolidation is approximately \$400,000 to \$450,000 a year. National studies show it is rare that savings materialize and in some instances consolidations can cause increased costs (the Task Force believes this would be the case here). Studies also show that consolidation of services such as sharing positions or facilities like cafeterias is more cost effective. The Task Force feels that opportunities to consolidate cafeterias and other services should be looked at rather than consolidating schools. It has been noted in our meetings that both Wai`ahole and Kahalu`u have full cafeterias which might be able to be consolidated. Again, according to national studies this has a greater potential to create cost savings than consolidating schools.

Anticipated Savings Do Not Materialize

National Reports show that the anticipated savings from school closures and consolidations rarely materialize.

The Fiscal Impacts of School Consolidation Research Based Conclusions: Consolidation proponents often argue that consolidating schools and/or districts will lower per pupil costs. But a stream of studies over half a century casts doubts on this assumption. Many consolidation decisions are justified in part on projected cost savings. These projections are based on standard economic theory regarding "economies of scale". Theoretically, certain fixed costs - such as the number of administrators or the amount spent on utilities - do not increase, and may even decrease, when the number of students in a school or district increases with consolidation. With more students and the same or lower costs, the total cost per student should come down.

Some analysts and many consolidation proponents accept as an article of faith that larger schools and larger districts have lower costs per pupil than smaller ones. But the relationship between size and cost is not that clear, as the many studies reveal: * In an early study by Hirsch (1960), he concluded that there were no consistent economies of scale, and that sharing academic programs would be a more cost-effective way than consolidation to deal with the fiscal problems of districts. * A quarter of a century later, Valencia (1984) reviewed 40 studies on the impact of school closures on costs and other factors. He concluded that "closing schools reduces per-pupil costs very little, if at all." One of the leading studies Valencia reviewed (Andrews 1974) examined school closures in 49 districts nationwide. Of the 49 districts, 35 had

Ka'a'awa Task Force Report

projected cost savings in support of the proposed closures. Andrews compared these projections with the actual changes in cost after the closures. Of the 35, only 12 had actually calculated the changes in cost after the closures. Of the 12, only four were able to report actual savings, six concluded the closures had no cost impacts, and two reported actual cost increases. * Later, Jewell (1989) studied data from 50 states and the District of Columbia and found that per pupil cost and student enrollments were not statistically related, suggesting that there are no economies of scale. * At the same time, Kennedy et al (1989) analyzed 330 school districts in Arkansas and found very slight correlations between district size and cost per student (measured as Average Daily Attendance), with the cost being lower in the larger districts. Test scores at some grade levels were higher in smaller districts and some were higher in larger districts. Larger districts were also more likely to have higher drop out rates. All of these correlations, however, were very slight and not practically significant.

The authors concluded that **"there is no evidence to suggest that consolidation of small school districts into larger ones will necessarily reduce expenditures per student, increase standardized test scores, or reduce dropout rates."** * More recently, Streifel et al (1991) analyzed the revenue and expenditure changes for three years before and after 19 school district consolidations, comparing the rate of change to the state average rate of change. The 19 were selected from information supplied by state departments of education. Five of the 19 were in Arkansas. He found no statistically significant relationship between changes in the total cost per pupil of the consolidated districts and the other districts in the same states and concluded that "there appears to be no overall basis for expecting that significant financial advantage or increased revenue are necessarily outcomes of consolidation." * And most recently, the Charleston Gazette, in a national award winning series of articles on the cost of school closings in West Virginia, found that over a ten year period the state closed 325 schools in pursuit of economies of scale, and in doing so substantially increased the number of central office administrators, despite the fact that the number of students being served by the system declined by 41,000 in this period.

Also shown in these studies is that a dedicated teaching team and supportive community, both of which exist now at Ka`a`awa and would be lost in consolidation, are the most important elements in creating academic excellence at rural schools.

A recently published article in Science Daily shows that the top factors that influence student success in urban schools are not the same in rural schools. In rural schools unlike urban schools the determiners of student success were "community involvement and the school's commitment to student excellence". In rural areas the schools tend to be the center of the community, acting as a gathering place and promoting the importance of school to the child and the family. The article points out that those high achieving schools have educators that embrace the role of being a rural teacher, which typically means wearing many hats and being creative with necessary resources. The schools had shared and supportive leadership, empowered stakeholders to take leadership roles. The schools did not accept the idea that students were destined to fail based on their address. As one rural teacher pointed out, "Intelligence isn't geographically based".

BACKGROUND AND DESIGNATION OF TASK FORCE

Overall, some older schools on O`ahu are facing 2 trends that are reducing their student populations. The first is declining k12 school population in some older communities (not the case in Ka`a`awa) and the second younger families with school age children are moving to the

Ka`a`awa Task Force Report

newer dormitory suburbs like Mililani and Ewa/Kapolei. A survey of parents at Ka`a`awa conducted by the Task Force at the beginning of this school year showed that some younger families are choosing to move into Ka`a`awa because of the excellence of the school so Ka`a`awa does not meet this trend. The DOE is building new schools to accommodate the students in new communities, which has stretched the budget in such a manner that pressure has been put on DOE to close schools for budgetary not educational reasons. There is an underlying assumption that older rural schools should be closed to accommodate the budgetary costs of new growth implicit in the current actions of DOE. These actions have nothing to do with academics nor are they in the best interests of students. Overall costs may be increasing despite a declining enrollment at some schools, but this is not the case at Ka`a`awa.

The legislature has been pressuring the DOE to close underutilized schools. For several years the legislature has introduced (but not successfully passed) legislation to create a "Facilities Alignment Commission" patterned after the federal "Base Closure and Realignment Commission". This would usurp the DOE's power by taking this decision-making out of their hands. In response, the DOE has proposed to study "consolidation" of existing schools pursuant to Chapter 38, of the Hawaii Administrative Rules. A November 17, 2008 memo from Superintendent Hamamoto to the BOE, written by Assistant Superintendent Randy Moore, stated that the Complex Area Superintendents (CASs) would appoint Task Forces to study consolidations of 21 school clusters. These Task Forces would be appointed in 3 phases. In the first phase the cluster of "Ka`a`awa, Hau`ula, and Wai`ahole" was identified.

TASK FORCE CONCLUSIONS

The Task Force concludes that not only does the consolidation of Ka`a`awa School not meet the 3 criteria laid out in chapter 38 but it also is not likely to meet the goals of a reduction in expenditures as national studies show costs may increase. As the report has noted it is highly likely that capital expenditures will be needed in the near term at either Hau`ula or Wai`ahole due to consolidation. The Task Force also finds that in these difficult fiscal time other avenues to create costs savings, such as service consolidation, are more likely to meet the more immediate economic goals of the DOE and the State. The Task Force also feels the economic situation is driving short term decision-making that is detrimental to the future of the state and the education of our children by a hasty push to consolidate schools.

BRIEF HISTORY OF KA`A`AWA SCHOOL

The school was started in 1904 with Mr. Yates as principal with a single building on 3.75 acres of land donated by the Swanzy family, the owners of Kualoa Ranch and descendants of the missionary, Dr. G.P. Judd. It was the 4th school to open on the windward side of O`ahu after Wai`ahole (1883), Kahuku (1897) and Hau`ula (1900). Ka`a`awa School's student enrollment encompasses children from Kualoa in the south through Kahana and parts of Punalu`u in the north.

This timeline below provides information on the dates of buildings and is included to illustrate buildings pre-dated any published standards, the initial reason noted under Chapter 38 for consolidation (originally a third of the campus is in potables which makes it substandard). The Task Force emphasizes that this reason is totally without foundation as many campuses are in

Ka`a`awa Task Force Report

the same situation and there are no DOE standards that say portables are substandard. The use of this original attempt to qualify Ka`a`awa School for closing under Chapter 38 is questionable at best and created by DOE at worst and is not substantiated in any DOE standards. This timeline notes that it has been DOE's policy to use portables on stable campuses, not campuses experiencing growth spurts as stated in a Task Force Meeting by the DOE. The Department has even demolished permanent buildings rather than rehabilitate them in favor of portables. Portables 5 and 6 at Ka`a`awa were added in 1957 and the permanent hollow tile building was built in 1960. The timing of these events begs the question as to why the permanent building was not constructed to replace the need for portables 5 and 6 which are still on the campus today. The original cafeteria build in 1935 was replaced in 1983 with a portable cafeteria.

Timeline of improvements to the school

- 1893 – The Swanzy family put aside land for school purposes.
- 1904 – School opened with Mr. Yates as principal. Classes met in the “principal’s cottage”.
- 1915 – Another classroom was built (called room 3 in 1959).
- 1917 – Another classroom was built (called room 2 in 1959).
- 1920 – The “teacher’s cottage” was built to house the principal.
- 1924 – “Kindergarten building” was built.
- 1926 – Kamehameha Highway was paved through Ka`a`awa.
- 1935 – The original cafeteria building was built.
- 1936 – Another classroom was added to the main building (called room 4 in 1959).
- 1956 – Storeroom was added.
- 1957 – Classrooms 5 & 6 portables were added.
- 1960 – The present permanent hollow-tile building was built.
- 1975 – Tore down old administration building & built present portable administration building.
- 1983 – Old cafeteria demolished and replaced by the present portable cafeteria.
- 2002 – Air conditioning installed in the permanent building.
- 2005 - Fully Self Contained (FSC) portable classroom built
- 2006 - Trailer for SSC and Curriculum Coordinator
- 2008 - Portable classroom demolished and replaced by new 6th grade portable classroom

RURAL SCHOOLS, DOE'S MISSION & HOW KA`A`AWA MEETS THIS MISSION

Rural Schools

Rural schools and closure or consolidation of such schools is an issue nationwide. Under federal guidelines for purposes of funding and access to services the Windward and Wai`anae areas are defined as rural areas on O`ahu. A recent study done by Sell, Leistritz and Thopson “Socio-economic Impacts of School Consolidation on Host and Vacated Communities” notes that closure of rural schools can lead to a decrease in Quality of Life in both the host and vacated community:

“Quality of life scores for host and vacated communities were not statistically different before consolidation. After consolidation, the scores for both groups of communities declined.”

