



SCHOOL YEAR 2016-2017

# Kahuku 21<sup>st</sup> Century Community Learning Centers (CCLC) Evaluation Report

Science, Technology, Engineering, Art, and Math  
(S.T.E.A.M) Project

June 1, 2016 through May 31, 2017



Curt Okimoto, Project Director  
Cecily Chun, Project Evaluator

Submitted November 15, 2017

## EXECUTIVE SUMMARY

### 1. What was evaluated

The Kahuku Complex 21<sup>st</sup> Century Community Learning Centers S.T.E.A.M (*Science, Technology, Engineering, Art and Math*) Project was implemented at its four centers and was evaluated for the 2016-2017 school year. Kahuku Complex's four centers include Hau'ula Elementary, Ka`a`awa Elementary, Kahuku Elementary, and Kahuku High and Intermediate School.

Reportedly 40% or more of the Kahuku Complex students are on free or reduced lunch and are struggling with a Strive HI score of 275 or less. The four Kahuku Complex schools serve a student population of 2,400 from grades K-12 who live in Ko`olauloa, a sparsely populated area with serious student concerns. The S.T.E.A.M. Project was designed to address educationally disadvantaged students characterized by critical needs: 1) special learner needs, 2) chronic attendance needs, 3) at-risk students and families and 4) minimal reading and math growth (*Kahuku Complex 21<sup>st</sup> Century Grant Proposal*).

### 2. Why was the evaluation conducted?

Evaluation was conducted to assess the implementation and the impact of the Kahuku 21<sup>st</sup> CCLC Program on student achievement at the four Kahuku Complex 21<sup>st</sup> CCLC centers.

### 3. Major findings and recommendations

During the 2016-2017 school year, all sites engaged in programs to support academic and after school programs. This was an increase from the previous school year in which only two of the four identified sites were in operation. Using data from the four schools, the impact of program activities was measured. (Appendix B: Kahuku Complex 21<sup>st</sup> CCLC APR Objectives SY 2016-2017)

- a. Parent/Student Response: Based on parent and student survey results which was distributed and received on all students who attended the program for 30 or more days, the following results were revealed: Parents (94%) indicated that the program has helped their child do better in school and students (93%) indicated that the program has helped him or her do better in school. (Appendix E: Parent Survey Results; Appendix F: Student Survey Results)
- b. Reading Achievement:  
Reading assessment results that were reported showed 92% of students increased their reading scores, surpassing the APR Objective of 40% (Appendix G: Reading Assessment).
- c. Math Achievement:  
Math assessment results that were reported showed 95% of students increased their math scores, surpassing the APR Objective of 40% (Appendix H: Math Assessment).

d. Academic Performance:

Overall, based on teacher survey results that were received for students who attended 30 or more days, 90% of regular students improved in academic performance; specifically, 10% showed no improvement, 10% showed a slight improvement, 58% showed a moderate improvement and 22% showed significant improvement. (Appendix I: Academic Performance)

#### 4. Conclusions

- a. The Kahuku Complex 21<sup>st</sup> CCLC proposal and implementation of the program at the program sites purposefully targeted the intended population of low socio-economic needs who were performing well-below as well as those approaching benchmark on reading and math assessments. In addition, 100% of the centers are located in high-poverty communities.
- b. The Kahuku Complex 21<sup>st</sup> CCLC began the proposed implementation procedures for each of the project sites which included the initial planning meeting with school project site principals and site coordinators.
- c. The program was well managed; classroom leaders and site coordinators used data to inform their instruction; on-going classroom leader training with the classroom observation and on-site coaching appeared to contribute to program effectiveness and student achievement.
- d. Site program proposals and implementation ensured that the curriculum and programming aligned with state standards and provided a link to the school day.

#### 5. Recommendations

- a. Continue to establish and maintain partnerships to provide support for the project and promote sustainability.
- b. Continue to work with Kahuku Complex 21<sup>st</sup> CCLC site schools/principals and project partnerships to successfully plan and implement the project at all four (4) project sites.
- c. Continue to develop and implement curricula aligned to the State Common Core Standards in Reading, Math, and Science.
- d. Work with project site principals to provide demographic student data Kahuku Complex 21<sup>st</sup> CCLC students, particularly students who are eligible for free or reduced lunch.
- e. Communicate/coordinate with the regular day school teacher to monitor and ensure student improvement in academic performance and development of student learning behavior.

- f. Plan/Develop/Implement a Family/Parent Involvement Program that provides for sustained, ongoing parent involvement, continuous learning and sustained attendance/participation by parents and family throughout the semester/year.
- g. Conduct classroom observations and feedback and provide feedback to target and achieve student learning performance outcomes to maximize the impact of teaching on student learning.
- h. Monitor/observe classroom instruction in coordination with student in-class performance and assessment results. Discuss strategies to increase student achievement and learning behavior.
- i. Increase the number of reportable students at each site ensuring that participants received 30 or more instructional days.
- j. Increase the number of programs offered at all sites to ensure that each site meets the objective of 12-15 hours per week.

## **Program Description**

### **A. Origin of the program**

The Kahuku Complex 21<sup>st</sup> CCLC S.T.E.A.M. Project combines 1) academic instruction and the use of technology to increase math and reading achievement, 2) enrichment activities to engage students and foster positive learning behavior and learning achievement, and 3) family learning activities to develop parent understanding of the Kahuku Complex 21<sup>st</sup> CCLC S.T.E.A.M. Project program and curriculum to support their child's learning.

The Kahuku Complex 21<sup>st</sup> CCLC S.T.E.A.M. Project was implemented at four DOE schools of the Kahuku Complex 21<sup>st</sup> CCLC S.T.E.A.M. Project located on the windward side of Oahu: Hau'ula, Ka'a'awa, Kahuku Elementary and Kahuku High and Intermediate. The Kahuku Complex 21<sup>st</sup> CCLC S.T.E.A.M. Project was designed to address the educationally disadvantaged students characterized by: 1) academic risks in reading, math and science, 2) lack of early childhood education of preschool and 3) high absenteeism, drop out, and health concerns. Reportedly 61.7% or more of the Kahuku Complex students are on free or reduced lunch. Schools were also struggling with a Strive HI score of 275 or less. Additionally, 30% of families were classified as "at risk", having only one parent. The poverty level in the Kahuku Complex is 22.7% with a per capita income 26.8% less than the Hawaii average and 23.4% less than the National average. Schools also had a large special education population, recorded two times the state average of 10%. "Chronic absenteeism" was particularly noted for Hau'ula, Kahuku Elementary and Ka'a'awa Elementary (*Kahuku Complex 21<sup>st</sup> Century Grant Proposal*).

### **B. Program Goals**

1. Increase the number of students who receive academic learning support after school;
2. Expand the existing after school options to engage more students and families;
3. Develop a comprehensive after school program framework that encourages collaboration and continuity among after school options;
4. Increase the number of students meeting state reading, math, and science standards at each of the participating schools; and,
5. Increase the number of students who are college and career ready.

#### **Objectives of the Program**

1. 40% of each center's regular students will increase their math and reading scores from fall to spring.
2. 50% of each center's regular students will show improvement in academic behaviors such as school attendance, classroom performance, and homework completion as shown in the 21<sup>st</sup> CCLC teacher survey.
3. 100% of centers will offer high quality services in at least one core academic area.
4. 100% of centers will offer enrichment and support activities such as nutrition and health, art, dance, music, S.T.E.A.M., physical fitness, remediation, tutorial, college and career readiness opportunities, and place-based learning.

5. 75% of centers in the complex will offer services to parents, senior citizens, and other adult community members.
6. 100% of the centers will offer services at 12-15 hours per week on average during the school year and provide services when school is not in session.
7. 100% will establish and maintain partnerships within the community that continue to increase levels of community collaboration in planning, implementing, and sustaining programs.
8. 100% of centers are located in high-poverty communities.

**C. Clients involved in the program:**

The program targeted the educationally disadvantaged students characterized by critical needs: 1) special learner needs, 2) chronic attendance needs, 3) at-risk students and families and 4) minimal reading and math growth. A total of 47 students attended a summer intercession program at Hau'ula Elementary School (Appendix O: Kahuku Complex Summer Data). In the fall and spring of the 2016-2017 school year, a total of 846 students attended the program (Appendix N: Kahuku Complex, All Student Data). This was an increase of 780 students from the previous school year.

*Number & Percentage of All Students at Kahuku Complex Sites*

	TOTAL	MALES	FEMALES
Hau'ula Elementary	159 (19%)	70 (44%)	89 (56%)
Ka'a'awa Elementary	37 (4%)	22 (59%)	15 (41%)
Kahuku Elementary	208 (25%)	89 (43%)	119 (57%)
Kahuku High & Intermediate	442 (52%)	230 (52%)	212 (48%)
<b>Complex</b>	<b>846 (100%)</b>	<b>411 (49%)</b>	<b>435 (51%)</b>

Kahuku Complex 21<sup>st</sup> CCLC serviced a total of 846 students in grades K-12; 159 (19%) at Hau'ula Elementary, 37 (4%) at Ka'a'awa Elementary, 208 (25%) at Kahuku Elementary, and 442 (52%) at Kahuku High and Intermediate. Of the 846 students who participated in the program, 411 (49%) were males and 435 (51%) were females.

The majority of students in the program were Native Hawaiian/Pacific Islanders (608; 72%), followed by White (93;11%), those who were a combination of 2 or more races (35; 4%); Asian (10; 1%), Black (4;0.47%), American Indian/Native Alaskan (10; 1%), Hispanic (6;1%), and finally those who have no information reported (14;2%).

### Free/Reduced Lunch Eligibility

	No Information	Free/Reduced Lunch Eligible	Not Free/Reduced Lunch Eligible
Hau'ula Elementary		63 (40%)	96 (60%)
Ka'a'awa Elementary	37 (100%)		
Kahuku Elementary		105 (50%)	103 (50%)
Kahuku High & Intermediate	442 (100%)		
<b>Complex</b>	<b>479 (57%)</b>	<b>199 (24%)</b>	<b>168 (20%)</b>

Overall, 24% (199) students were eligible for Free/Reduced Lunch and 168 (20%) were not eligible for Free/Reduced Lunch. Ka'a'awa Elementary and Kahuku High and Intermediate did not report information on any students.

### Limited English Proficiency (LEP) Eligibility

	No Information	LEP Eligible	Not LEP Eligible
Hau'ula Elementary	0 (0%)	2 (1.26%)	157 (98.74%)
Ka'a'awa Elementary	0 (0%)	0 (0%)	37 (100%)
Kahuku Elementary	0 (0%)	1 (0.48%)	207 (99.52%)
Kahuku High & Intermediate	0 (0%)	3 (99.32%)	439 (99.32%)
<b>Complex</b>	<b>0 (0%)</b>	<b>6 (0.71%)</b>	<b>840 (99.29%)</b>

Overall, 0.71% (6) students were Limited English Proficiency Eligible; 840 (99.29%) students were not in the category of Limited English Proficiency.

### Special Education (SPED) Eligibility

	No Information	SPED Eligible	Not SPED Eligible
Hau'ula Elementary	0 (0%)	18 (11%)	141 (89%)
Ka'a'awa Elementary	0 (0%)	0 (0%)	37 (100%)
Kahuku Elementary	0 (0%)	5 (2%)	203 (98%)
Kahuku High & Intermediate	0 (0%)	26 (6%)	416 (94%)
<b>Complex</b>	<b>0 (0%)</b>	<b>49 (6%)</b>	<b>797 (94%)</b>

Overall, 6% (49) of the students were Special Education Eligible; 797 (94%) were not eligible for Special Education.

### Reportable Students:

There was a total of 162 students who attended the program in three out of the four Kahuku Complex Sites for 30 days or more during the 2016-2017 School Year. Ka'a'awa Elementary was

the only site that was not able to attain students who attended 30 or more days. This was a notable improvement from the previous year in which there were NO reportable students.

*Number & Percentage of Reportable Students at Kahuku Complex Sites*

	TOTAL	MALES	FEMALES
Hau'ula Elementary	59 (36%)	24 (41%)	35 (59%)
Kahuku Elementary	77 (48%)	30 (39%)	47 (61%)
Kahuku High & Intermediate	26 (16%)	9 (35%)	17 (65%)
<b>Complex</b>	<b>162 (100%)</b>	<b>63 (39%)</b>	<b>99 (61%)</b>

Kahuku Complex 21<sup>st</sup> CCLC had a total of 162 reportable students in grades K-12 (Appendix M: Kahuku Complex Reportable Student Data); 59 (36%) at Hau'ula Elementary, 77 (48%) at Kahuku Elementary, and 26 (16%) at Kahuku High and Intermediate. Of the 162 total number of students, 63 (39%) were males and 99 (61%) were females.

The majority of students in the program were Native Hawaiian/Pacific Islanders (119; 73%), followed by White (24;15%), those who were a combination of 2 or more races (7; 4%); Asian (4; 2%), Hispanic (4;2%), and American Indian/Native Alaskan (2; 2), and those who have no information reported (4;2%).

**Free/Reduced Lunch Eligibility**

	No Information	Free/Reduced Lunch Eligible	Not Free/Reduced Lunch Eligible
Hau'ula Elementary		31 (53%)	28 (47%)
Kahuku Elementary		40 (52%)	37 (48%)
Kahuku High & Intermediate	26 (100%)		
<b>Complex</b>	<b>26(16%)</b>	<b>71 (44%)</b>	<b>65 (40%)</b>

Overall, 44% (71) of the students were Free/Reduced Lunch Eligible; 65 (40%) were not eligible; Kahuku High and Intermediate did not report information on any students.

**Limited English Proficiency (LEP) Eligibility**

	No Information	LEP Eligible	Not LEP Eligible
Hau'ula Elementary	0 (0%)	1 (2%)	58 (98%)
Kahuku Elementary	0 (0%)	0 (0%)	77 (100%)
Kahuku High & Intermediate	0 (0%)	0 (0%)	26 (100%)
<b>Complex</b>	<b>0 (0%)</b>	<b>1 (1%)</b>	<b>161 (99%)</b>

Overall, 1 (1%) student was Limited English Proficiency Eligible; 161 (99%) were not Limited English Proficiency.