Ka'a'awa Task Force Report

Rural schools help to provide a sense of place to a community and allow the students to feel grounded in their community. They also provide students with a sense of belonging and civic pride.

Schools play a critical role in the well-being of small communities and towns that serve as rural hubs, providing a focal point of activity, a sense of civic pride, and a reason for families to stay in place. Schools are an integral thread in the community fabric; they provide a sense of purpose.

As well as being seats of learning, schools are places for community activity: sports, drama, music and other civic events. The local school is the place where generations come together and where community identity and lifelong friendships are forged. To close a rural school is to destroy an institution that holds the rural community together; to deal a body blow to communities with the least resources in the smallest and most isolated areas. Closure also damages the social and economic well-being of a community. There is a fierce pride in the local school, and communities are loath to lose them. A community will fight tooth and nail for its school's survival.

Research supports the notion that smaller schools educate children better. Children have a better sense of community and belonging and are better cared for in a small school where everyone knows everyone else. Certainly Ka'a'awa has an exemplary record of achievement, which can be documented and proven. Research proves that smaller community-based schools result in children who are better socially adapted than those from large impersonal teaching machines. The trend is for large schools to subdivide themselves into "smaller learning communities" (Hawaii Consortium of SLC Schools <http://slc.k12.hi.us/SLC/page5.htm>) for precisely this reason.

Relevant links: <http://www.smallschoolsproject.org/> School Size, School Climate, and Student Performance Kathleen Cotton, 1996 (http://www.apexsql.com/_brian/School%20Size%20Matters.pdf).
<http://smallschools.cps.k12.il.us/research.html>

Why Schools Are Important To Communities; Thomas A. Lyson, Cornell University

Schools in rural communities play many roles. In addition to providing for basic education, they serve as social and cultural centers. Schools are places for sports, theater, music, and other civic activities. Over 20 years ago, Alan Peshkin [14, 15] showed how vital a school is to the survival of rural communities. He noted that schools serve as symbols of community autonomy, community vitality, community integration, personal control, personal and community tradition, and personal and community identity. According to Peshkin [14], "Viable villages generally contain schools; dying and dead ones either lack them or do not have them for long. The capacity to maintain a school is a continuing indicator of a community's well-being." For many rural communities, the school is not only the social hub of the village, but the school setting also contributes to the sense of survival of adults in the culture. Rural communities serve as trade and service centers for local populations. They also serve as places that nurture participation in civic and social affairs and as such can be viewed as nodes that anchor people to place. And, as many commentators have noted, schools, churches, volunteer fire departments, post offices, and other civic institutions serve to solidify and define community boundaries [11]. Of all civic institutions in a village, however, the school serves the broadest constituency. Not only do schools meet the educational needs of a community and may be a source of employment for

Ka`a`awa Task Force Report

village residents, the local school also provides social, cultural, and recreational opportunities. It is a place where generations come together and where community identity is forged [10]. As Fuller [5] noted almost 20 years ago, "To close a country school was to destroy an institution that held the little rural community together. It was to wipe out the one building the people of the district had in common and, in fact, to destroy the community."

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Ka`a`awa PTO Survey Results

The Ka`a`awa Parent Teacher Organization and Task Force conducted a survey of those who attended an open house for parents at the school on August 26, 2009. Parents overwhelmingly expressed their satisfaction with Ka`a`awa School and their opposition to having the school closed and their children sent to either Hau`ula or Wai`ahole Schools. A copy of the survey results is in Appendix C.

ENROLLMENT AT THE 3 SCHOOLS

Ka`a`awa school has a capacity of 156 and has fluctuated to a high of 196 students in 1996/97 or an excess over capacity of 13% to a low of 126 students in 2003/04 or 20% under capacity to its current level of 139 students which is 12% under capacity. The school has never fallen below 50% capacity which as noted above is a criterion under Chapter 38 for consolidation. Over the same period Hau`ula enrollment has declined and is currently at 58% of its capacity and Wai`ahole also has declined and is at 44% of its capacity. Granted there may be reasons to look at closing schools with declining enrollments where there are other schools within close proximity that provide greater opportunities and academics than the school proposed for closing however that is not the case in Ka`a`awa. Ka`a`awa does not have a declining enrollment and academically outperforms either of the other schools. Neither other school provides greater opportunities. In fact if consolidation were to take place opportunities would be decreased on both campuses.

In addition Ka`a`awa has increased its enrollment from 2003 when it was 126 to 158 or a 25% increase and has remained relatively flat over the last 6 years. The enrollment has declined this year as parents under fear that the school might close made other arrangements for their children rather than send them to Wai`ahole or Hau`ula.

DOE representatives consistently have stated that enrollment is declining in all three schools. This is not true. In fact the school they are suggesting be consolidated is the only stable and/or growing school depending on your point of view of the three. A better question to deal with might be why enrollment is declining at the other schools. Is it due to the age of the population in the area, due to the specific culture of the school or some other influence? It should also be noted that all schools qualify for Title 1 funding.

Ka`a`awa Task Force Report

School year	Number of K-6 students			
	Wai`ahole	Ka`a`awa	Hau`ula	Total
1983-84	195	135	520	850
1984-85	191	144	497	832
1985-86	164	159	506	829
1986-87	166	148	498	812
1987-88	147	152	482	781
1988-89	176	145	475	796
1989-90	172	161	489	822
1990-91	178	162	477	817
1991-92	178	185	451	814
1992-93	173	181	414	768
1993-94	156	185	408	749
1994-95	168	177	375	720
1995-96	145	174	334	653
1996-97	140	196	368	704
1997-98	143	182	355	680
1998-99	131	175	384	690
1999-00	121	169	385	675
2000-01	134	163	382	679
2001-02	126	162	320	608
2002-03	120	149	306	575
2003-04	114	126	287	527
2004-05	117	147	271	535
2005-06	99	142	262	503
2006-07	80	150	276	506
2007-08	68	147	275	490
2008-09	71	152	253	476
2009-10	63	139	262	464

Academics and programs at the schools

Using data published by the DOE in the NCLB School Report each year over the last 6 years as summarized below:

- Ka`a`awa students have consistently scored higher than the State average every year in both reading and math.
- Wai`ahole and Hau`ula students consistently score lower than the State average and usually more than 10 percentage points lower than Ka`a`awa.
- Both Wai`ahole and Hau`ula have been in restructuring during this period
- Since the advent of the State Assessment testing, Ka`a`awa students have met the proficiency objectives every year. Of the other two schools, only Hau`ula has ever met the objective in both reading and math and only in School Year 06-07

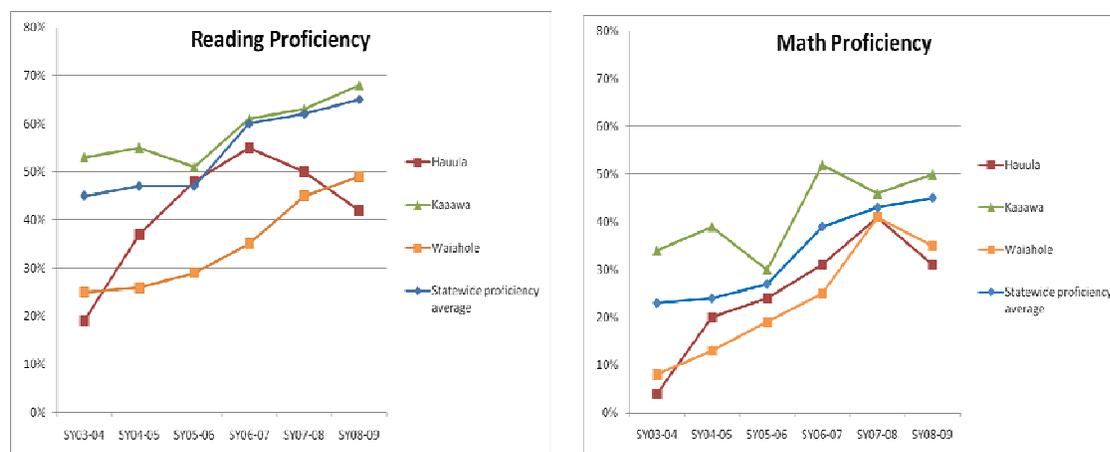
Honolulu Magazine in May of 2008 published an article on “Grading Public Schools”. This article assessed all 258 public schools on satisfaction of students, teachers and parents as well as academic scores in reading and math. Ka`a`awa was ranked in the top 50 at 46 up 8 points from its previous ranking of 54. Hau`ula was ranked 183 and Wai`ahole was ranked was 242.

Ka`a`awa Task Force Report

The Task Force again wonders why the DOE would want to close a school in the top 50 in favor of combining it with schools that are clearly not performing well.

All three schools and communities would be disadvantaged by this consolidation as innovative programs developed at all three schools to benefit their populations would be lost if consolidation took place. This loss of programming especially at Wai`ahole and Hau`ula would substantially decrease opportunities for youth in each school area to excel academically rather than increasing opportunities. DOE has often cited an anticipated increase in student opportunity as an advantage of large schools and hence a reason for consolidation. The opposite is true in this situation. DOE representatives have agreed at Task Force meetings that innovative programs that have been developed at Hau`ula and Wai`ahole would have to be dropped if consolidation took place as the classroom space to provide these programs would be used by the new students. Both Hau`ula and Wai`ahole School are important to their communities and to discontinue the programs that they have developed to increase the success of their students is a disservice to all of the communities. These programs we must assume are working as both schools have had some increases in test scores. If the mission of the DOE is to provide for excellence in education for all students then to derail positive programs and create mediocrity for all through consolidation should not be a goal.

Although Ka`a`awa did not make AYP in one cell (Special Needs) this year the above findings still hold as AYP only measures progress from one year to the next – in other words a school can make AYP and still have scores in both math and reading that are below the state average and conversely not make AYP and have scores above the state average as the charts below clearly show.



PROGRAMS AND INNOVATION AT KA`A`AWA, HAU`ULA AND WAI`AHOLE

Programs and innovation at Ka`a`awa

Success for All (SFA):

Ka`a`awa has been using SFA since 1999 when it was first purchased with a grant developed with community input and support. SFA is a comprehensive reading, writing and oral language development program originally developed at Johns Hopkins University in 1987. The program is maintained and supported by the nonprofit Success for All Foundation in approximately 1500

Ka`a`awa Task Force Report

schools in 46 states. The "Success for All" curriculum in and of itself did not get Ka`a`awa to where it is today. Teachers and administrators had to change the way they thought about reading and how the teachers delivered their instruction. They have tried to remain true to the SFA model of teaching which requires a team approach because that model is what has made the students successful. SFA does not look the same today as it did when the school first started using the program. Improvements were made to the SFA curriculum through the years. These improvements have focused on grade-specific needs that targeted specific reading skills and standards as well as making Kindergarten and First grade even more phonetically strong. One of the reasons that it is important for youth to read at grade level by third grade is that children who read at grade level by the third grade seldom if ever are involved with the criminal justice system. Four of five incarcerated juvenile offenders read two years or more below grade, and a majority are functionally illiterate.

Since 2005-06 Ka`a`awa's 4th through 6th grades have done integrated units (integrating social studies and reading) in place of SFA reading groups. In the last two years, the fourth through sixth grades have joined the whole school and gone back into SFA mode for a quarter by focusing on a particular reading skill. In 2007-08 the skill was "clarifying" and in 2008-09 it was "questioning". The skill focus brought the school back to its strong SFA roots and strengthened students' strong fundamental skills in reading, comprehension and critical thinking. In turn this focus has laid the groundwork for success on the Hawaii State Assessment. Largely as a result of the success of the SFA program, Ka`a`awa has consistently exceeded both the AYP target and the statewide average in reading proficiency since the 2001-02 school year. The exception as previously noted is that this year it just missed adequate progress in the Special Needs cell.

Everyday Math (EM):

Everyday Mathematics is a comprehensive Pre-K through 6th grade mathematics curriculum developed by the University of Chicago School Mathematics Project, and published by Wright Group/McGraw-Hill. It is currently being used in over 185,000 classrooms by almost 3,000,000 students. The federal government's What Works Clearinghouse gave Everyday Mathematics the highest rating of any commercially published elementary mathematics curriculum. This program has been in use at Ka`a`awa since 2004.

Technology in the classroom:

Smartboard: (all classrooms - 7 Smartboards in all)

A Smartboard interactive whiteboard connected to a computer and a data projector allows the teacher to project and control the computer screen onto a whiteboard in front of the class.

Document Camera: (grades 3 thru 6 - 5 Cameras)

Commonly known amongst teachers as an "Elmo", this document camera allows the teacher to project any document onto their whiteboard with their data projector. It is basically a digital version of an overhead projector.

10-notebook mobile computer labs: (6 mobile labs - grades 2 thru 6 and library)

These notebooks allow the teacher to give computer access to up to 10 individuals or pairs of students in the classroom during lessons. These notebooks all have wireless Internet access.

Online instruction/learning:

Ka'a'awa Task Force Report

These online tools are used by students in the classroom, in scheduled after-school teacher-supervised sessions in the computer lab and at home. Everyday Math games online: these games support and reinforce the Math skills learned in the Everyday Math curriculum.

Kidbiz3000: Web-based, individualized reading and writing instruction solution for grades 2-5

Together these programs have improved the students' science, math and writing skills. All of this is in part achievable because the school has a small student body with responsive parental and community support. This support includes a retired computer wiz who lives in the community and donates countless hours to the school to make sure our technology is up to date and that teachers are supported in their use of this technology. This again demonstrates that small schools harness in kind support that would not be available outside the setting of a community school.

Programs and innovation at Hau`ula

Direct Instruction (DI):

Direct Instruction was first implemented school wide in 2003. The decision to implement DI was based on a selection process to purchase a research-based program to help the students meet the State reading goals. Since the implementation of the program the school has made significant reading gains; however, the last two years the reading scores dropped. In the fall of 2009, the decision was made to implement another reading program, Trophies, in grades 4 -6.

Hawaiian Language Immersion Program (HLIP):

The Hawaiian Language Immersion Program has been at Hau'ula Elementary School since 1998. Hau'ula is one of two elementary schools; Puohala is the other school, in the Windward District that offers this program. This is a program of choice for students that are taught in the Hawaiian language.

Everyday Math (EM):

Hau'ula first implemented EM in 2004 for all grades. This is the same year most of the Kahuku complex schools purchased and implemented the program. This was made possible through Act 51 that provided incentives for complexes to update their math programs.

Scott, Foresman Science Program:

The Scott, Foresman Science Program was implemented school-wide in 2006.

Computer Lab:

A technology resource teacher manages the computer lab. The lab is set up with 33 PCs and a big screen television. This allows the teachers to plan and schedule the classroom computer instruction and applications with the resource teacher.

Ka'a'awa Task Force Report

10 Notebook Mobile Computer Lab:

The mobile computer lab is available for teachers to expand technology into the classrooms.

KidBiz3000:

This online computer program is a supplemental program to help students in their reading and writing. Students in grades 2 to 6 are placed in the program and teachers are provided data on the students' progress. The program is also available to the students on their home computers. The computer lab is also available one hour before the start of school for students to work on the KidBiz program

Programs and innovation at Wai`ahole

Harcourt Trophies:

Harcourt Trophies was first implemented school wide in 2005. Harcourt Trophies is a balanced, comprehensive reading and language arts program for pre-kindergarten through sixth grade that provides the full range of resources and support that teachers need to deliver research-based, motivational instruction for all learners. The instructional scaffolding progresses from "learning to read" to "reading to learn" and finally to "learning for life."

Everyday Math:

Everyday Mathematics, Third Edition, is a rigorous PreK-6 curriculum used across the country. It is scientifically research-based and proven to build students' mathematical knowledge from the basics to higher-order thinking and critical problem solving.

FOSS (Full Option Science System):

FOSS is a research-based science curriculum for grades K—8 developed at the Lawrence Hall of Science, University of California at Berkeley. FOSS is also an ongoing research project dedicated to improving the learning and teaching of science. The FOSS program materials are designed to meet the challenge of providing meaningful science education for all students in diverse American classrooms and to prepare them for life in the 21st century. Development of the FOSS program was, and continues to be, guided by advances in the understanding of how youngsters think and learn. Wai'ahole implemented the FOSS program in 2005.

Kamehameha Schools Partnership Kindergarten to Third Grade Writing class:

Each grade attends writing class daily with Kamehameha teacher, Kumu Natalie. The project-based instruction is founded on *The Continuum of Literacy Learning, Grades K-8* by Pinnell and Fountas. Writing projects are based on Waiahole's signature school program. Kamehameha also provides professional development for all Waiahole teachers. This would be lost in consolidation.

Ka'a'awa Task Force Report

Signature School Program:

Supporting the school's sustainable environment vision, the student's *Ai Pono Garden Club* planted fruits and vegetables including a bountiful strawberry patch. Funded by a two-year Dept. of Health Grant, produce from the garden are served in the cafeteria. Partnerships with community farmers resulted in successful projects such as tilapia tanks, a chicken farm, tropical fish and a Hawaiian garden. To complement the sustainable environment program and improve the school's recycling efforts, a vermicomposting garden was added. Projects are integrated with instructional units and are showcased at the school's annual curriculum fair in April.

OTHER ITEMS NOTED FOR CONSIDERATION IN CHAPTER 38 (SEE COVER LETTER)

(1) The advantages and disadvantages of consolidation in respect to efficient school administration and providing equal quality educational opportunity.

DOE stated advantages & Task Force response

- If Ka'a'awa School were consolidated with either Hau'ula or Wai'ahole, the two remaining schools would be less costly to operate according to DOE calculations than the three schools separately.
 - Community response: Previously cited national studies do not support this assumption. In fact they show that in some instances consolidation has cost more money not less. Looking for creative ways to continue to share services such as food preparation consolidation is a proven way to save money according to national studies.
- Larger schools have fewer non-teaching positions per student. The assumption would be that you would save money by eliminating positions.
 - DOE's response to the Task Force question on how many position would be lost was, "under consolidation it is feasible that positions would be lost and this would be done through a RIF process." None of the budget reduction worksheets clearly show any savings from position elimination.
- Larger schools receive more money, which enables them to hire more employees to service students. (How much more money would either school receive)
 - Community response: it appears from your own charts that most of the savings come from cutting the small school subsidy that DOE pays and that neither school would receive more money to hire employees.
 - Teaching positions would be shifted to cover the increased student base which is just shifting positions from one place to another so there is no net increase in services or programs. As shown programs that service current students would be cut should consolidation take place.
- A larger school would have more resources available for educational programs.
 - The charts do not show increased resources and as previously stated programming for students would be decreased, under the consolidation not increased.
- A larger school could offer more extra-curricular options.
 - Again nowhere in the information provided is there any evidence that opportunities will be increased through consolidation.
 - DOE classroom allocations under consolidation clearly show a loss of not only extra-curricular programs but also academic enrichment programs.