### Special Education (SPED) Eligibility

	No Information	SPED Eligible	Not SPED Eligible
Hau'ula Elementary	0 (0%)	4 (7%)	55 (93%)
Kahuku Elementary	0 (0%)	2 (3%)	75 (97%)
Kahuku High & Intermediate	0 (0%)	0 (0%)	26 (100%)
Complex	0 (0%)	6 (4%)	156 (96%)

Overall, 4% (6) students were Special Education Eligible; 156 (96%) were not eligible for Special Education.

#### D. Characteristics of the program materials and resources:

1. The following scientifically based curricula were implemented as the Kahuku 21<sup>st</sup> CCLC program:  
IReady: A program that was built to address Common-Core State Standards, the i-Ready combines a valid and reliable growth measure and individualized instruction.

2. **Resources** (e.g., grant funds, physical facilities, in-kind personnel, community partnerships)

- a. Other grant funds: Title 1
- b. Physical facilities and administrative/implementation support from Kahuku Complex's DOE Schools: Hau'ula Elementary, Ka'a'awa Elementary, Kahuku Elementary, and Kahuku High and Intermediate.
- c. Community partnerships: Kualoa Ranch; and the Ko'olauloa Education Alliance Corporation (KEAC), Kōkua Hawai'i Foundation

3. **Activities program participants were expected to take part in**

Kahuku 21<sup>st</sup> CCLC Program students were expected to participate in the academic programs and enrichment courses they were enrolled in. Some of the enrichment courses and academic support courses consisted of homework help, physical fitness activities, literacy enrichment, Robotics, STEM activities, and media classes (Appendix D: Complex Sites Program Activities).

Each site offered activities for both the community and parents (Appendix D: Complex Sites Program Activities). Community and family engagement activities were geared toward strengthening family involvement in the schools.

4. **Program Staff Procedures Implemented:**

- a. The Kahuku 21<sup>st</sup> CCLC Program Director planned and implemented the program budget, hiring and scheduling of staff, and operational policies and practices for the after-school program in cooperation with staff, youth and families.

- b. The Project Director and Site Coordinators worked with the school, families and 21<sup>st</sup> CCLC grant partners to implement the Kahuku 21<sup>st</sup> CCLC program and enroll students.
- c. The Project Director and Site Coordinators monitored and evaluated the program. The Site Coordinators supervised the staff to ensure effective program operations.
- d. Assessment and data collection procedures were implemented to pretest students at the beginning of the program and posttest at the end of the program across all program sites through the use of the standardized reading and math assessments. Parent survey, student survey and teacher survey were conducted at the end of the program year.

**5. How the Kahuku 21<sup>st</sup> CCLC Program was administered:**

*Administrative Organization and Scope of the Project:* The Kahuku 21<sup>st</sup> CCLC Program was managed by the Windward District Office. The Kahuku 21<sup>st</sup> CCLC Program worked in collaboration with partners (KEAC, Kualoa Ranch, Kokua Hawaii Foundation, Kahuku Library, and Title I) to combine high quality after school academic extended learning and engaging enrichment opportunities in the after-school program. The project director maintained communication with these partners. The project also provided family learning activities during the school year.

**E. Staff and others involved in the program:**

**1. Number and Roles of Specific Personnel (Based on Fall and Spring Data)**

Hau'ula Elementary:

- Site Coordinator: 1
- School Day Teachers: 8
- Volunteers: 11
- Other non-school day staff: 1

Ka'a'awa Elementary:

- Site Coordinator: 1
- School Day Teachers: 3
- Other non-school day staff: 1

Kahuku Elementary:

- Site Coordinator: 1
- School Day Teachers: 12
- Other school day staff: 2

Kahuku High and Intermediate:

- Site Coordinator: 1

- School Day Teachers: 16
- Volunteers: 1
- Other non-school day staff: 1

The Project Director worked with school administrators and site coordinators in managing all aspects of Kahuku Complex 21<sup>st</sup> CCLC Program including recruiting students and families, supervising staff, coordinating with schools and partners, and ordering materials and supplies. The Project Director also managed all Kahuku Complex 21<sup>st</sup> CCLC funds to ensure that the objectives were achieved and expenditures were within budget. All operations conducted by the Project Director were monitored and approved by the Complex Area Superintendent (CAS). The site coordinators at each site maintained all staff and student attendance and enrollment records. Classroom instructors directly facilitated before and after-school academic enrichment learning programs.

**2. Amount of time staff devoted to the program:**

The Kahuku 21<sup>st</sup> CCLC Program was implemented at various times of the school year due to the changes in Project Director and Site Coordinators. Most sites opened within the first few months, even if there were only a few classes offered. By the spring term, all sites had increased hours of operation.

<b>STAFF TIME DEVOTED TO THE PROGRAM SY 2016-2017</b>		
<b>(Based on Fall-Spring Data)</b>		
<b>SCHOOL SITE</b>	<b>Average Hrs/Wk X #Weeks</b>	<b>TOTAL HOURS</b>
Hau'ula Elementary	15 hrs x 23 wks (345)	345 hours
Ka`a`awa Elementary	7.5 hrs x 29 wks (217.5)	217.5 hours
Kahuku Elementary	14.75 hrs x 27 wks (398.25)	398.25 hours
Kahuku High & Inter	20 hrs x 30 wks (600)	600 hours
<b>COMPLEX TOTAL</b>		<b>1560.75 hours</b>

**3. Program Monitoring with Technical Support and Assistance:**

The Project Director managed all aspects of the Kahuku Complex 21<sup>st</sup> CCLC including supervising staff. The Project Director visited each site to ensure the fidelity to the program. The Site Coordinators carried out many of the same functions as the Project Director at the school site level. In addition, Site Coordinators maintained records, maintained supporting evidence in a site's binder, supervised staff, provided classroom training and support, and observed the classroom leaders.

**4. Partnerships developed for the 21<sup>st</sup> CCLC activities**

- a. Physical facilities and administrative/implementation support from Kahuku Complex's DOE Schools: Hau'ula Elementary, Ka`a`awa Elementary, Kahuku Elementary and Kahuku High and Intermediate.

- b. Community partnerships: Kualoa Ranch, Kokua Foundation, and Kahuku Public Library (Appendix C: Kahuku Complex Partnerships)

## **EVALUATION DESIGN AND RESULTS**

### **A. Purposes of the evaluation**

Evaluation was conducted to assess the implementation and the impact of the Kahuku 21<sup>st</sup> CCLC programs on student achievement at the four (4) Kahuku 21<sup>st</sup> CCLC school-based centers.

Measureable outcome data reported for learning achievement in math and reading using pre and post assessment data, teacher surveys, parent surveys, and student surveys.

### **B. Evaluation plan**

Program impact on student achievement was measured by the math and reading assessment scores from fall to spring using the school's standardized assessment tools. The 21<sup>st</sup> CCLC Teacher Survey was used at all centers to measure improvement in student learning behavior which included turning in homework, improvement in class participation, improvement in behavior, and improvement in academic performance. Parent and student surveys were administered to provide feedback on the program.

### **C. Evaluation Schedule**

Achievement objectives were measured pre- (beginning of the school year) and post (at the end of the school year). On-going data was collected during the school year to improve instruction. (Appendix A: Evaluation Plan)

1. Pre assessment data was collected at the beginning and post assessment was collected at the end of the school year using standardized assessments.
2. The 21<sup>st</sup> CCLC Teacher Survey of student improvement in learning behavior was administered at the end of the school year.
3. Parent Survey and Student Survey response to the program were administered at the end of the school year.
4. Program operations with regards to APR Objectives were documented during the school year and assessed at the end of the Program year.

Data Collection: Site Coordinators conducted on-going observations; Leaders conducted the classes and administered the assessments; Site Coordinators collected the site data. (Appendix A: Evaluation Plan)

**D. Results of the implementation evaluation:**

**1. *Has the program been implemented as planned in the grant application?***

The program was implemented as planned. The project director met with the principals to develop the initial planning stages of the program and all sites provided academic and enrichment programs to students. Hau'ula Elementary, Kahuku Elementary, and Kahuku High and Intermediate has begun implementation of iReady, a diagnostic Reading and Math on-line license that pinpoints each student's needs according to the sub-skill level. At Ka'a'awa Elementary, their scientifically based reading and math researched based program, Success For All, administers STAR 360 and Gates assessment. The assessments are used for progress monitoring purposes to differentiate the student's learning in the cycle of re-teaching or extra practice planned to meet student needs.

The goal to increase the number of students who receive academic learning support before and after school and to expand the existing after school options to engage more students and families was achieved during this SY2016-17.

**2. *What challenges have been faced in implementing the program and how are these challenges being addressed?***

- a. The primary challenge was the difficulty in maintaining a full-time Project Director. The initial Project Director that was hired to oversee the program resigned in January, 2017. An interim Project Director was appointed to ensure that the objectives of the grant were addressed for the remainder of the school year. A new Project Director has been hired for SY2017-18. A 100% FTE teacher will serve as the Project Director.
- b. Difficulty in maintaining site coordinators at each site was also noted as a challenge. Kahuku High and Intermediate School had three different site coordinators during the school year. The site coordinator at Ka'a'awa Elementary was hired in November which resulted in a late start for the programs. Discussion with principals and Project Director at the beginning of the school year will help to ensure that a consistent site coordinator is identified at the beginning of the year. Site coordinators with a background in education may be helpful to provide students with effective education programs to be offered after school.
- c. Maintaining students in the program for 30 or more reportable days. Due to the delay in hiring on-site staff and classroom leaders, only 162 out of 846 students met the guidelines for reportable students. On-going planning with Project Director

and principals are needed to ensure that students attend the program for 30 or more days. This will allow time to effect change in student's learning behaviors.

- d. Program proposals to be submitted to Project Director and Site Coordinators were difficult to complete for staff interested in conducting after school enrichment programs. Project Director will work with sites to create an abbreviated form.

**3. Which community based partnerships as planned in the grant application have been established and maintained?**

Partnership	Contribution
Kualoa Ranch	Kualoa Ranch offered a wide variety of outdoor, off-site learning activities about the natural environment aligned with the Common Core State Standards in science and social studies (Family Community Makahiki Festival and Ka'a'awa saddle making).
Title One	Partnering with Title 1 will provided family engagement activities that are intentional, regularly scheduled, and purposeful to focus on promoting literacy and family engagement at Hau'ula Elementary.
Kahuku Complex Department of Education Schools	Physical facilities and administrative/implementation support
Kahuku Public and School Library	The partnership with the Kahuku Public and School Library on the campus of Kahuku High & Intermediate School will provide access to authentic literature books and resources for parents. Project Director and library manager communicated about programming needs for SY 2017-2018.
Kōkua Hawai'i Foundation	Kōkua Hawai'i Foundation's 'AINA In Schools program will provide trainings and resources to support: school gardens via after-school garden club at Ka'a'awa Elementary.

**4. Are program activities interesting and valuable to students, teachers, administrators and community partners?**

- a. Kahuku Complex Sites combined 1) academic instruction and assistance which increased math and reading achievement, 2) engaging enrichment activities that supported positive learning behavior and learning achievement, and 3) family learning activities that fostered parent and community engagement.
- b. Based on parent surveys received (excludes Hau'ula Elementary) for students who attended the program 30 or more days, parents reported that their child looked forward to coming to the program (100%), the program helped their child become a better reader (82%), the program helped their child become better at writing (71%), the program helped their child become a better math student (71%), the program helped their child do better in school (94%), the teachers cared about the students (100%) and they would enroll their child in the program again (100%). (Appendix E: Parent Survey)
- c. Students responded favorably to the program; they look forward to coming to the program (98%). Students felt the program helped them become a better reader (76%), better at writing (51%), and better in math (47%). They also felt the program helped them do better in school (93%). Students felt the teachers cared about them (94%) and they would want to come to the program again (96%). (Appendix F: Student Survey)

**5. What are the plans to ensure effective program implementation next year?**

- a. Kahuku Complex has hired a 100% FTE teacher as the Project Director (PD) for SY 2017-18.
- b. A plan is in place to comprehensively provide for student learning and achievement in math, reading, and enrichment with pre-post assessments and on-going learning assessments to monitor student progress.
- c. Instructional materials are also in place with training support planned for effective implementation of instruction using the materials.
- d. A system for staff training, staff support, and staff and program supervision is in place.

**E. Results of the outcome evaluation:**

Program impact on student achievement was measured by the increase in math and reading pre-post assessment data from fall to spring. Measureable outcome data was reported for learning achievement in math and reading and teacher survey data was obtained on the impact on learning behavior.

The following outcome findings are reported:

- a. High Quality Services in at Least One Academic Area: 100% of centers offered high quality services in at least one core academic area.

- b. Enrichment and Support Activities: 100% of centers offered enrichment and support activities.
- c. Hours of Service per Week: 75% of centers opened for 12-15 hours per week. APR objective was not met but Kahuku Complex progressed toward meeting this objective (Appendix K: Center Hours of Operation).
- d. Partnerships: Kahuku Complex 21<sup>st</sup> CCLC Program established partnerships with the Ko'olauloa Education Alliance Corporation (KEAC), Kualoa Ranch, Kōkua Hawai'i Foundation, Kahuku Public Library, Project site schools (Appendix C: Complex Partnerships).
- e. Increase in Math and Reading Assessment: All students who attended 30 or more days of instruction/enrichment at Hau'ula Elementary, Kahuku Elementary, and Kahuku High and Intermediate were provided pre and post-assessments. Results reported improvement between fall and spring reading scores of 92% as a complex; thus exceeding the program objective: 40% of Kahuku Complex regular students will increase their reading assessment scores from fall to spring. Sub grantee sites reported the following scores: Hau'ula reported 89% of the students showed improvement, Kahuku Elementary reported 91% of the students showed improvement, and Kahuku High and Intermediate reported 100% of the students showed improvement (Appendix G: Reading Assessment).

Math assessment results reported improvement between fall and spring reading scores of 95% as a complex; thus exceeding the program objective: 40% of Kahuku Complex regular students will increase their math assessment scores from fall to spring. Sub grantee sites reported the following scores: Hau'ula reported 93% of the students showed improvement, Kahuku Elementary reported 95% of the students showed improvement, and Kahuku High and Intermediate reported 100% of the students showed improvement (Appendix H: Math Assessment).