Ka`a`awa Task Force Report

- A greater variety of students at a larger school would bring diverse experiences to their fellow students.
 - Charts supplied by DOE show that consolidation would not provide greater diversity than already exists at each school. (See table number 3.)

Disadvantages

- There would be more traffic congestion at the “receiving” school (Hau`ula or Wai`ahole), and the receiving school cafeteria may be more crowded, both of which would require increased administrative attention.
 - Community Response: Kamehameha Highway is already at level D/E service so increased left hand turns into and out of either school or feeder road would significantly impact this level of service.
 - Increased administrative attention i.e. increased costs
- Children will not receive the same quality of education that is now being provided at Ka`a`awa
 - The Task Force agrees
- Either receiving school would have to cut the enrichment programs they have been building to support increased student achievement if the consolidation went forward
 - Task Force Agrees
- Bus travel for Ka`a`awa students to either school would be many miles.
 - Task Force agrees and further notes the potential adverse impact on student safety due to several recent bus incidents is questionable
- Students at smaller schools receive more individualized attention because of the smaller class sizes.
 - Task Force agrees and in addition a dedicated teaching team would be lost if Ka`a`awa were consolidated with either school (one of the elements cited nationally as an academic success factor in small schools)
- The feeling of “family” is stronger at small schools and may be diminished for both existing and transferred students at the receiving school.
 - Task force agrees
- Small schools offer more opportunities for individual students to participate in any given activity, and to have a leadership role.
 - Task force agrees. Many national studies on the effectiveness of small schools confirm this.

The Task Force also concluded that a disadvantage as noted in many national studies would be the loss of community support for students at Ka`a`awa. This community support has helped to provide excellent educational opportunities for the students and this support would be lost.

Discussion of class size

Frequently-cited research conducted in Tennessee (Project STAR, 1985-1989) and Wisconsin (SAGE program, 1996 to the present) indicates that kindergarteners and first graders learn more reading and mathematics in classes smaller than 17 students than in classes larger than 25 students. A subsequent study (Ready and Lee, 2006) found that kindergarten literacy and mathematics learning, and first grade mathematics learning, are not different in medium-sized classes (17 to 25 students) than in small classes, although small first grade classes show more literacy learning than medium-sized first grade classes. Rather than “small is good,” Ready and Lee conclude that “large is bad.”

Ka`a`awa Task Force Report

These researchers suggest that it may not be class size per se that influences student learning, but rather the pedagogical approaches – more individualized teaching – and better classroom disciplinary environment that typify smaller classrooms. Ka`a`awa through its ability to consistently score above the state test score average has shown that not only are our class sizes appropriate but our teaching team has an excellent approach to teaching our students to create a climate for academic excellence.

Discussion of school size

The research of Ready and Lee (cited above) indicates that literacy learning is lower in large schools (more than 800 students). Consensus among researchers identifies elementary schools with enrollment of 300 to 400 students as optimal.

Combining Ka`a`awa with Hau`ula would result in a student body of 401 in school year 2009-10. Therefore the consolidated school would already be on the cusp of losing the small school advantage and would not have the other benefits of a dedicated cohesive teaching team as many of the faculty would most likely change. Any growth in student population would not only continue the trend of moving toward a large school with an aging physical plant and no money for improvements but would also make it likely that capital improvements will be needed in the near term to accommodate a student body that exceeds the space on either campus. This would exacerbate DOE's current need to provide facilities for expanding urban communities by also requiring them to provide new classrooms for rural schools that become overcrowded due to consolidation. This would quickly create a situation where the consolidation currently being considered would be in non-compliance with criteria 3 of chapter 38.

Combining Ka`a`awa with Wai`ahole would result in a student body of 211 in school year 2009-10. According to DOE's own numbers the maximum capacity for this school is 158 putting the school 53 students over capacity. Clearly combining the schools puts Wai`ahole over capacity which would trigger capital needs and therefore is not an option.

(2) The adequacy of facilities, equipment, programs, transportation service, and other concerns at Hau`ula, Ka`a`awa, and Wai`ahole Elementary Schools.

This discussion is about the adequacy of facilities. Facilities are adequate at all three schools although Hau`ula and Wai`ahole have more permanent building and what seems most important to DOE is that they have functioning kitchens. DOE chose to close the kitchen at Ka`a`awa some years ago as a cost savings measure and national research shows that the creativity in sharing such services usually nets more savings than consolidating schools. Ka`a`awa and its sister schools already share a librarian and a school health aide to assist in reducing costs. These positions if consolidation moved forward would be transferred to the consolidation school so no savings would be recognized. Up to the time the Ka`a`awa cafeteria closed the community used it to prepare food for its annual fundraising luau for the scholarship fund. This fund provided continuing education scholarships for residents of Ka`a`awa. The community has not held this event since the kitchen closed. It is obvious from the previously discussed test scores that having a kitchen and more permanent buildings do not necessarily create a space more conducive to learning. Therefore it is the task force's position that the adequacy of facilities should not factor into the discussion except as noted in Chapter 38 that there is space to accommodate the students to be consolidated. In this regard there is space at Hau`ula for the students from Ka`a`awa based on current projections which may or may not be

Ka`a`awa Task Force Report

accurate. The consolidation with Hau`ula would leave no room for growth in the student body and may not provide enough classrooms as the current large classes progress through the school. There is not sufficient space at Wai`ahole to accommodate our students. The very idea of splitting our students not only between schools but to schools in different districts is ludicrous and adds insult to injury in our opinion. As previously stated proposing to consolidate the school “rips the heart” out of our community and to even suggest sending half of our students out of the Kahuku Complex is not feasible. Therefore under chapter 38 Wai`ahole is not an option.

DOE’s criteria for determining the number of classrooms needed for instructional purposes are:

- * one classroom for each special education teacher
- * one classroom for every 20 students grades K-2
- * one classroom for every 25 students grades 3-5.

Based on these criteria, the number of classrooms needed if the Ka`a`awa student population (official enrollment as of August 2009) was transferred to Hau`ula, would be:

	Hau`ula enrollment	Ka`a`awa enrollment	Combined enrollment	Classrooms needed	Avg. class size
Pre-K	9	1	10	1	10
Special ed K-6	31	6	37	4	9
HLIP (Hawaiian Lanuage)					
Grades K-1	9			1	9
Grades 2-3	10			1	10
Grades 4-6	12			1	12
General					
K*	45	20	65	4	16
Grade 1	27	17	44	3	15
Grade 2	26	20	46	3	15
Grade 3	29	18	47	2	24
Grade 4	25	20	45	2	23
Grade 5	24	16	40	2	20
Grade 6	24	22	46	2	23
Total	271	140	411	26	
Classrooms avail.				27	
Excess (shortage)				1	

* Once the kindergarten class moves up there is the chance that an extra classroom will need to be used putting the school at classroom capacity within one year with no room for growth and facing over crowding. Consolidating a school into a situation where capacity may be exceeded within 2 years is not good planning nor is it in the best interests of the students in the communities affected. Should this scenario take place then this consolidation does not qualify under Chapter 38 as should more classrooms be needed a capital expenditure would be required which means the consolidation would not meet test 3 of Chapter 38.

Ka`a`awa Task Force Report

The “classrooms available” total of 27 includes six classrooms currently used for enrichment program that would have to be cut:

IRA	1
PSAP	1
Title I	2
Counselor	1
Kamehameha Schools	1

The closing of these programs would likely impact the academic progress of the children at Hau`ula and would be a disservice to them, their teachers and their community which has worked so hard to raise academic standards at this school. It would also provide another example of the fallacy of DOE’s claim that larger schools provide more and varied learning opportunities than smaller schools.

The conclusion from this analysis is that while currently there is room for Ka`a`awa’s students at Hau`ula this capacity is likely to be exceeded within two years and that significant enrichment programs currently on campus would have to leave to the detriment of the students and community. This option is very shortsighted for a savings as small as that cited.

The same analysis, if the Ka`a`awa student population were transferred to Wai`ahole, would be:

	Wai`ahole enrollment	Ka`a`awa enrollment	Combined enrollment	Classrooms needed	Avg. class size
Pre-K	8	1	9	1	9
Special ed K-6	8	6	14	2	7
K	10	20	30	2	16
Grade 1	6	17	23	1	12
Grade 2	8	20	28	2	14
Grade 3	4	18	22	1	22
Grade 4	6	20	26	1	26
Grade 5	10	16	26	2	26
Grade 6	11	22	33	2	17
Total	71	140	211	14	
Classrooms avail.				14	
Excess (shortage)				0	

The “classrooms available” total of 14 includes seven that were used in SY 2008-09 for:

IRA	1
Counselor	1
PCNC	1
Computer lab	0.25
Library	0.75
Ho'okupuono program for at-risk students	2
Kamehameha Literacy	1

Although there are sufficient classrooms combining the two student bodies would exceed Wai`ahole’s student body capacity under DOE guidelines so this is not an option. Capacity at

Ka`a`awa Task Force Report

Wai`ahole School is 158 students the combined population for the current enrollment at Ka`a`awa and Wai`ahole would be 211 which would put the school 53 students over capacity. This fact had to be pointed out to DOE officials by the Task Force because they had not done the math prior to making the assumption that we could consolidate. Also all the arguments pertaining to Hau`ula as regards increasing classroom space as larger classes move up and loss of enrichment programs are even more of an issue at Wai`ahole.