- f. Family Engagement: 100% of centers in the complex offered services to parents, senior citizens, and other adult community members (Appendix D: Site Program Activities).
- g. Academic Behaviors: Based on the total amount of teacher surveys received, the following results were provided. Turning in his or her homework in to your satisfaction: 23% showed significant improvement, 42% showed moderate improvement, 25% showed slight improvement and 10% showed no improvement. Improvement in class participation: 26% showed significant improvement, 54% showed moderate improvement, 7% showed slight improvement and 12% showed no improvement. Improvement in behavior: 26% showed significant improvement, 53% showed moderate improvement, 9% showed slight improvement and 12% showed no improvement. Improvement in academic performance: 22% showed significant improvement, 58% showed moderate improvement, 10% showed slight improvement and 10% showed no improvement. (Appendix J: Teacher Survey)

- h. Student Need: 100% of centers are located in high-poverty communities. Each school meets the eligibility criteria for Title One, 40% or more students in the school are eligible to receive free or reduced lunch. In the 2016-17 school year, Hau'ula Elementary had 66.56% eligible, Ka'a'awa Elementary had 50% eligible, Kahuku Elementary had 59.43% eligible, and Kahuku High and Intermediate had 47.42% eligible.

## **CONCLUSIONS AND RECOMMENDATIONS**

### **A. Conclusions**

1. The Kahuku Complex 21<sup>st</sup> CCLC Program proposal and implementation of the program at the sites purposefully targeted the intended population of low socio-economic needs who were performing well-below as well as those approaching benchmark on reading and math assessments. In addition, 100% of the centers are located in high-poverty communities.
2. The Kahuku Complex 21<sup>st</sup> CCLC Program followed the proposed implementation procedures for each of the project sites which included the initial planning meeting with school project site principals and enrollment of students.
3. The program was well managed; classroom leaders and site coordinators used data to inform their instruction; on-going classroom leader training with the classroom observation and on-site coaching appeared to contribute to program effectiveness and student achievement.
4. Site program proposals and implementation ensured that the curriculum and programming aligned with state standard and provided a link to the school day.

### **B. Recommendations:**

1. Continue to establish and maintain partnerships to provide support for the project and promote sustainability for the project.
2. Continue to work with Kahuku Complex 21<sup>st</sup> CCLC site schools/principals and project partnerships to successfully plan and implement the project at all four (4) project sites.
3. Continue to develop and implement curricula aligned to the State Common Core Standards in Reading, Math and Science.
4. Work with project site principals to provide demographic student data, particularly students who are eligible for free or reduced lunch.
5. Monitor instruction in conjunction with student learning. Discuss strategies to increase student achievement and learning behavior. Provide on-site training support.

6. Communicate/coordinate with the regular day school teacher to monitor and ensure student improvement in academic performance and development of student learning behavior.
7. Plan/Develop/Implement a Family/Parent Involvement Program that provides for sustained, ongoing parent involvement, continuous learning and sustained attendance/participation by parents and family throughout the semester/year.
8. Provide on-site training, classroom observation and feedback, and follow up training to target and achieve student learning performance outcomes to maximize the impact of teaching on student learning.
9. Monitor/observe classroom instruction in coordination with student in-class performance and assessment results. Discuss strategies to increase student achievement and learning behavior.
10. Increase the number of reportable students at each site ensuring that participants received 30 or more instructional days.
11. Increase the number of programs offered at all sites to ensure that each site meets the objective of 12-15 hours per week.

**C. How will the evaluation results be used to refine, improve, and strengthen the program?**

1. The evaluation results will be reviewed with the Kahuku 21<sup>st</sup> CCLC program staff and with each of the four complex schools, school administrators, and project director to discuss and plan the Kahuku 21<sup>st</sup> CCLC program improvement at school sites.
2. Project Director, site coordinators and classroom leaders will use the data to focus on program improvement targeted to student achievement.

**D. How will the evaluation results be disseminated to public?**

1. Results will be posted on the websites of the Kahuku Complex 21<sup>st</sup> CCLC schools, Hau'ula Elementary, Ka'a'awa Elementary, Kahuku Elementary, and Kahuku High and Intermediate.
2. Copy of the evaluation results will be shared with the Site Coordinators. The Project Director will share the data with the principals.
3. Parents will receive a copy of the evaluation results in a flyer form.

# 21<sup>st</sup> CCLC Kahuku Complex Evaluation Report

June 1, 2016 through May 30, 2017

## APPENDIX LIST

- APPENDIX A: Kahuku Complex 21<sup>st</sup> CCLC Evaluation Plan SY 2016-2017
- APPENDIX B: Kahuku Complex 21<sup>st</sup> CCLC APR Objectives SY 2016-2017
- APPENDIX C: Kahuku Complex 21<sup>st</sup> CCLC Partnerships SY 2016-2017
- APPENDIX D: Kahuku Complex Sites Program Activities  
SY 2016-2017
- APPENDIX E: Kahuku Complex 21<sup>st</sup> CCLC Parent Survey Results  
SY 2016-2017
- APPENDIX F: Kahuku Complex 21<sup>st</sup> CCLC Student Survey Results  
SY 2016-2017
- APPENDIX G: Kahuku Complex 21<sup>st</sup> CCLC Student Reading Assessment  
Results SY 2016-2017
- APPENDIX H: Kahuku Complex 21<sup>st</sup> CCLC Student Math Assessment  
Results SY 2016-2017
- APPENDIX I: Kahuku Complex 21<sup>st</sup> CCLC Student Improvement in  
Academic Performance
- APPENDIX J: Kahuku Complex 21<sup>st</sup> CCLC Teacher Survey Results  
SY 2017-2017
- APPENDIX K: Center Hours of Operation
- APPENDIX L: 21<sup>st</sup> Century Community Learning Centers Programs  
Program Summary of 21<sup>st</sup> CCLC Offerings
- APPENDIX M: 21<sup>st</sup> Century Grant Kahuku Complex Reportable Student Data  
(Fall and Spring)
- APPENDIX N: 21<sup>st</sup> Century Grant Kahuku Complex Reportable Student Data  
(Fall and Spring)
- APPENDIX O: Kahuku Complex Summer 2016 Data

### KAHUKU COMPLEX 21<sup>st</sup> CCLC EVALUATION SY 2016-2017

Objectives:	Data Collection	Instruments
50% of each center's regular students will show improvement in academic behaviors such as school attendance, classroom performance, and homework completion as shown in the 21st CCLC teacher survey.	<ul style="list-style-type: none"> <li>• Teacher observation of student behavior was conducted throughout the school year.</li> <li>• 21<sup>st</sup> CCLC Teacher Survey was administered at the end of the school year.</li> </ul>	Teacher Survey - Student Improvement in Learning Behavior
100% of centers will offer high quality services in at least one core academic area.	<ul style="list-style-type: none"> <li>• Core academic areas/programs were documented.</li> <li>• Program quality was monitored and data collected regularly</li> <li>• Parent and student surveys were administered at the end of the school year.</li> <li>• Student achievement was monitored throughout the school year via on-line program assessment/reporting system.</li> </ul>	<ul style="list-style-type: none"> <li>• Documentation of services</li> <li>• Parent Survey Assessment</li> <li>• Student Survey Assessment</li> </ul>
100% of centers will offer enrichment and support activities such as nutrition and health, art, dance, music, S.T.E.A.M., physical fitness, remediation, tutorial, college and career readiness opportunities, and place-based learning.	Enrichment and support activities were documented as part of the Kahuku Complex 21 <sup>st</sup> CCLC plan.	Documentation of enrichment and support activities.
75% of centers in the complex will offer services to parents, senior citizens, and other adult community members.	Services were documented as part of the planned activities initiated at the beginning of the school year, documented upon implementation and submitted as part of the data collection at the end of the school year.	Documentation of services and activities (i.e. Attendance and operation records/documents.)
100% of the centers will offer services at 12-15 hours per week on average.	Hours were recorded throughout the year as part of attendance and operations.	Attendance and operations record.
100% will establish and maintain partnerships within the community that continue to increase levels of community collaboration in planning, implementing, and sustaining programs.	Partnerships were documented during the course of the year as they were established and reported in APR database and reports accordingly.	List of partnerships
40% of each center's regular students will increase their math and reading scores from fall to spring.	Reading and math assessments were administered at the beginning and end of the school year and on-going throughout the school year to inform instruction via on-line data reporting.	Standardized Reading and Math Assessment at the School administered in the Fall and Spring
100% of centers are located in high-poverty communities.	Title One Eligibility requirements ensuring that 40% or more students are on free and reduced lunch	Title One Eligibility Table for Hawaii DOE Schools

KAHUKU COMPLEX 21<sup>st</sup> CCLC APR OBJECTIVES SY 2016-2017

Objectives:	Measures & Assessment Instruments	Outcomes
50% of each center's regular students will show improvement in academic behaviors such as school attendance, classroom performance, and homework completion as shown in the 21st CCLC teacher survey.	<ul style="list-style-type: none"> <li>• Improve Student Behavior</li> <li>• Offer a Particular Type of Activity or Service;</li> <li>• Facilitate the Social Development of Participating Students;</li> <li>• Provide a Safe and Secure Environment</li> </ul> <p><b>Assessment:</b> <i>Teacher Survey's Received-Student Improvement in Academic Performance</i></p>	<p>Met the stated objective</p> <p>Currently 88% of students showed improvement in academic performance.</p>
100% of centers will offer high quality services in at least one core academic area.	<p>Improve Student Achievement</p> <p><b>Assessment:</b> Documentation of services</p>	<p>Met the stated objective</p> <p><i>100% of centers offer high quality academic services</i></p>
100% of centers will offer enrichment and support activities such as nutrition and health, art, dance, music, S.T.E.A.M., physical fitness, remediation, tutorial, college and career readiness opportunities, and place-based learning.	<ul style="list-style-type: none"> <li>• Reach Targeted Participation Levels in Enrichment and Support Activities</li> <li>• Offer a Particular Type of Activity or Service;</li> </ul> <p><b>Assessment:</b> Documentation of enrichment and support activities.</p>	<p>Met the stated objective</p> <p><i>100% of centers offer enrichment and support activities</i></p>
75% of centers in the complex will offer services to parents, senior citizens, and other adult community members.	<ul style="list-style-type: none"> <li>• Reach Targeted Participation Levels in Enrichment and Support Activities;</li> <li>• Foster Community Collaboration</li> </ul> <p><b>Assessment:</b> Documentation of services.</p>	<p>Met the stated objective</p> <p><i>100% of centers offer services to parents and community</i></p>
100% of the centers will offer services at 12-15 hours per week on average.	<ul style="list-style-type: none"> <li>• Meet Planned Hours of Operation</li> </ul> <p><b>Assessment:</b> Documentation of hours of services.</p>	<p>Did not meet, but progressed toward the stated objective</p> <p><i>75% of centers maintained operations of 12-15 hours.</i></p>
100% will establish and maintain partnerships within the community that continue to increase levels of community collaboration in planning, implementing, and sustaining programs.	<ul style="list-style-type: none"> <li>• Foster Community Collaboration</li> </ul> <p><b>Assessment:</b> List of partnerships</p>	<p>Met the stated objective</p>
40% of each center's regular students will increase their math and reading scores from fall to spring.	<ul style="list-style-type: none"> <li>• Improve Student Achievement</li> <li>• Offer a Particular Type of Activity or Service</li> </ul> <p><b>Assessment:</b> School Standardized Assessment</p>	<p>Met the stated objective based on information provided</p> <p><i>92% Showed improvement on Reading Assessment</i></p> <p><i>95% Showed improvement on Math Assessment</i></p>
100% of centers are located in high-poverty communities.	<p><b>Assessment:</b> Title One Eligibility Table for Hawaii DOE Schools</p>	<p>Met the stated objective</p>

### KAHUKU COMPLEX 21<sup>ST</sup> CCLC PARTNERSHIPS SY 2016-2017

Partnership	Contribution
Kualoa Ranch	Kualoa Ranch will offer a wide variety of outdoor, off-site learning activities about the natural environment aligned with the Common Core State Standards in science and social studies.
Title One	Partnering with Title 1 will provide family engagement activities that are intentional, regularly scheduled, and purposeful to focus on promoting literacy and family engagement. Title 1 will partner with KCLC to incorporate the Response to Intervention lessons to identified students and collectively utilize the funds from both sources to maximize the efforts to increase student achievement.
Kahuku Complex Department of Education Schools	Physical facilities and administrative/implementation support
Kahuku Public and School Library	The partnership with the Kahuku Public and School Library on the campus of Kahuku High & Intermediate School will provide access to authentic literature books and resources for parents.
Kōkua Hawai'i Foundation	Kōkua Hawai'i Foundation's 'ĀINA In Schools program will provide trainings and resources to support: school gardens via after-school garden clubs; nutrition education through healthy snack programs and cooking classes; and assist with developing family and community outreach.

*Kahuku Complex 21<sup>st</sup> CCLC Site Program Activities SY 2016-2017*

Site	Activities	Family/Parent Activities
Hauula Elementary School	STEM, Literacy, Homework Help, Arts and Music, Physical Activity	<ul style="list-style-type: none"> <li>• Game Night: Coding</li> <li>• Keiki Great Aloha Run</li> <li>• Battle of the Books</li> <li>• Keiki Spring Fair</li> </ul>
Ka'a'awa Elementary School	STEM, Arts and Music, Community Service Learning	<ul style="list-style-type: none"> <li>• Makahiki</li> <li>• Earth Club Showcase</li> </ul>
Kahuku Elementary	STEM, Literacy, Homework Help, Arts and Music, Physical Activity	<ul style="list-style-type: none"> <li>• Ukulele Showcase</li> <li>• Reader's Theatre</li> <li>• Battle of the Books</li> </ul>
Kahuku High and Intermediate	STEM, Literacy, Homework Help, Physical Activity,	<ul style="list-style-type: none"> <li>• Health Fair and Parent Night</li> </ul>

APPENDIX E

**KAHUKU COMPLEX 21<sup>ST</sup> CCLC PARENT SURVEY RESULTS SY 2016-2017**

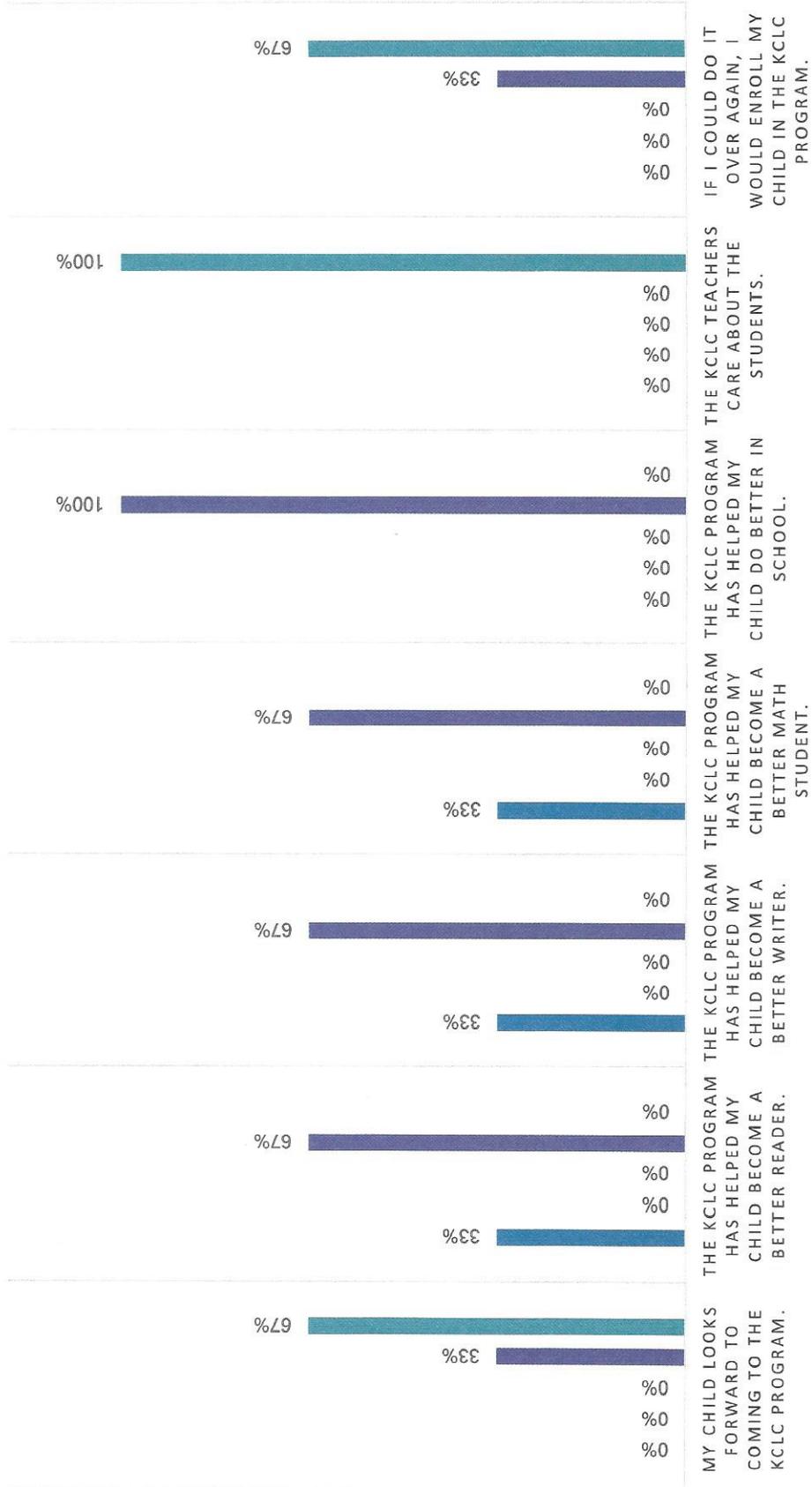
	Does Not Apply	Strongly Disagree	Disagree	Agree	Strongly Agree
I look forward to coming to the KCLC program.	2%	0%	0%	23%	75%
The KCLC program has helped me become a better reader.	23%	2%	0%	36%	40%
The KCLC program has helped me become a better writer.	42%	2%	6%	25%	26%
The KCLC program has helped me become a better math student.	25%	2%	26%	15%	32%
The KCLC program has helped me do better in school.	0%	2%	6%	42%	51%
The KCLC teachers care about the students.	0%	2%	4%	11%	83%
If I could do it over again, I would enroll in the KCLC program next year.	0%	0%	4%	19%	77%

Number of Surveys Distributed: 162      Number of Surveys Received: 53

\*There is no reportable student survey data from Kaaawa Elementary

## KAHUKU HIGH & INTERMEDIATE PARENT SURVEY

■ Does Not Apply   
 ■ Strongly Disagree   
 ■ Disagree   
 ■ Agree   
 ■ Strongly Agree



APPENDIX F

**KAHUKU COMPLEX 21<sup>ST</sup> CCLC STUDENT SURVEY RESULTS SY 2016-2017**

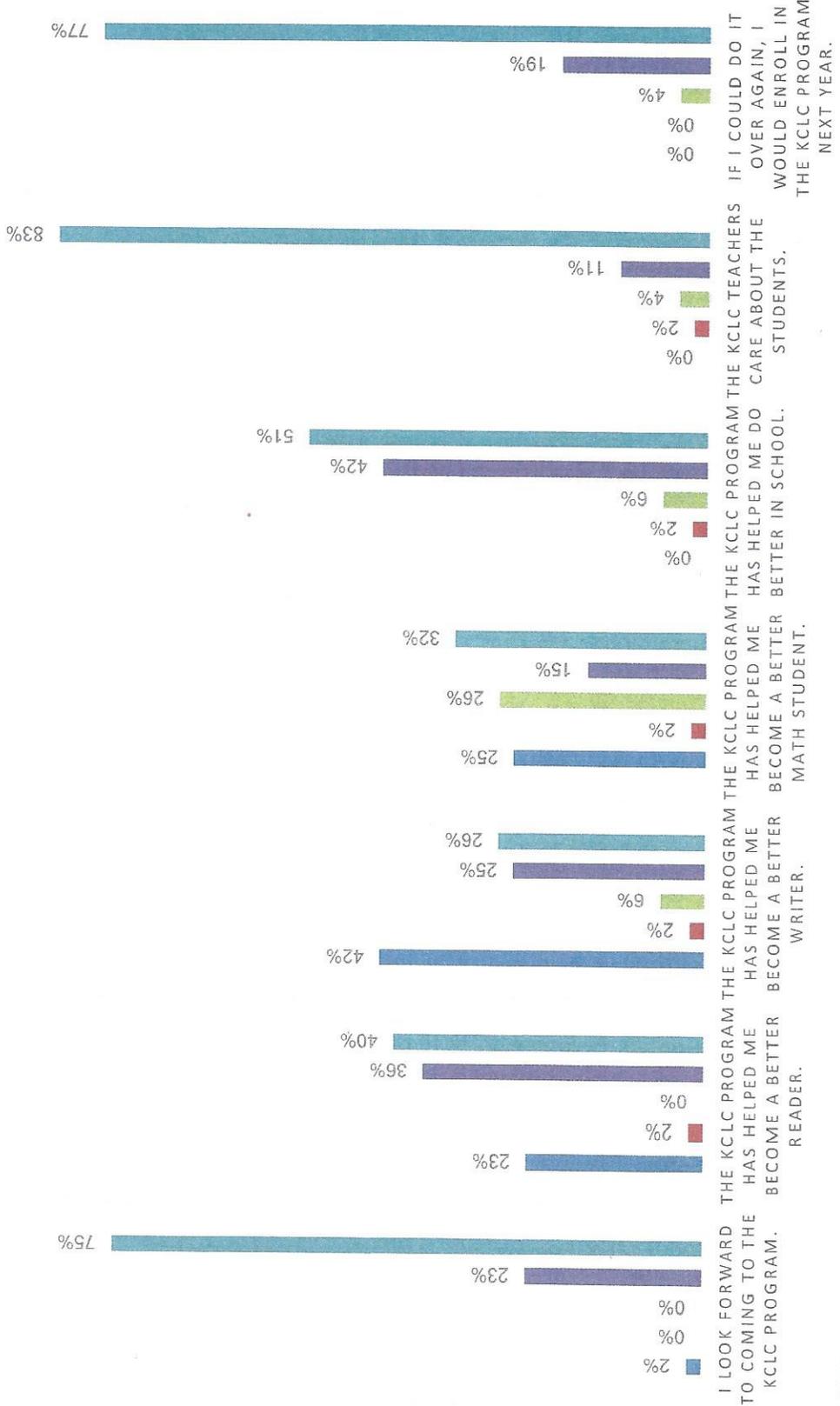
	Does Not Apply	Strongly Disagree	Disagree	Agree	Strongly Agree
I look forward to coming to the KCLC program.	2%	0%	0%	23%	75%
The KCLC program has helped me become a better reader.	23%	2%	0%	36%	40%
The KCLC program has helped me become a better writer.	42%	2%	6%	25%	26%
The KCLC program has helped me become a better math student.	25%	2%	26%	15%	32%
The KCLC program has helped me do better in school.	0%	2%	6%	42%	51%
The KCLC teachers care about the students.	0%	2%	4%	11%	83%
If I could do it over again, I would enroll in the KCLC program next year.	0%	0%	4%	19%	77%

Number of Surveys Distributed: 162      Number of Surveys Received: 53

**\*There is no reportable student survey data from Kaaawa Elementary**

### COMPLEX STUDENT SURVEY

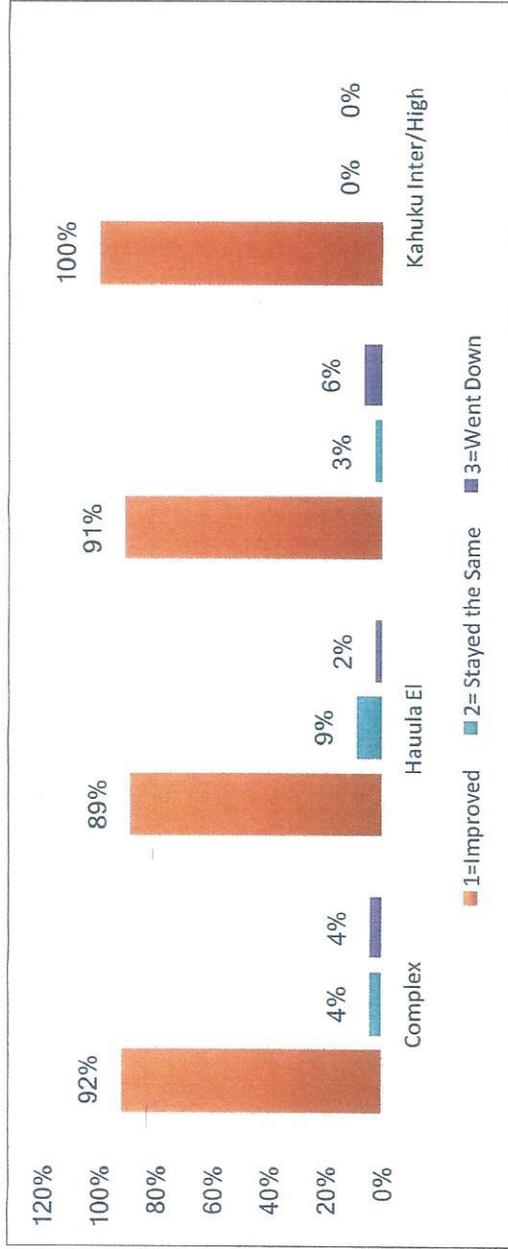
■ Does Not Apply  
 ■ Strongly Disagree  
 ■ Disagree  
 ■ Agree  
 ■ Strongly Agree



**KAHUKU COMPLEX 21<sup>ST</sup> CCLC STUDENT READING ASSESSMENT RESULTS SY 2016-2017**

	Complex	Hauula EI	Kahuku EI	Kahuku Inter/High
1=Improved	136	40	70	26
2= Stayed the Same	6	4	2	0
3=Went Down	6	1	5	0
# of All Students	148	45	77	26

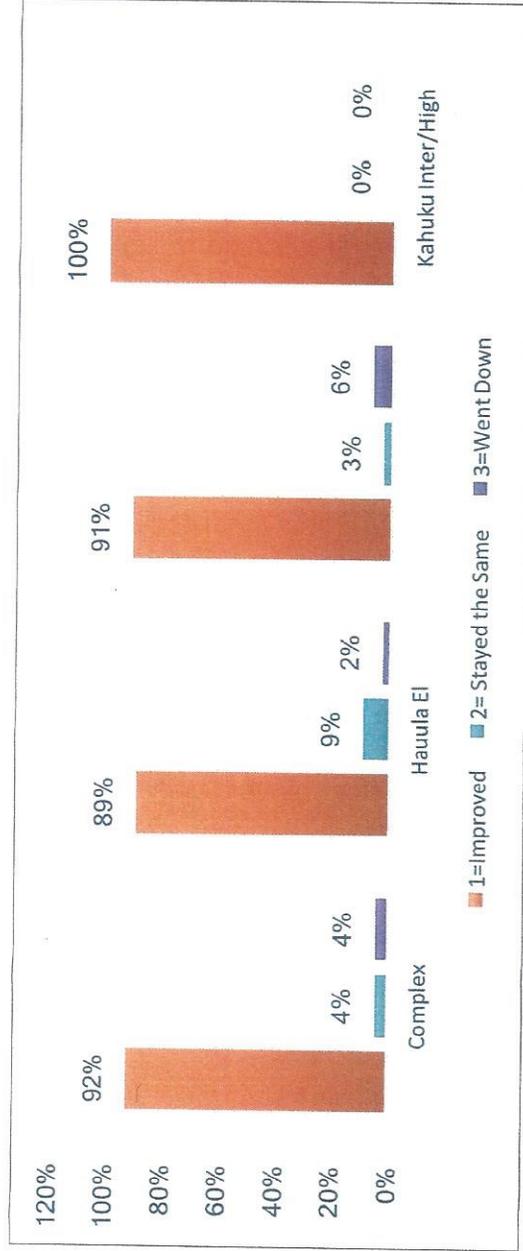
	Complex	Hauula EI	Kahuku EI	Kahuku Inter/High
1=Improved	92%	89%	91%	100%
2= Stayed the Same	4%	9%	3%	0%
3=Went Down	4%	2%	6%	0%



**KAHUKU COMPLEX 21<sup>ST</sup> CCLC STUDENT MATH ASSESSMENT RESULTS SY 2016-2017**

	Complex	Hauula EI	Kahuku EI	Kahuku Inter/High
1=Improved	141	42	73	26
2= Stayed the Same	5	3	2	0
3=Went Down	2	0	2	0
# of All Students	148	45	77	26