In addition if DOE were to ignore its own, maximum capacity numbers and Ka`a`awa were to consolidate with Wai`ahole, there would be no capacity for growth which is likely in the Ka`a`awa student population. DOE's own number show that Ka`a`awa population is likely to increase to 159 in coming years (table on page 32) putting Wai`ahole 85 students over capacity. This would necessitate again the spending of capital funds which is inconsistent with the directives of Chapter 38.

The Ka`a`awa community is emphatic that, if Ka`a`awa School is closed, its students not be split between Hau`ula and Wai`ahole. Besides making it even more difficult to maintain a cohesive community identity it would split our kids between two complexes which would continue the loss of community cohesiveness in perpetuity. DOE claims that they will not do this but let our kids that go to Wai`ahole come back to Kahuku which means that they would leave their school friends of 6 years to go to a totally strange school with students from their community that they do not know.

The Task Force questioned why, if one of the rationales for considering the closure of Ka`a`awa is because its facilities are sub-standard, the DOE did not consider the closure of Hau`ula or Wai`ahole because their facilities are also substandard? The DOE's response was that, in the case of Hau`ula, it is not possible to close Hau`ula and send its students to adjoining schools (Ka`a`awa and Lai`e) without substantial capital improvement expenditures for additional facilities. In the case of Wai`ahole it is also not possible to accommodate their students at Ka`a`awa. What analysis of the numbers and projections show is that the ability of Wai`ahole to absorb Ka`a`awa does not exist as they do not have the capacity to absorb our numbers and if our students went to Hau`ula based on projected classroom demand capital expenditure out of line with Chapter 38 would likely be needed within 3 to 5 years. The only way to continue to accommodate Ka`a`awa students is to maintain the school and for DOE to look at other cost saving items such as kitchen combining at other schools, position sharing etc.

Food service

The Wai`ahole kitchen prepares the meals for Ka`a`awa as well as Wai`ahole. The Hau`ula kitchen prepares the meals for Lā`ie as well as Hau`ula. If Ka`a`awa students were transferred to Hau`ula, the Hau`ula kitchen would be able to handle the increased volume. If Ka`a`awa students were transferred to Hau`ula, it is likely that either the Kahalu`u or the Wai`ahole preparations kitchen would be converted to a serving kitchen, and meals for both schools would be prepared in a single kitchen. This move could be made without consolidating Ka`a`awa and Wai`ahole and according to national studies this is the most effective way to realize budget savings. This should be explored no matter what the result of this study as both Kahalu`u and Wai`ahole have declining student populations and excess space at their schools. There is nothing preventing the closing of either the Kahalu`u or Wai`ahole preparations kitchen currently as a cost savings measure. In this discussion it seems that preserving schools with kitchens is more important than academic excellence.

Ka`a`awa Task Force Report

Flood zone and tsunami evacuation status

About 40% of Hau`ula School and all of Ka`a`awa School are within a flood plain. The flood zone status of the three schools is in Table 2 at the end of this report.

The tsunami evacuation route from the Hau`ula campus is across from the Hau`ula Park to the c located at 54-208 Hau`ula Homestead Road. The route is via a right of way from the park to Hau`ula Homestead Road. Some Ka`a`awa parents expressed concern that horses and dogs along the evacuation route might impede evacuation. Prior to tsunami drills, school officials notify the neighbors of the scheduled drill. School officials are not aware that any animal has impeded evacuation. However this notification to neighbors would not take place during an actual emergency.

To reunite students with their families following an evacuation of the campus, every homeroom teacher has the emergency information for her students in a classroom emergency bag. The teachers take these bags with them in every classroom evacuation. In the event of a tsunami, once the teachers and students reach the destination site of the Church of Jesus Christ of Latter Day Saints, the teachers can release the students according to their emergency information.

The tsunami evacuation route from the Ka`a`awa campus is through the mauka gate via a fenced right of way (condemned with the community's help in the 80s) along the back road the mauka side of which is out of the flood zone and up to high ground. Members of the community have signed agreements to take in the children and provide water etc. Parents will be able to pick up their children easily especially if the road is cut off as it often is between Wai`ahole and Ka`a`awa and occasionally between Hau`ula and Ka`a`awa. Teachers also have emergency contact information in bags that they take with them. In addition parents and resident that live on the hill outside the zone have signed agreements to take the children in the event of this type of evacuation.

There are no studies in the DOE facilities library on tsunami impacts on either Ka`a`awa or Hau`ula Schools. The DOE has an Environmental Assessment done for the purchase of land for a pedestrian access route for Ka`a`awa School, which includes tsunami evacuation as one of its purposes. DOE staff also found correspondence referring to the need to include tsunami impacts on Hau`ula School in the City and County of Honolulu's 1962 Hau`ula Comprehensive Plan.

The DOE files on both schools contain considerable correspondence concerning evacuations routes from the campuses, but there are no accounts of actual tsunami effects on the campuses.

Ka`a`awa Elementary School and neighboring properties have been subject to periodic flooding. Part of the problem is that sand and debris build up in a culvert under Kamahemeha Highway, restricting the flow from the drainage way on the Kaneohe side of the campus. In the summer of 2009, the state Department of Transportation installed perforated pipes in the culvert. The pipes can be hooked up to a nearby fire hydrant and periodically used to blow out any sand and debris that accumulate in the culvert, thus reducing the incidence of flooding.

Programs, support services, and community support.

All three schools generate support from their communities in the form of cash, supplies, and in-kind services.

Ka`a`awa Task Force Report

Student transportation

DOE provides student transportation for students at these three schools (data as of October 1, 2009) as follows:

	Hau`ula	Ka`a`awa	Wai`ahole
Regular buses:			
Number of students	69	22	26
Number of buses	1	1	2
Cost per bus per day	\$349	\$349	\$317
Curb-to-curb service			
Number of students	7	2	4
Number of buses	1	1	1
Cost per bus per day	\$350	\$350	\$390

The Ka`a`awa campus as it currently exists promotes children riding their bikes or walking to school and is a much healthier and eco-friendly alternative to bussing.

The number of students receiving bus services, per grade, is:

	Hau`ula		Ka`a`awa		Wai`ahole	
	Regular	Curb-to-curb	Regular	Curb-to-curb	Regular	Curb-to-curb
Pre-K	2	5	0	0	0	4
K	11	1	1	0	2	0
Grade 1	6	0	4	0	2	0
Grade 2	6	0	4	0	5	0
Grade 3	9	1	3	0	2	0
Grade 4	11	0	3	2	6	0
Grade 5	10	0	3	0	4	0
Grade 6	14	0	4	0	5	0
Total	69	7	22	2	26	4

If Ka`a`awa students were transferred to either Hau`ula or Wai`ahole, it is likely that approximately two-thirds as opposed to the current 6% would want school bus transportation to either school. If the number exceeds 72 going to either school, then a second bus (in addition to the bus now providing service to Ka`a`awa students) would be needed. Should the estimate of two thirds of the students want bus transportation the number would be 93 so a second bus would definitely be needed. The cost analysis in this report is based on a second bus being needed for Ka`a`awa students.

Ka`a`awa is often cut off from Wai`ahole due to flooding in the winter this would necessitate the need for DOE in some instances to take care of the students overnight as buses and parents may not be able to reach the school. The same occasionally happens between Hau`ula and Ka`a`awa although far less often. In addition Ka`a`awa parents are concerned about young children riding on a school bus with no supervision on the bus other than the bus driver. This concern comes in part from a recent incident where a bus was stranded at Kahana and the bus driver left the children who were using their cell phones to have their parents pick them up.

Ka`a`awa Task Force Report

None of this is in line with DOE policy and as far as the Community knows no action has been taken.

At a Task Force meeting a DOE representative stated that DOE's experience at other Windward schools once the children understand the routine, they do fine on the school bus. There is no data to support this as incidences short of accidents are not required to be reported. As shown in the table above, young children ride on school buses serving all three schools. The DOE's advice to parents, whose children will ride the bus, is that parents should instruct their children carefully on what to expect and how to behave, and do several "dry runs" from home to the bus stop until both the parent and the child feel comfortable. It is wise for parents to supervise the morning and afternoon bus stop, taking turns with this responsibility, until children understand the routine and can handle it without adult supervision.

Weather

Concern has been expressed by Ka`a`awa parents that there are more rainy days at Hau`ula and Wai`ahole Schools than at Ka`a`awa, and their children would have less outdoor play time at either school than at Ka`a`awa.

While neither records of rainfall or of the number of days students are kept inside during lunch and recess because of rain are maintained at the schools, Ka`a`awa shows as the driest of the three locations on isohyetal maps of Oahu.

The Wai`ahole principal estimates that on approximately ten days a year, students must be kept indoors because of wind and heavy rain. If it is rainy but not windy, students have "sidewalk play" for recess on the covered sidewalks this is hardly a substitute for outdoor play time.

(3) Social impact on the children, schools, community, and those involved in the consolidation.

If Ka`a`awa were closed, it would eliminate a superior choice for quality public education for parents who now send their child(ren) to Ka`a`awa on a geographic exception from other schools in the area. It would eliminate choice for Ka`a`awa parents that are looking for a high quality public education and may create more requests for geographic exceptions to schools that are performing better than those proposed if consolidation went forward.

Hau`ula is in "planning for restructuring" status under the federal No Child Left Behind Act (NCLB), while Wai`ahole is in "good standing, unconditional" for the first time since the act was instituted Ka`a`awa is in "good standing, pending" due to missing one cell (special needs) by one point for the first time. As previously explained meeting NCLB has nothing to do with academic excellent only improvement from where the school started. If Ka`a`awa were consolidated with Hau`ula, Ka`a`awa students would be eligible to attend Wai`ahole under the NCLB provision that enables students attending a school in "status" to transfer, with transportation provided by the DOE, to a school that is in good standing. This would be unlikely as academic scores overall at Wai`ahole are less than those at Hau`ula. Ka`a`awa students attending Wai`ahole in such a circumstances would be eligible for transportation services to Wai`ahole.

Ka`a`awa Task Force Report

There are currently 39 students attending Ka`a`awa who do not live within the Ka`a`awa school attendance area. Many of these youngsters are on geographic exceptions from Hau`ula and other schools in the area because they chose Ka`a`awa over their home school.

Parents, staff, and students at Ka`a`awa would feel a sense of loss of family if Ka`a`awa were to close. Some parents at all three schools may be concerned that their children would “fall through the cracks” and be “lost in the crowd,” to their social and academic detriment if either Wai`ahole or Hau`ula schools were enlarged to accommodate the students from Ka`a`awa, and that parents would have fewer opportunities to confer with and receive support from teachers, because of the increased student load per teacher at whichever school(s) were enlarged to accommodate the Ka`a`awa students. This concern may be greater with some parents in Hau`ula and Wai`ahole as they would see the enrichment programs for their children discontinued. Parents in Ka`a`awa may be less involved with their children’s life at school due to the distance and discomfort with a new setting.

Ka`a`awa has traditions that would not be duplicated at either Wai`ahole or Hau`ula.

An effective teaching team would be lost to the DOE system as the teachers from Ka`a`awa who have worked successfully to create high academic achievement would be split up and not have the community support they currently enjoy.

The gender breakdown by grade at the three schools is not significantly different.

Traffic Impacts

If the Ka`a`awa students were transferred to either Wai`ahole or Hau`ula, there would likely be increased traffic congestion at receiving school and reduced parking opportunities for parents coming to visit the receiving school. There would be a near-term decrease in traffic in the vicinity of Ka`a`awa School. The longer term effects on traffic in Ka`a`awa would depend on the future use of the Ka`a`awa School site.

Morning traffic on Kamehameha Highway which is already at level E service in many instances would further increase with parents now driving their children to school or the increased bus traffic. The road often shuts down with winter storms which would leave children stranded at either school unable to get home in which case DOE may be a position to have to house the children overnight.

(4) The net financial savings that may be realized from consolidation, including projections of additional expenditures at the receiving school(s).

DOE states that the net annual financial savings from closing Ka`a`awa School may be in the \$420,000 to \$445,000 range per year, and include the savings on fringe benefits. National studies indicate these types of savings are rarely realized. According to DOE the savings are slightly higher if Ka`a`awa were consolidated with Waia`hole than with Hau`ula, primarily because consolidation with Hau`ula includes the expense of an additional school bus to transport to Wai`ahole those students who elect under NCLB to attend a school that is not in “status.” Not considered is cost of transportation for any of the 34 students living in the Hau`ula attendance area now attending Ka`a`awa who would, if Ka`a`awa were consolidated with either Wai`ahole or Hau`ula, want to transfer to La`ie Elementary, which is, like Wai`ahole, in “good standing, unconditional.” As the earlier graphs showed regardless of whether the school is in

Ka`a`awa Task Force Report

restructuring, pending or unconditional the educational excellence through test score data is far better at Ka`a`awa than at either of the other two schools. The parents responding to our survey concerned with academics have overwhelmingly indicated if Ka`a`awa closed they would make other arrangements for their children then send them to either school of the schools noted for consolidation.

Details of the estimated savings are in Table 6 at the end of this report.

The principal reason why small schools are expensive to operate, compared to large schools, is that the non-teaching staffs at small schools are supporting fewer students per staff member. **It is clear from** the tables that Hau`ula and Ka`a`awa are similar in their ratios of staff to students while Wai`ahole has a far lower student to staff ratio which in the reasoning of DOE would make it the most expensive school per student of the three. The table below shows this effect.

Ratio of Staff to Students

	Number of students per category of staff members		
	Hau`ula	Ka`a`awa	Wai`ahole
Administrative staff	58	46	25
Teachers	14	13	9
Student support staff (educ. assistants, SSC, librarian, SSC, health aide)	9	9	5
Custodial	105	93	42
Total	5	4	3
No. of students (excl. pre-K)	262	139	63

Staffing at the three schools is shown in Table 7 at the end of this report.

The pending repair and maintenance and capital improvement program projects (not yet funded) and current projects (for which funds have been appropriated) at the three schools are:

Backlog (not yet funded)

	R&M	CIP	Total
Hau`ula	\$1,715,000	\$ 4,850,000	\$ 6,565,000
Ka`a`awa*	825,000	24,180,000	24,405,000
Wai`ahole	1,172,000	3,935,000	5,107,000

* If you remove from Ka`a`awa a new permanent 8 classroom building and the library cafeteria administration building which no one expects to be built but the School Principal and DES have said they want to keep on the wish list in the event there is ever money available and if you factor in that the current permanent building is air-conditioned already and that DOE requires that A/C be in all school budgets and be costed as central A/C which is totally unpractical for portables which is what the campus has this number is ludicrous. The realistic cost for Ka`a`awa is \$1,330,000 which makes it the cheapest of the 3 schools.

If Ka`a`awa school were closed, the \$23 million in not-yet-appropriated funds would not be required. The largest elements of this are:

Ka'a'awa Task Force Report

DESCRIPTION	TOTAL
New eight-classroom building	\$10,000,000
Admin/library/cafeteria building	9,575,000
Air conditioning	3,500,000
ADA improvements	375,000

As previously discussed these projects are kept on the list if there ever is money for older schools. The community and this task force do not consider these realistic expenses to be used to justify closing the school.

Current (funded) projects:

SCHOOL	R&M	CIP	Total
Hau`ula	\$ 414,000	None	\$ 414,000
Ka`a`awa	400,000	0	1,219,000
Wai`ahole	32,000	443,000	475,000

It is unlikely that the air conditioning programmed for all three schools will be constructed in the foreseeable future. When the Task Force questioned this number and how it was arrived at DOE's answer was that it is a standard number to program air conditioning requests for all schools and had nothing to do with the situation or make up of the school as it is obvious that a number based on central air for a school with a predominately portable campus is ludicrous. The amounts programmed for the three schools are:

SCHOOL	Total
Hau`ula	\$4,500,000
Ka`a`awa	3,500,000
Wai`ahole	3,500,000

Details of planned and current projects for all three schools are in Table 8 at the end of this report.

(5) Potential new residential developments, projected changes in enrollment, and other relevant demographic considerations.

There are no known significant new developments planned or projected for the Wai`ahole, Ka`a`awa, or Hau`ula school attendance areas, which encompass the Wai`ahole, Waikane, Hakipuu, Ka`a`awa, Punalu`u, and Hau`ula neighborhoods; however infill housing on large lots is taking place in Ka`a`awa which is significantly adding to its population. Also as noted in the Task Force's survey this housing is attracting young couples with children in part because of the quality of the school.

According to DOE real estate developer Tom Enomoto owns approximately 300 acres in Wai`ahole Valley. According to Mr. Enomoto, the property is zoned for three or four additional homes, and he is doubtful that any more than that would be built in the foreseeable future.

Ka`a`awa Task Force Report

Table 2 shows the 27-year history of “official” enrollment in the three schools. This table shows a declining enrollment at Wai`ahole and Hau`ula Schools from 1983 until the current school year, while the enrollment at Ka`a`awa has increased over the same time. The enrollments at Wai`ahole and Hau`ula have steadily declined and, in 2009-10, are barely half of what they were 26 years ago.

“Official enrollment” for the current school year and enrollment projections made in the fall of 2008 for grades K-6 for the upcoming six years are shown in the table below. The DOE does not make projections for pre-K students.

	Number of K-6 students			
	Wai`ahole	Ka`a`awa	Hau`ula	Total
2008-09 (actual)	71	152	253	476
2009-10 (projected last year)	63	150	245	458
2009-10 (actual)	63	139	262	464
2010-11	69	151	239	459
2011-12	70	155	233	458
2012-13	71	157	233	461
2013-14	69	157	227	453
2014-15	70	154	226	450

These projections although imprecise, in part because of the unpredictable nature of the number of students enrolled on a geographic exception show Ka`a`awa near its capacity of 156 students while the other schools continue to decline.

Members of the task force are concerned about what would happen if Ka`a`awa School were closed and future population increases caused enrollment at whatever school the Ka`a`awa students were transferred to become overcrowded. This creates a real possibility that would result in capital expenditure needs at the receiving school which would violate Chapter 38 provisions for consolidation. The proposed consolidation could well create an overcrowded rural school that continues to be allocated no money because all the interest is in providing schools for new suburban communities leaving the Windward District in much worse shape than it is today and following a process of disenfranchising rural students and providing them with substandard education in substandard facilities. Prudent planning would dictate that not closing the school would best serve the community demographics.

(6) Suitability of using portions of the school facilities to accommodate space requirements of other department or state activities.

The land underlying Ka`a`awa Elementary School (3.70 acres, TMK 5-1-2:18) is owned by the Department of Land and Natural Resources. There is no provision for its reversion to the grantor if its use as a school is discontinued. It is unlikely that DLNR will find any use for the area and it will deteriorate and become a magnet for drugs and crime in the opinion of the task force.

In addition any proposed future use would have to be compatible with the flood zone designation of the parcel.