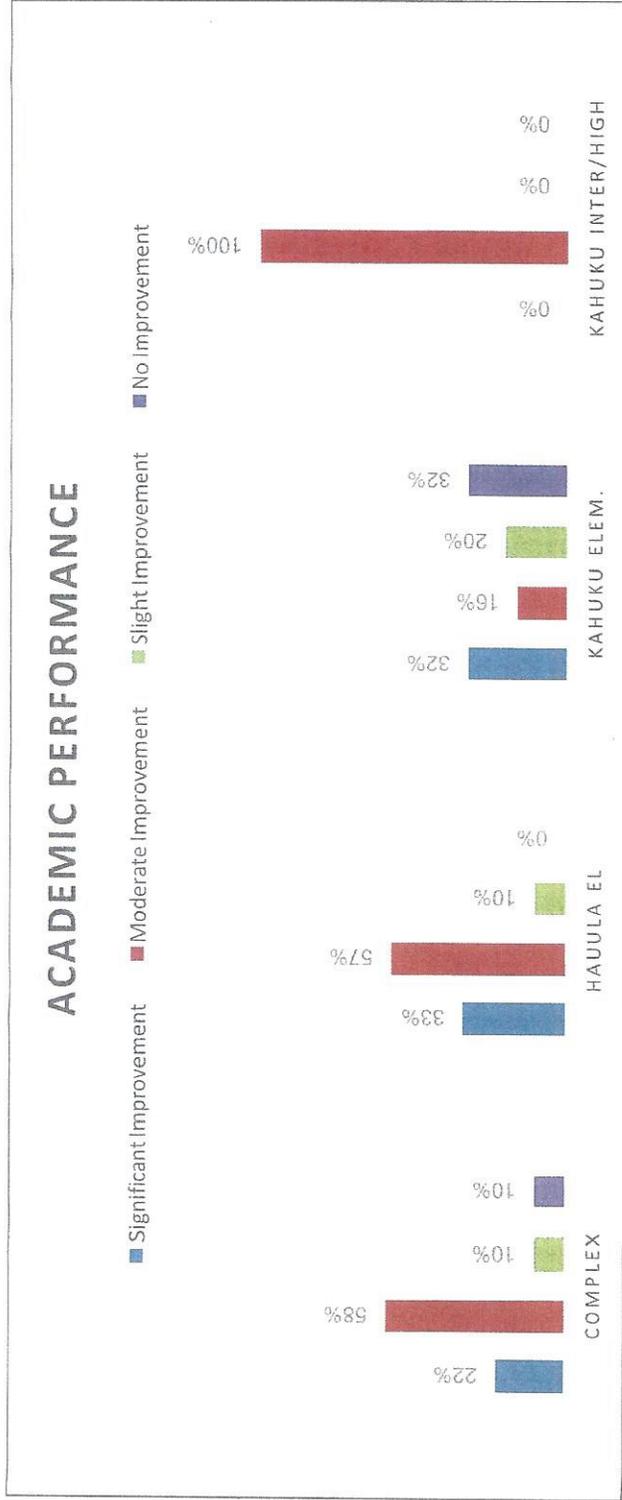
	Complex	Hauula EI	Kahuku EI	Kahuku Inter/High
1=Improved	95%	93%	95%	100%
2= Stayed the Same	3%	7%	3%	0%
3=Went Down	1%	0%	3%	0%



## KAHUKU COMPLEX 21<sup>ST</sup> CCLC STUDENT Improvement in Academic Performance

(Information based on teacher surveys received)

	Complex	Hauula El	Kahuku Elem.	Kahuku High and Intermediate
Significant Improvement	22%	33%	32%	0%
Moderate Improvement	58%	57%	16%	100%
Slight Improvement	10%	10%	20%	0%
No Improvement	10%	0%	32%	0%



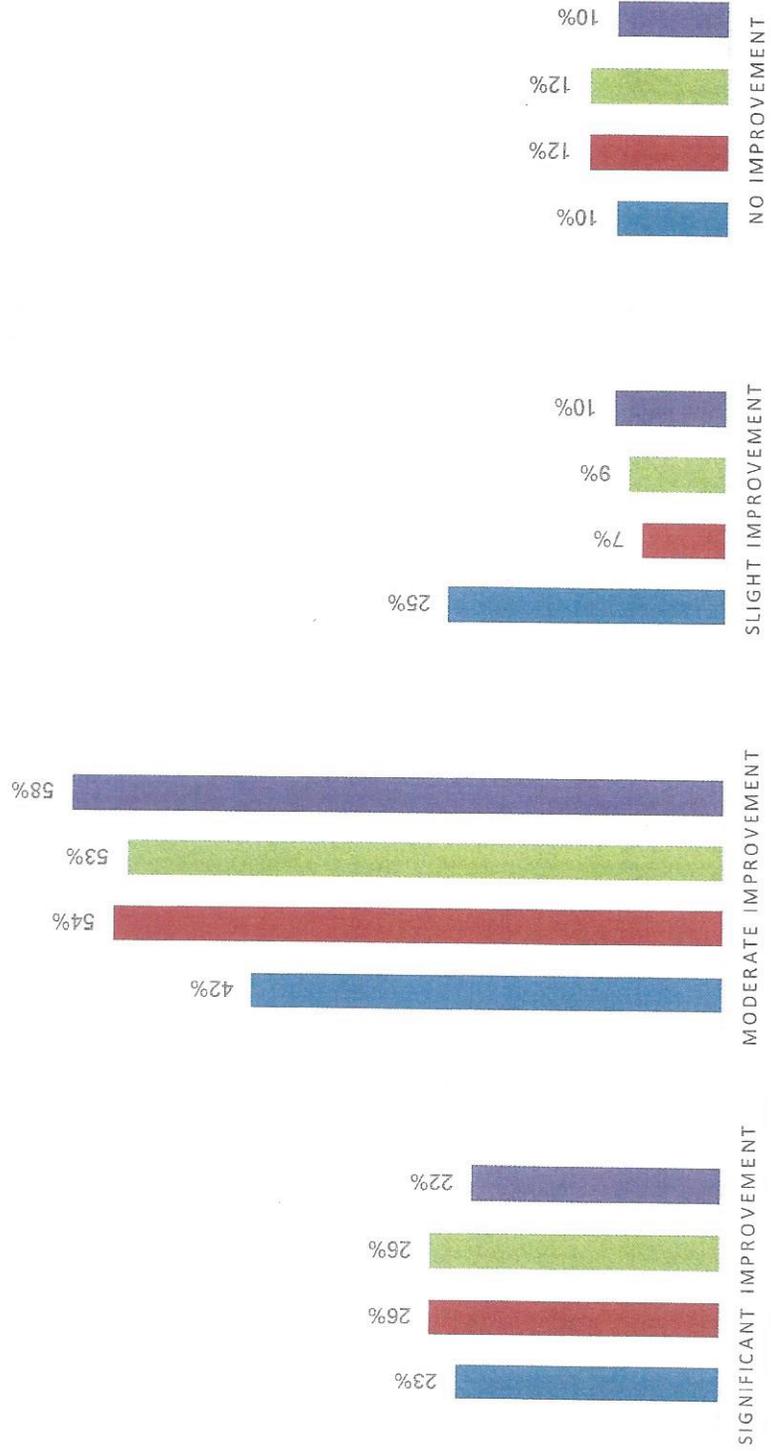
**KAHUKU COMPLEX 21<sup>ST</sup> CCLC  
TEACHER SURVEY RESULTS SY 2016-2017**

To what extent has your student changed their behavior in terms of:	Significant Improvement	Moderate Improvement	Slight Improvement	No Improvement
1. Turning his/her homework to your satisfaction	19	34	20	8
2. Improvement in Class Participation	21	44	6	10
3. Improvement in Behavior	21	43	7	10
4. Improvement in Academic Performance	18	47	8	8

To what extent has your student changed their behavior in terms of:	Significant Improvement	Moderate Improvement	Slight Improvement	No Improvement
1. Turning his/her homework to your satisfaction	23%	42%	25%	10%
2. Improvement in Class Participation	26%	54%	7%	12%
3. Improvement in Behavior	26%	53%	9%	12%
4. Improvement in Academic Performance	22%	58%	10%	10%

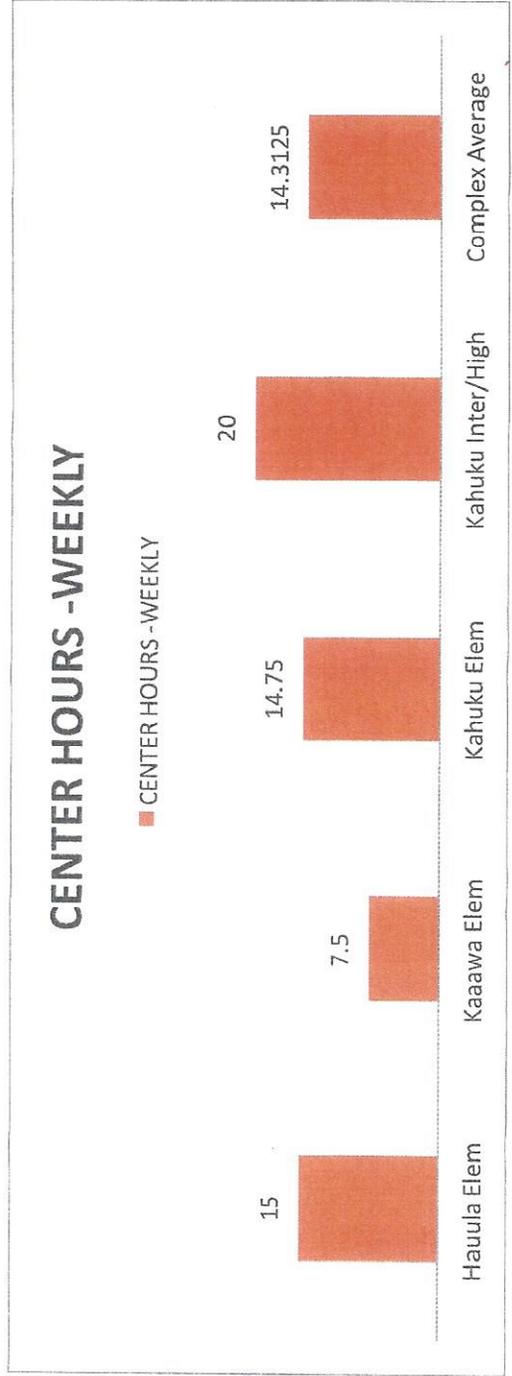
## KAHUKU COMPLEX 21ST CCLC TEACHER SURVEY

- 1. Turning his/her homework to your satisfaction
- 2. Improvement in Class Participation
- 3. Improvement in Behavior
- 4. Improvement in Academic Performance



Center Hours of Operation

SCHOOL	CENTER HOURS -WEEKLY
Hauula Elem	15
Kaaawa Elem	7.5
Kahuku Elem	14.75
Kahuku Inter/High	20
Complex Average	14.325



**21<sup>st</sup> Century Community Learning Centers Programs**  
**Program Summary of 21<sup>st</sup> CCLC Offerings**  
**Revision: 4/3/2017**

Name of Sub-grantee:	<b>Kahuku Complex 21<sup>st</sup> Century Community Learning Centers</b>					
Project Director name and contact information (phone number and email address):	Susan Young, Interim Project Director					
Name and Position of Direct Supervisor of Project Director (phone number and email address):	Matthew Ho, Complex Area Superintendent (808) 784-5900 Matt_Ho/windo/hidoe@notes.k12.hi.us					
Site(s)/location(s) where program(s) will be taking place - please insert rows if needed:	Start and end date of program at each site	Days of operation at each site (e.g... M-F, M-Th, M-Saturday)  Programs are highly encourage and strongly recommended to operate 3-4 days per week	Hours of operation at each site (i.e. 2:00-5:00 or 2:30-6:30)  Programs are highly encourage and strongly recommende d to operate 12-16 hours per week	Proposed number of students and eligible adults being served during program at each site	Number of staff (site coordinator, site director, site staff, PTT, PPT, paid/volunteer employee) working during program at each site	Programs offered at each site (e.g., robotics, culinary arts, recreation, tutorials -please specify, reading tutorials, math tutorials, etc.)
Hauula Elementary  (Site Co-coordinators: Leona Tupou, Maile Ho)	11/30/16-4/28/17	T	2:15-3:15	35	Melissa Faustino <u>4 Volunteers:</u> Wendy Cornelison, Victoria Cornelison, Callie Canlas, Lisa Chang	Battle of the Books
	10/25/16-4/28/17	TTH	3:00-4:00	21	Maile Ho	Coding
	10/3/16 - 12/19/16 and 1/17-3/2/17	M-TH	3:00-4:00	50	Marcus Nikora <u>5 Volunteers:</u> Aaron Keo Nue Nikora Missy Uli Sundra Ornellas	Fitness Club
	11/21/16 - 4/28/17	MTH	2:15-3:15	6	Kate Maloney	Geography Club
	1/25/17 - 4/28/17	W	2:30-3:30	20	Anja Kaonohi	Hula
	10/17/17-	MTTHF	2:05-3:05	15	Sherry	iReady Lab

## Appendix L

	4/28/17				Kahawaii	
	1/11/17 - 4/28/17	M-F	7:00-7:45 am 3:00-4:00 pm	50+	Sherry Kahawaii, Kristen Eastvedt, <u>2 Volunteers:</u> Marcus Nikora, Nue Nikora	Kukini Club
	10/17/17 - 4/28/17	TTH	2:15-3:15	8	Jonna Lewis	Media Lab
	11/30/17 - 4/28/17	TBA/W	2:00-3:00	21	Leona Tupou <u>Volunteers:</u> UH Students	Robotics
	1/27/17 - 4/28/17	M-F	2:05-3:00 W: 12:35- 2:30	20	Kulamanu Ulii, Leona Tupou, <u>1 Volunteer:</u> Kamakee Kahikina	Study Hall
	9/13/16- 4/28/17	T	2:15-3:15	25	Sherisse Cambonga, Veronica Wright	Hawaiian Language
Kaaawa Elementary (Site Coordinator: Curt Okimoto)	9/7/16- May 2017	W	12:45- 2:15	20	Denise Prow/Vane ssa	Garden Club
	3/7/17- May 2017	T,TH	2:10-3:40	12	Alex Gomez/Ma ria Sack	Video Making – Language Arts
	<i>Pending- May 2017</i>	M, F	2:15-3:45	12	Makena Okimoto	Ukulele
	<i>Pending</i>		2:30-3:30	12	Jennifer Luke- Payne	Saddle Making
Kahuku Elementary (Site Coordinator: Maria Tejada)	9/12/16 – April	Mon	2:15-3:15	54	Rachel Plunkett, Larissa Hekau	Battle of the Books
	10/3/16 – May 2017	M,T,TH,F	2:05-3:35	29	M. Paul Waite	Homework Help & Study Skills
	10/3/16 – May 2017	M,T,TH,F	2:05-3:35	24	Angela Whitaker	Homework Help & Study Skills
	11/21/16 – May 2017	M,T,TH,F	2:05-3:35	24	Walter Lee	Homework Help & Study Skills
	9/8/2016 – May 2017	T, TH	2:05 - 4:05	17	Jennifer Hippolite	STEAM, Coding, Science Fair