Ka`a`awa Task Force Report

(7) If consolidation is recommended, the Task force will suggest timetable and transition plan for implementation.

The task force will make its final recommendation on the future of Ka`a`awa Elementary School based on the information and input it receives from the public during a public hearing. At that duly-noticed public hearing, the Task Force will present its draft recommendation that Ka`a`awa School not be consolidated pursuant to Chapter 8-38.

TABLES

Table 1. Facilities at the three schools:

	Hau`ula		Ka`a`awa		Wai`ahole	
	Number	Sq.ft.	Number	Sq.ft.	Number	Sq.ft.
Classrooms:						
Median classroom size		(971)		(896)		(911)
classroom use	17	16,507	8.66	7,759	7	6,377
office use			0.75	672	1	911
cafeteria use			3	2,688		
computer lab	1	971	1	896	0.25	228
Library			1	896	0.75	683
Kamehameha prog.	1	971			1	911
Hawaiian immersion	3	2,913				
Ho`okupono					2	1,822
PSAP	1	971				
Title I	1	971				
couns/health/PCNC /SSC/speech	1.5	1,456.5	0.59	529	1	911
OT/PT, SBBH	.5	485.5			1	911
total classrooms	26	25,246	15	13,440	14	12,754
admin/library	1	6,000				
cafeteria/kitchen	1	6,972			1	6,748
total nonclassrooms		12,972				6,748
total all buildings		39,189		13,484		23,173

Ka'a'awa Task Force Report

Table 2. Enrollment at the 3 Schools

School year	Number of K-6 students				Number of pre-K students			
	Wai'ahole	Ka'a'awa	Hau'ula	Total	Wai'ahole	Ka'a'awa	Hau'ula	Total
1983-84	195	135	520	850			6	6
1984-85	191	144	497	832			5	5
1985-86	164	159	506	829			2	2
1986-87	166	148	498	812			2	2
1987-88	147	152	482	781			2	2
1988-89	176	145	475	796			1	1
1989-90	172	161	489	822			5	5
1990-91	178	162	477	817			3	3
1991-92	178	185	451	814			5	5
1992-93	173	181	414	768			9	9
1993-94	156	185	408	749			8	8
1994-95	168	177	375	720			1	1
1995-96	145	174	334	653			1	1
1996-97	140	196	368	704				0
1997-98	143	182	355	680	4			4
1998-99	131	175	384	690	6			6
1999-00	121	169	385	675	3			3
2000-01	134	163	382	679	1			1
2001-02	126	162	320	608	5			5
2002-03	120	149	306	575	6			6
2003-04	114	126	287	527	4		2	6
2004-05	117	147	271	535	8		6	14
2005-06	99	142	262	503	8	0	9	17
2006-07	80	150	276	506	4	1	8	13
2007-08	68	147	275	490	4	0	2	6

Ka'a'awa Task Force Report

School year	Number of K-6 students				Number of pre-K students			
	Wai`ahole	Ka`a`awa	Hau`ula	Total	Wai`ahole	Ka`a`awa	Hau`ula	Total
2008-09	71	152	253	476	5	0	5	10
2009-10	63	139	262	464	9	1	8	18

Table 3 – The ethnicity data for SY 2007-08

	Ka`a`awa		Hau`ula		Wai`ahole	
	no.	pct.	no.	pct.	no.	pct.
Native American	0	0%	2	1%	0	0%
Black	0	0%	0	0%	0	0%
Chinese	1	1%	2	1%	2	3%
Filipino	1	1%	3	1%	4	5%
Hawaiian	17	11%	41	16%	2	3%
Part-Hawaiian	71	47%	156	61%	49	65%
Japanese	5	3%	2	1%	0	0%
Korean	0	0%	1	0%	0	0%
Portugese	2	1%	3	1%	0	0%
Hispanic	2	1%	4	2%	3	4%
Samoan	8	5%	7	3%	5	7%
White	34	23%	15	6%	9	12%
Indo-Chinese	2	1%	1	0%	0	0%
Other	7	5%	17	7%	1	1%
Total	150	100%	254	100%	75	100%

Ka'a'awa Task Force Report

Table 6 – Net financial savings from consolidation

Savings from consolidation of Ka`a`awa with Hau`ula		
	REDUCTIONS AND ADDITIONS TO RECEIVING SCHOOL	
Elimination of Ka`a`awa small school adjustment		242,442
Reduction of Hau`ula small school adjustment actual adjustment for FY 09-10	[298,527]	
pro forma adjustment if enrollment were 410 incl pre-K instead of 271	177,936	120,591
Elimination of K`a`aawa facility costs:		
Electricity		21,745
Water		2,090
Gas		None
Maintenance		
Grease trap		158
Septic system		0
Palm tree trimming		1,155
All other tree trimming		720
Air conditioning		1,981
Elevator		None
Refuse collection		5,706
Armored car service		1,732
Lawn mowing		3,913
Building repair and maintenance		31,687
Reduction of Title I allocation (Ka`a`awa received the \$50,000 min; calculated amt was \$43,845)		6,155
Elimination of non-WSF positions		
school health aide (.5)		16,081
school food services driver		48,177
part-time cafeteria helper		23,370
Elimination of cost of school food services van (assumes \$1.50 per mile x 6.15 one-way miles x 4 times/day x 174 days)		6,421
Gross savings		550,205
Offsets		
increased electricity consumption at Hau`ula (15%)	7,125	
additional school bus \$349 per day x 176 days	61,424	
additional school bus to Wai`ahole for NCLB transfers	61,424	
additional water consumption at Hau`ula (15%)	314	
Total offsets		130,287
Estimated net savings		419,918

Ka`a`awa Task Force Report

Savings from consolidation of Ka`a`awa with Wai`ahole		
Elimination of Ka`a`awa small school adjustment		242,442
Reduction of Wai`ahole small school adjustment		
actual adjustment for FY 09-10	[146,519]	
pro forma adjustment if enrollment were 210 instead of 71	91,349	
Elimination of K`a`aawa facility costs:		
Electricity		21,745
Water		2,090
Gas		None
Maintenance		
Grease trap		158
Septic system		0
Palm tree trimming		1,155
All other tree trimming		720
Air conditioning		1,981
Elevator		None
Refuse collection		5,706
Armored car service		1,732
Lawn mowing		3,913
Building repair and maintenance		31,687
Reduction of Title I allocation Ka`a`awa and Wai`ahole each received the \$50,000 min in 09-10; their calculated amounts were \$43,845 and \$20,016, respectively	?	36,139
Elimination of non-WSF positions		
school health aide .5		16,081
school food services driver		48,177
part-time cafeteria helper		23,370
Elimination of cost of school food services van (assumes \$1.50 per mile x 6.15 one-way miles x 4 times/day x 174 days)		6,421
Gross savings		514,767
Offsets		
increased electricity consumption at Wai`ahole (same \$\$ as if at Hau`ula)	7,125	
additional school bus \$349 per day x 176 days	61,424	
additional water consumption at Wai`ahole (same \$\$ as if at Hau`ula)	314	
Total offsets		68,863
Estimated net savings		445,905

Ka'a'awa Task Force Report

Table 7 – Staffing (as of October 1, 2009)

	Hau`ula	Ka`a`awa	Wai`ahole
Principal I – II	1	1	1
Elementary teacher	11	9	5
General education Article VI teacher	2		
Special education teacher	3	2	1
Special education preschool teacher	2		1
12-month student services coordinator	1		
10-month student services coordinator		.5	1
Librarian	.5	.5	.5
Counselor	1	1	1
Education assistant I - III	6.25	3.25	2.5
Teaching assistant I			1
School health aide	1	1	1
School administrative services assistant II	1	1	1
Clerk III	1		
Clerk typist II	1.5	1	0.5
School food services manager I - II	1		1
School cook II	1		1
School baker	1		0.5
Cafeteria helper	4		1
School food services driver	1		1
Custodian II - III	2.5	1.5	1.5
Total	45.25	21.75	22
Enrollment including pre-K	264	140	71

By category of employee, the staffing is:

	Number of employees (FTE)		
	Hau`ula	Ka`a`awa	Wai`ahole
Teachers (excl. pre-K)	19	11	7
Student support (SSC, educ ass't, librarian, counselor, sch health aide)	30	16	14
Administration (principal, SASA, clerical)	4.5	3	2.5
Custodial	2.5	1.5	1.5
Total	56	31.5	25
Number of students (excl pre-K)	262	139	63
Number of students per employee			
Teachers (excl. pre-K)	13.8	12.6	9.0
Student support	8.7	8.7	4.5
Administration	58.2	46.3	25.2
Custodial	104.8	92.7	42.0
Total	4.7	4.4	2.5

Ka'a'awa Task Force Report

Table 8 – Major repair, maintenance & capital improvement projects for all three schools

Pending (not yet funded) projects:

Hau'ula School

Project Number	Project Name	Type	Status	Total Estimated Cost
E0402931	C RPR FENCE (K-1)	R&M	Backlog	12,000
E0403775	E INSTL FLOOD LIGHTS	R&M	Backlog	7,000
E0406900	B8 REFURB TOIL/SHOW	R&M	Backlog	60,000
E0410438	C RENOVATE R/RM	R&M	Backlog	220,000
E0410436	A RENOVATE R/RM	R&M	Backlog	320,000
E0410443	01 RESRF PKLT	R&M	Backlog	200,000
E0420051	E INSTL ELECT CIRCT	R&M	Backlog	6,000
E0420598	A ADD OUTLETS	R&M	Backlog	60,000
E0421255	CAMPUS REPLACE PROGRAM BELL	R&M	Backlog	150,000
E0421609	E REPLACE ACCU (1)	R&M	Backlog	60,000
E0421602	B DRAINAGE IMPROVEMENT	R&M	Backlog	50,000
E0421603	CAMPUS ENERGY CONSERVATION IMPROVEMENTS	R&M	Backlog	100,000
E0421648	B RENOVATE RESTROOMS	R&M	Backlog	360,000
C0002552	Air Condition School	CIP	Backlog	4,500,000
C0002692	SPED Trailer	CIP	Backlog	350,000
				6,455,000