## Appendix L

	12/5/16 – May 2017	M,T,TH,F	2:05-3:45	17	Luka S. - Pule	STEAM, Coding
	9/22/16 – May 2017	M,T	2:15-3:30	34	Henrietta Emerson, Melissa Camit	Reader's Theater
	9/27/2016 – March 2017	T,TH	2:15-2:45	24	Alison Faleola, Ina Halemano	Ukulele
	10/3/16 – May 2017	M, F	2:30-4:30	19	Noah Tagatauli	Chess
	9/8/2016 - undecided	T, TH	2:30-4:00	12	Dorian Langi	Mo'olelo (Film)
	10/3/2016 – May 2017	M- F	7:00-8:00 am	20	Noah Tagatauli	Morning Kinect
	11/23/16 – undecided	M, W	12:45-2:30	21	Charmaine Gurr	Girl Scouts
	3/28-4/28	M-F	7:00-7:45 am 2:05-2:20	24	2 PTTA	Math Ninjas
	3/28-4/28			15	PTT B	Art
2/20/17-4/28/17Kahuku High and Intermediate  (Site Coordinator: Kamakee Lindsey)	9/30/16-12/8/16	M, T, W, Th, F	3:30-5:30	40	Alison Juliano	Study Hall
	2/6/17 – 4/28/17	M, T, W, Th, F	6:25-7:55 2:55-5:55	20	Lori Vimahi	Media Lab, College/Car. Readiness
	2/6/17-4/28/17	M, T, W, Th, F	6:25-7:55 2:55-5:55	20	Eddi Nautu	Media Lab, Math
	2/1/17-4/28/17	M, T, W, Th, F	7:25-7:55 2:55-3:55	15	Amber O'Reiley	Homework Help Lab
	8/3/16-4/28/17	M, T, W, Th, F	3:00-4:30	24	Michael Lau, Colleen Spring, Joseph Loi-On	Speech and Debate
	8/3/16-4/28/17	M, T, W, Th, F	4:30-6:00	24	Michael Lau, Joseph Loi-On	Drama
	8/3/16-4/28/17	M, T, W, Th, F	6:00-7:00	5	Michael Lau	Coaching Speech/Debate/Drama
	11/1/16-4/28/17	M, T, W, Th, F	3:30-6:00	30	Tajana Alo  Moke Gallates  Volunteer: Reggie	Red Raider Strength and Conditioning/ Tomahawk Fitness

## Appendix L

					Torres	Program
2/6/17-4/28/17	M, T, W, Th, F	7:25-7:55	25	Mike Lin	Mandarin	
9/13/17-4/28/17	T, W, Th	3:00-4:00	26	Brett Kewish	STEM Class	
9/13/17-4/28/17	T, W, Th	4:00-6:00	14	Brett Kewish	Science Olympiad	
2/6/17-4/28/17	M, T, Th	3:00-:00	12	Jaena Gumapac	KHIS Dance Club	
10/31/16-4/28/17	M, T, Th	3:00-5:00	20	Kat Keenan	Robotics	
2/20/16-4/28/17	M, T, W, Th, F	3:00-4:30	48	M. Leiataua, A. Tausaga, S. Pili, P. Toilolo	Polynesian Club	
2/20/17-4/28/17	M, T, W, Th, F	4:30-7:30	72	M. Leiataua, A. Tausaga, S. Pili, P. Toilolo (non-DOE)	Pasefika/ Polynesian Dance	

Activities must be aligned to:

- College and Career Readiness
- Improved academic achievement in math, reading, science
- Increasing high school graduation, middle/intermediate and elementary promotion to next grade level

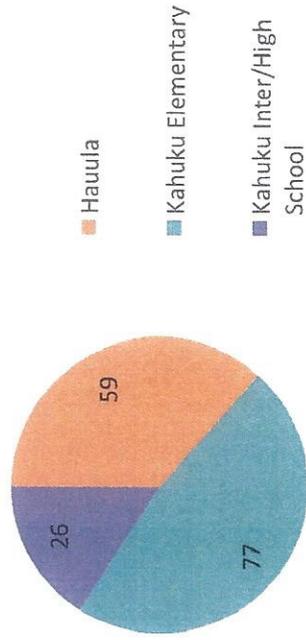
Kahuku Complex

21<sup>st</sup> CENTURY GRANT

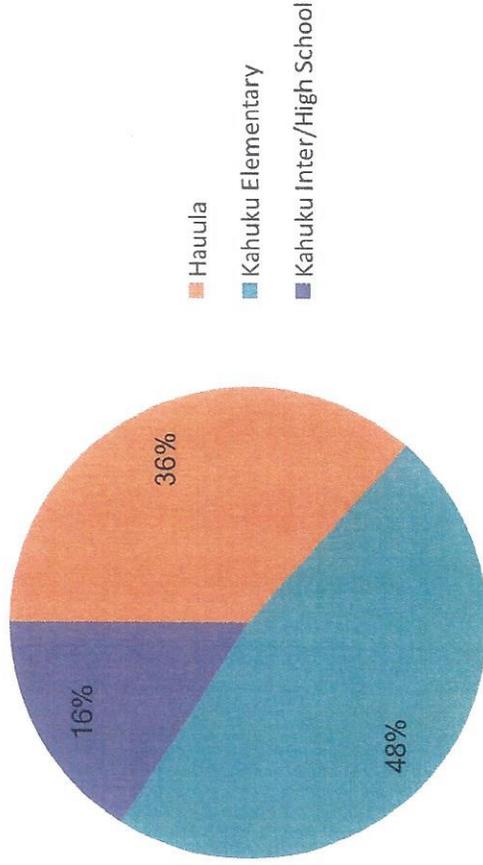
Reportable Student Data

Fall and Spring Combined SY 2016-2017

Number of Reportable students at each KCLC Site During 2016-2017 School Year



Percentage of Reportable students at each KCLC Site during 2016-2017 School Year



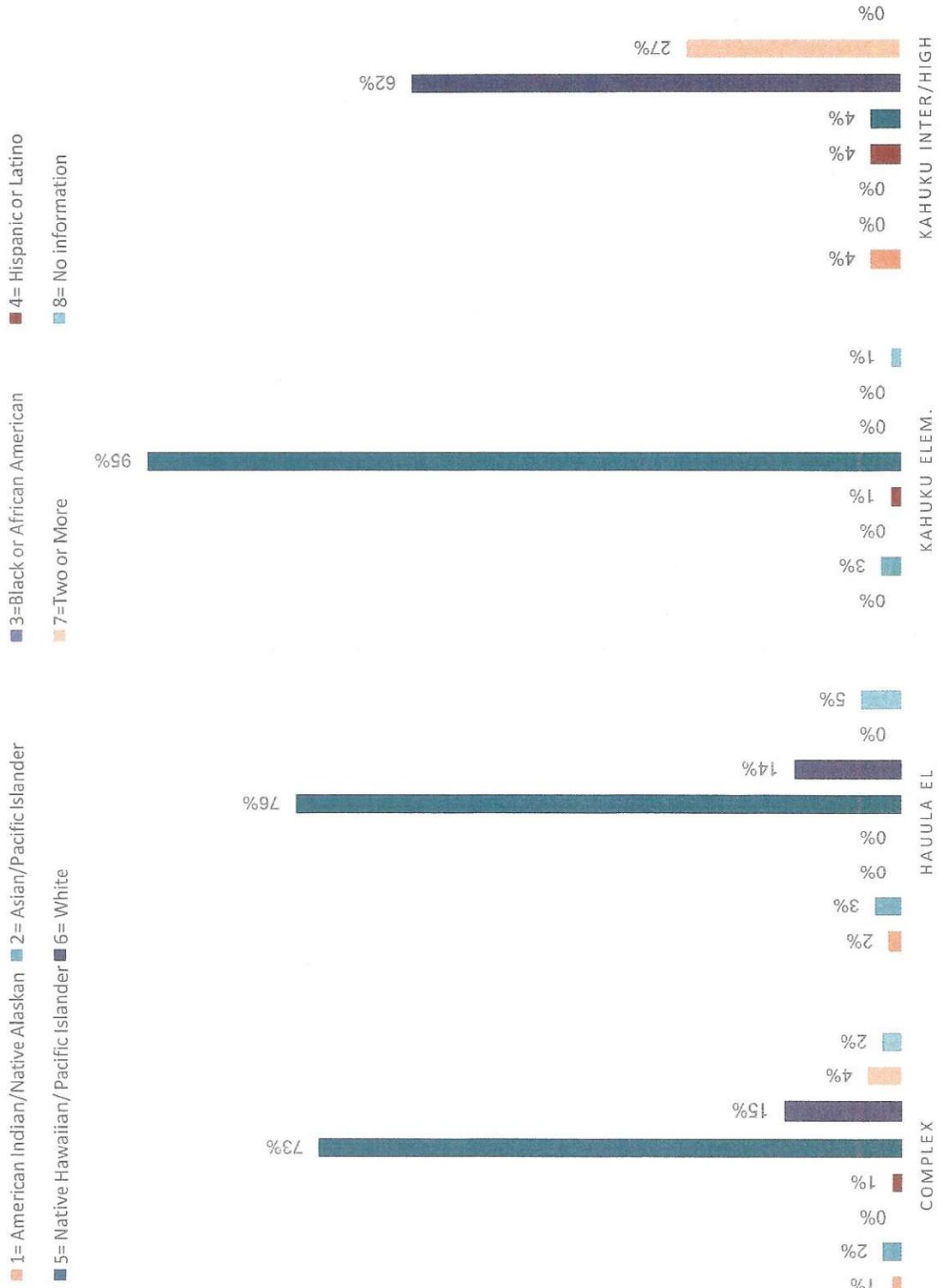
\*No reportable students reported for Kaaawa Elementary

Ethnicity Distribution

	Complex	Hauula El	Kahuku Elem.	Kahuku Inter/High
1= American Indian/Native Alaskan	2	1	0	1
2= Asian	4	2	2	0
3=Black or African American	0	0	0	0
4= Hispanic or Latino	2	0	1	1
5= Native Hawaiian/Pacific Islander	119	45	73	1
6= White	24	8	0	16
7=Two or More	7	0	0	7
8= No information	4	3	1	0
# of All Students	162	59	77	26

	Complex	Hauula El	Kahuku Elem.	Kahuku Inter/High
1= American Indian/Native Alaskan	1%	2%	0%	4%
2= Asian	2%	3%	3%	0%
3=Black or African American	0%	0%	0%	0%
4= Hispanic or Latino	1%	0%	1%	4%
5= Native Hawaiian/Pacific Islander	73%	76%	95%	4%
6= White	15%	14%	0%	62%
7=Two or More	4%	0%	0%	27%
8= No information	2%	5%	1%	0%

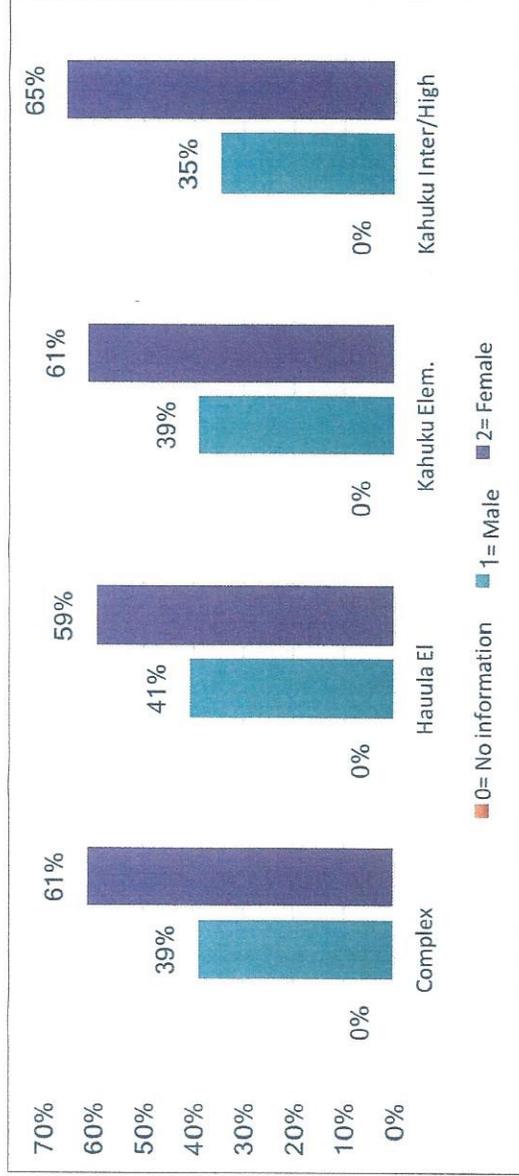
Ethnicity Distribution



Gender Distribution

	Complex	Hauula EI	Kahuku Elem.	Kahuku Inter/High
0= No information	0	0	0	0
1= Male	63	24	30	9
2= Female	99	35	47	17
# of All Students	162	59	77	26

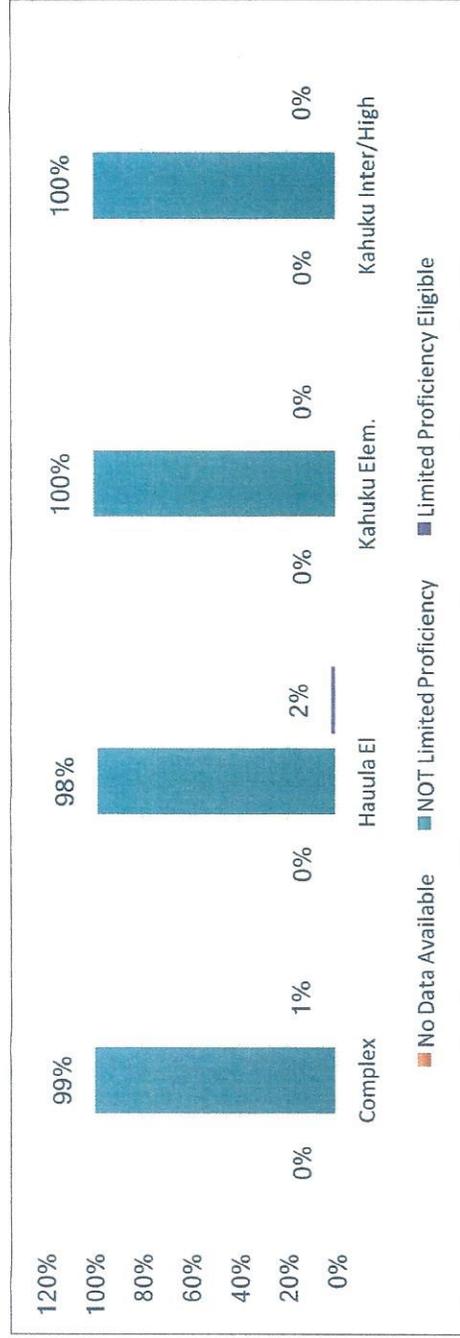
	Complex	Hauula EI	Kahuku Elem.	Kahuku Inter/High
0= No information	0%	0%	0%	0%
1= Male	39%	41%	39%	35%
2= Female	61%	59%	61%	65%



Limited English Proficiency Distribution

	Complex	Hauula	Kahuku El	Kahuku Inter/High
No Data Available	0	0	0	0
NOT Limited Proficiency	161	58	77	26
Limited Proficiency Eligible	1	1	0	0
# of All Students	162	59	77	26

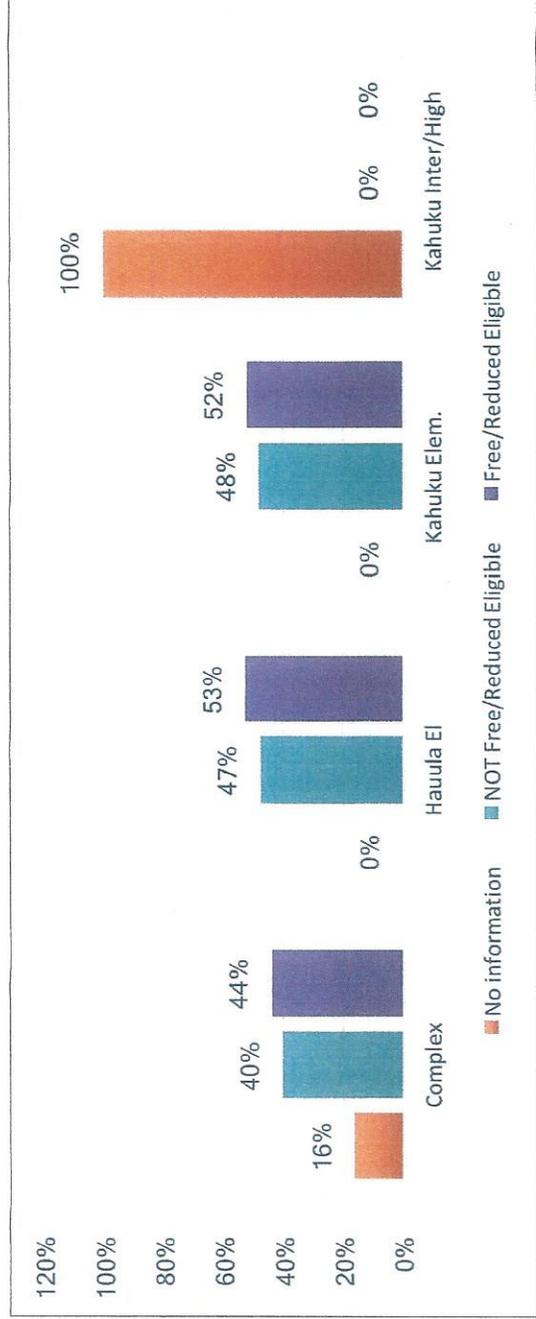
	Complex	Hauula	Kahuku El	Kahuku Inter/High
No Data Available	0%	0%	0%	0%
NOT Limited Proficiency	99%	98%	100%	100%
Limited Proficiency Eligible	1%	2%	0%	0%



Free/Reduced Lunch Eligible Distribution

	Complex	Hauula	Kahuku EI	Kahuku Inter/High
No information	26	0	0	26
NOT Free/Reduced Eligible	65	28	37	0
Free/Reduced Eligible	71	31	40	0
# of All Students	162	59	77	26

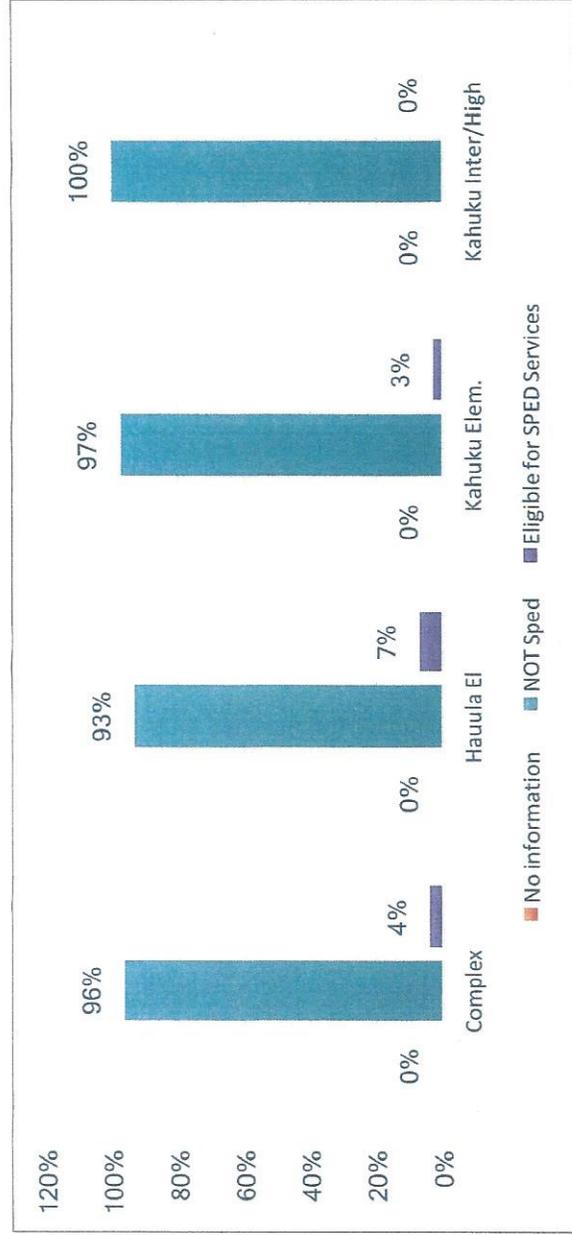
	Complex	Hauula	Kahuku EI	Kahuku Inter/High
No information	16%	0%	0%	100%
NOT Free/Reduced Eligible	40%	47%	48%	0%
Free/Reduced Eligible	44%	53%	52%	0%



SPED Eligible Distribution

	Complex	Hauula	Kahuku EI	Kahuku Inter/High
No information	0	0	0	0
NOT Sped	156	55	75	26
Eligible for SPED Services	6	4	2	0
# of All Students	162	59	77	26

	Complex	Hauula	Kahuku EI	Kahuku Inter/High
No information	0%	0%	0%	0%
NOT Sped	96%	93%	97%	100%
Eligible for SPED Services	4%	7%	3%	0%

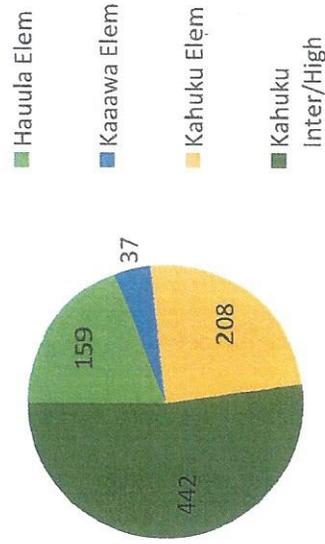


21<sup>st</sup> CENTURY GRANT

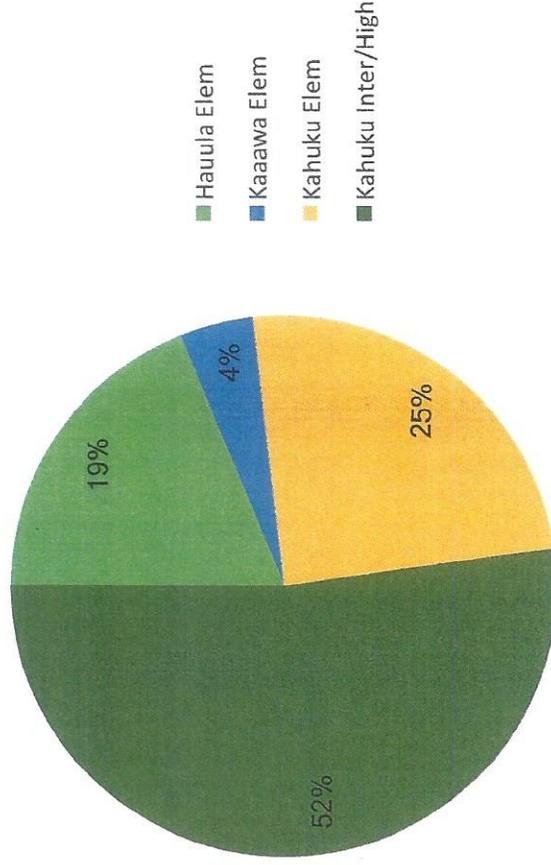
Kahuku Complex

Fall and Spring Data – All Students (SY 16-17)

Number of all students at each KCLC Site During Fall - Spring 2016-2017



Percentage of all students at each KCLC Site during Fall -Spring SY 2016-2017



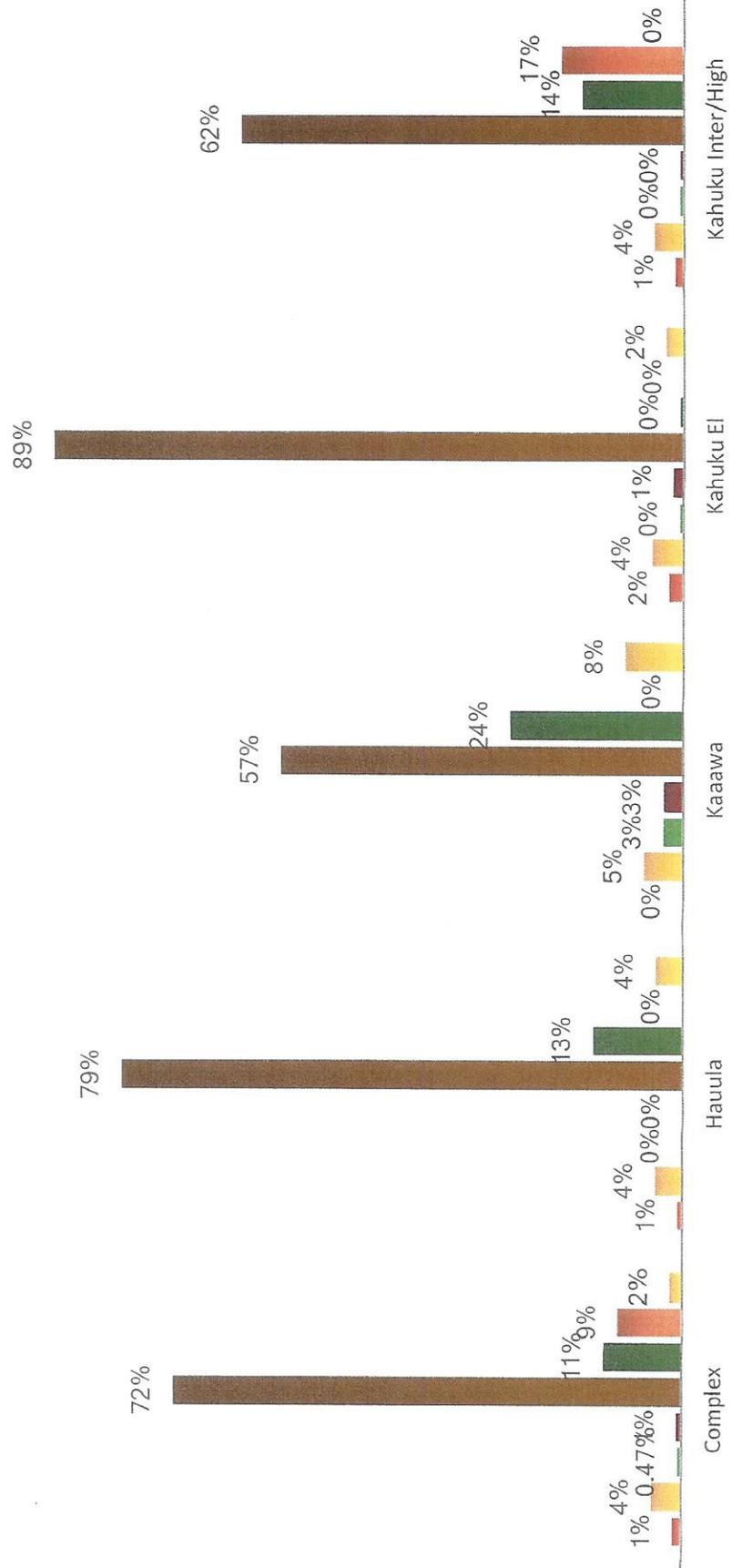
Ethnicity Distribution

	Complex	Hauula	Kaaawa	Kahuku EI	Kahuku Inter/High
1= American Indian/Native Alaskan	10	1	0	4	5
2= Asian	35	6	2	9	18
3=Black or African American	4	0	1	1	2
4= Hispanic or Latino	6	0	1	3	2
5= Native Hawaiian/Pacific Islander	608	126	21	185	276
6= White	93	20	9	1	63
7=Two or More	76	0	0	0	76
8= No information	14	6	3	5	0
# of All Students	846	159	37	208	442