Ka'a'awa School

Project Number	Project Name	Type	Status	Total Estimated Cost
E0410465	A RECOAT ROOF	R&M	Backlog	80,000
E0420824	F REROOF	R&M	Backlog	30,000
E0420823	PT037 INSTL ADA RAMP	R&M	Backlog	20,000
E0420825	PT-1/PT037 RENO RRM	R&M	Backlog	75,000
E0421369	CAMPUS FIRE ALARM UPGRADE	R&M	Backlog	150,000
E0421380	A RPR STUDENT RRMS	R&M	Backlog	200,000
E0421610	A RPL PACU	R&M	Backlog	240,000
C0002379	ADA Transition Accessibility	CIP	Backlog	375,000
C0002659	Air Condition School	CIP	Backlog	3,500,000
C0002898	Additional Parking	CIP	Backlog	130,000
C0002899	Eight Classroom Building	CIP	Backlog	10,000,000
C0003183	Admin/Library/Cafeteria Building; Renovate	CIP	Backlog	9,575,000
				24,375,000*

Ka'a'awa Task Force Report

* If you remove the items such as the new classroom building and admin/library/cafeteria the amount is \$4,800,000 well in line with the other schools.

Wai'ahole School

Project Number	Project Name	Type	Status	Total Estimated Cost
E0402689	05 RESRF	R&M	Backlog	160,000
E0420981	C INSTL ROOF AT INSET WINDOWS	R&M	Backlog	180,000
E0421372	C REPAIR RRMS	R&M	Backlog	28,000
E0421423	RPL PLAYGROUND SURFACING	R&M	Backlog	30,000
E0421505	CAMPUS FIRE ALARM UPGRADE	R&M	Backlog	220,000
E0421537	C REPLACE STAGE CURTAINS	R&M	Backlog	32,000
C0002380	ADA Transition Accessibility	CIP	Backlog	375,000
C0002565	Air Condition School	CIP	Backlog	3,500,000
C0002676	SPED Trailer	CIP	Backlog	350,000
C0003237	New A/C in Office	CIP	Backlog	10,000
				4,885,000

Projects for which funding has been approved and which are not completed:

Hau'ula School

Project Number	Project Name	Type	Status	Total Estimated Cost
E0403418	B RPR B/G RR PH1	R&M		62,000
E0410446	CAMPUS RPL WATER LNS	R&M	Design	188,000
E0420382	FURNITURE REPL	R&M		10,000
E0421506	CAMPUS REROOF CVRD WLKWYS	R&M		150,000
E0421549	CAMPUS FURNITURE	R&M		4,000
				414,000

Ka'a'awa School

Project Number	Project Name	Type	Status	Total Estimated Cost
E0410206	ELECTRICAL UPGRADE	R&M		243,000
E0420333	PO 543 / P-2 REROOF	R&M		15,000
E0420389	PO545 / P-4 REROOF	R&M		25,000
E0421271	CAMPUS FURNITURE	R&M		6,000
E0421381	CAFE REROOF (PO 547,548, 549)	R&M		105,000
E0421551	CAMPUS FURNITURE	R&M		6,000
X0000355	P0547, REPLACE DOOR AND RAMP		Bid	0
X9201407	REPLACE P-6		Design	250,000
X9280108	ADA Provisions		Design	443,000
X9291109	Playground			0
				1,093,000

Ka'a'awa Task Force Report

Wai`ahole School

Project Number	Project Name	Type	Status	Total Estimated Cost
E0421293	CAMPUS FURNITURE	R&M		6,000
E0421450	P-1 & P-2 INSTALL GUTTERS	R&M		16,000
X9180208	ADA Provisions		Bid	443,000
				465,000

Ka`a`awa Task Force Report

APPENDICES

APPENDIX A- List of Task Force Meetings

The Task force met on the following dates starting at 6:30 PM:

- Tuesday, March 24, 2009 at Ka`a`awa Elementary School
- Tuesday, April 28, 2009 at Ka`a`awa Elementary School
- Thursday, June 4, 2009 at Ka`a`awa Elementary School
- Thursday, August 6, 2009 at Ka`a`awa Elementary School
- Thursday, October 15, 2009 at Ka`a`awa Elementary School
- Monday, November 23, 2009 at Ka`a`awa Elementary School
- Monday, January 25, 2010 at Ka`a`awa Elementary School
- Thursday, February 25, 2010 at Ka`a`awa Elementary School
- Monday, March 30, 2010 at Ka`a`awa Elementary School
- Public Hearing on Draft Report Wednesday, June 2, 2010 at Ka`a`awa Elementary School
- Tuesday, June 8, 2010 at Ka`a`awa Elementary School

APPENDIX B – DOE Guidelines for Staff Reductions

DOE guidelines for staff reductions for teachers are set forth in the DOE's School Code for Certificated Personnel on pages 5700-19 through 33 (amended December 2005). In summary, and at the risk of oversimplification, if Ka`a`awa were closed and the students transferred to either Wai`ahole or Hau`ula, the following would apply and may be subject to further discussion between DOE and HSTA:

- (a) Teachers at Ka`a`awa would have first priority to move with students to whichever school(s) the students are transferred, provided vacancies at the receiving school(s) were available. If a Ka`a`awa teacher chose not to move with the students, the teacher would be placed in a pool of unassigned staff reduced teachers.
- (b) Ka`a`awa teachers who transfer to either Hau`ula or Wai`ahole with their students would carry their Ka`a`awa school seniority to their new school those that did not would not retain their seniority.
- (c) Ka`a`awa teachers who are placed in a pool of unassigned staff reduced teachers would not carry over their Ka`a`awa school seniority to a new assignment.
- (d) Staff reduced teachers would be reassigned by the complex area superintendent within the Windward district. If reassignment within the Windward district were not possible, the staff reduced teachers would be considered for placement in other districts.
- (e) Ka`a`awa teachers with tenure and appropriate preparation for licensure may replace teachers at the receiving school(s) who do not have tenure or permanent assignment.
- (f) Staff reduced teachers may, within seven days of the decision by the BOE to close Ka`a`awa, submit to the personnel regional officer a preferred list of not more than three schools, three geographic areas within the Windward district and/or three districts. This teacher will have priority for a vacant position in his/her area of certification over less senior tenured teachers in similar situations. If preference of placement is in another district, the teacher is to be considered after all unassigned tenured teachers in that district have been placed. If the teacher fails to accept any bona fide offer made by the DOE by May 1 in the final year that Ka`a`awa would operate as a school, the DOE may assign the teacher to an appropriate vacancy.

Teachers and staff at all three schools generally reside in or near their school communities. Again as previously stated this would result in the demise of an academically successful teaching team to the detriment of the students of Ka`a`awa and those from other schools that have chosen Ka`a`awa.

Ka'a'awa Task Force Report

APPENDIX C – School year 2009/2010 compilation of results of parent survey conducted by the Ka'a'awa School Consolidation Task Force

Survey Summary - August 2009

1. What do you feel would be the impact of closing Ka'a'awa elementary & sending our students to Wai'ahole or Hau'ula?

Responses from:	Students	Community as a whole	Teachers
Positive	2	1	2
Negative	95	95	86
No opinion	2	3	9

2. If our school was consolidated with Hau'ula how likely would it be that you would send your child there?

Very likely	Somewhat likely	Somewhat unlikely	Very unlikely	Don't know
4	10	8	73	3

3. If our school was consolidated with Wai'ahole how likely would it be that you would send your child there?

Very likely	Somewhat likely	Somewhat unlikely	Very unlikely	Don't know
3	10	10	73	4

4. If our school was to close, how likely is it that you would see a district t exception or make other arrangements?

Very likely	Somewhat likely	Somewhat unlikely	Very unlikely	Don't know
63	20	4	7	6

5. How would you feel about busing our students 12-14 miles round trip?

Highly concerned	Somewhat concerned	Somewhat unconcerned	Not at all concerned	Don't know
77	15	1	3	4

6. How would rate the quality of education at Ka'a'awa elementary school?

Excellent	Very good	Good	Not very good	Poor
77	19	2	0	0

7. Do you feel that your child would get the same quality of educational experience at Hauula as Ka'a'awa?

Yes	No	Don't know
1	88	9

Ka'a'awa Task Force Report

8. Would your child be able to participate in after school programs such as A+ if they were at Hau'ula?

Yes	No	Don't know
9	56	33

9. Do you feel that your child would get the same quality of educational experience at Wai'ahole as Ka'a'awa?

Yes	No	Don't know
2	79	17

10. Would your child be able to participate in after school programs such as A+ if they were at Wai'ahole?

Yes	No	Don't know
11	55	31

11. How do you feel the facilities (buildings, etc.) at Ka'a'awa school impact the quality of the educational experience of the children in Ka'a'awa?

No impact	Minimal impact	Some impact	A lot impact	Don't know
32	29	16	9	11

Survey Demographics

I am:

Parent	Grandparent	Guardian	Foster parent	Other
86	1	3	1	2

My child has a district exception:

Yes	No
14	83

If yes, DE is from:

Hau'ula	Wai'ahole	Other
9	0	4

I have lived in Ka'a'awa or surrounding community for __ years:

Average number of years is = 15