	Complex	Hauula	Kaaawa	Kahuku EI	Kahuku Inter/High
1= American Indian/Native Alaskan	1%	1%	0%	2%	1%
2= Asian/Pacific Islander	4%	4%	5%	4%	4%
3=Black or African American	0.47%	0%	3%	0%	0%
4= Hispanic or Latino	1%	0%	3%	1%	0%
5= Native Hawaiian Pacific Islander	72%	79%	57%	89%	62%
6= White	11%	13%	24%	0%	14%
7=Two or More	9%	0%	0%	0%	17%
8= No information	2%	4%	8%	2%	0%

Ethnicity Distribution

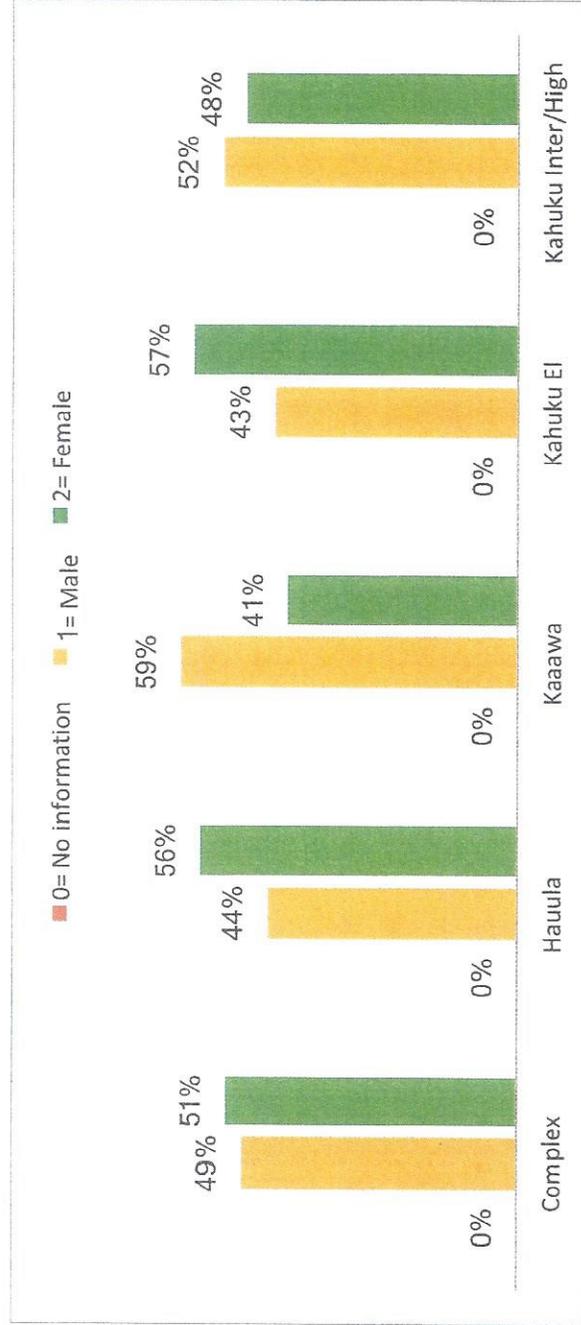
- 1= American Indian/Native Alaskan
- 2= Asian/Pacific Islander
- 3= Black or African American
- 4= Hispanic or Latino
- 5= Native Hawaiian Pacific Islander
- 6= White
- 7= Two or More
- 8= No information



Gender Distribution

	Complex	Hauula	Kaaawa	Kahuku EI	Kahuku Inter/High
0= No information	0	0	0	0	0
1= Male	411	70	22	89	230
2= Female	435	89	15	119	212
# of All Students	846	159	37	208	442

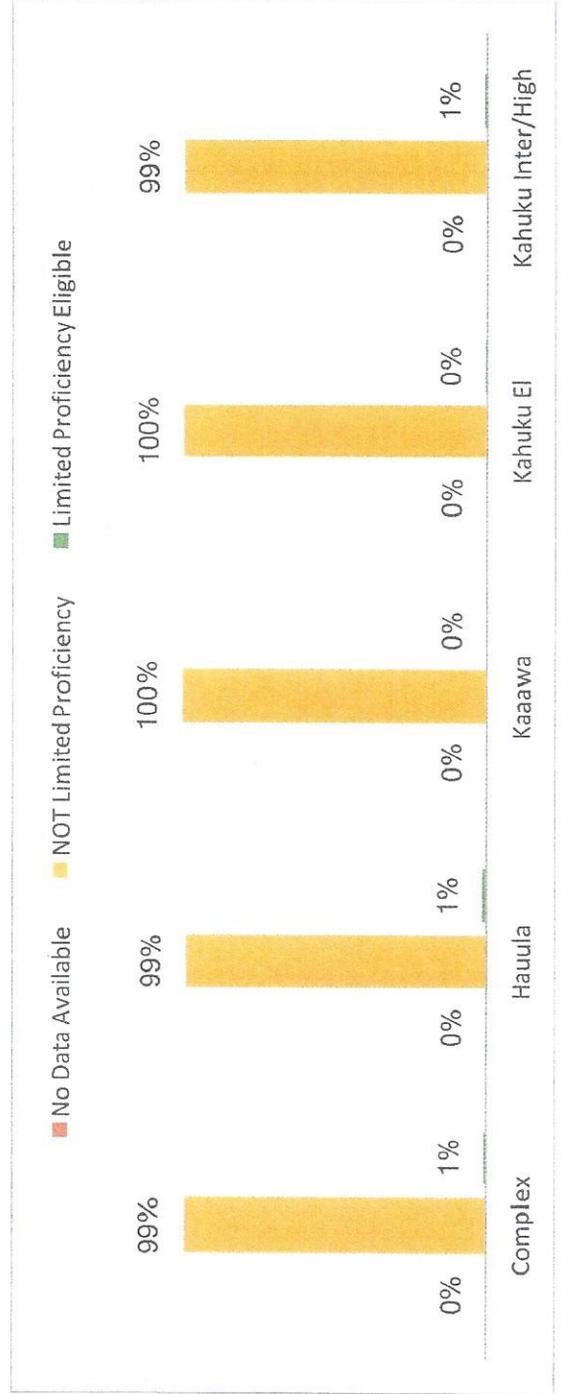
	Complex	Hauula	Kaaawa	Kahuku EI	Kahuku Inter/High
0= No information	0%	0%	0%	0%	0%
1= Male	49%	44%	59%	43%	52%
2= Female	51%	56%	41%	57%	48%



Limited English Proficiency Distribution

	Complex	Hauula	Kaaawa	Kahuku EI	Kahuku Inter/High
No Data Available	0	0	0	0	0
NOT Limited Proficiency	840	157	37	207	439
Limited Proficiency Eligible	6	2	0	1	3
# of All Students	846	159	37	208	442

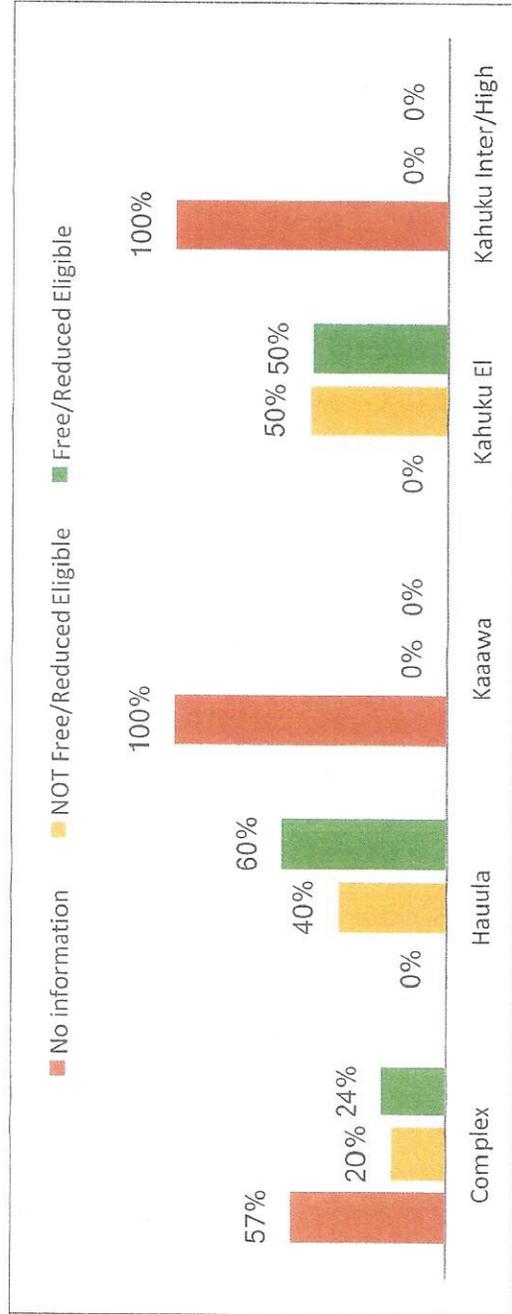
	Complex	Hauula	Kaaawa	Kahuku EI	Kahuku Inter/High
No Data Available	0.00%	0.00%	0.00%	0.00%	0.00%
NOT Limited Proficiency	99.29%	98.74%	100.00%	99.52%	99.32%
Limited Proficiency Eligible	0.71%	1.26%	0.00%	0.48%	0.68%



Free/Reduced Lunch Eligible Distribution

	Complex	Hauula	Kaaawa	Kahuku EI	Kahuku Inter/High
No information	479	0	37	0	442
NOT Free/Reduced Eligible	168	63	0	105	0
Free/Reduced Eligible	199	96	0	103	0
# of All Students	846	159	37	208	442

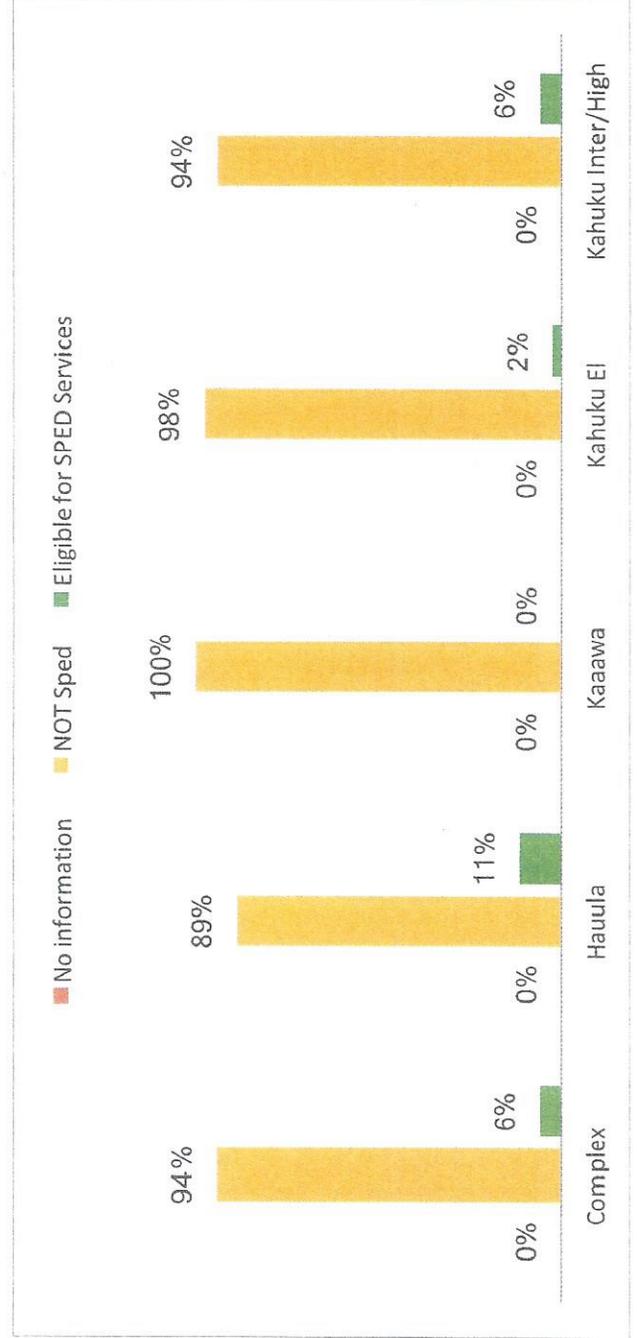
	Complex	Hauula	Kaaawa	Kahuku EI	Kahuku Inter/High
No information	57%	0%	100%	0%	100%
NOT Free/Reduced Eligible	20%	40%	0%	50%	0%
Free/Reduced Eligible	24%	60%	0%	50%	0%



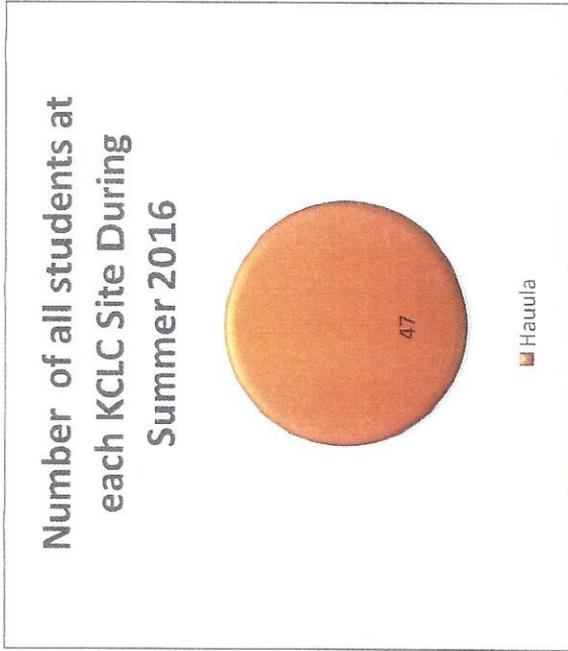
SPED Eligible Distribution

	Complex	Hauula	Kaaawa	Kahuku EI	Kahuku Inter/High
No information	0	0	0	0	0
NOT Sped	797	141	37	203	416
Eligible for SPED Services	49	18	0	5	26
# of All Students	846	159	37	208	442

	Complex	Hauula	Kaaawa	Kahuku EI	Kahuku Inter/High
No information	0%	0%	0%	0%	0%
NOT Sped	94%	89%	100%	98%	94%
Eligible for SPED Services	6%	11%	0%	2%	6%



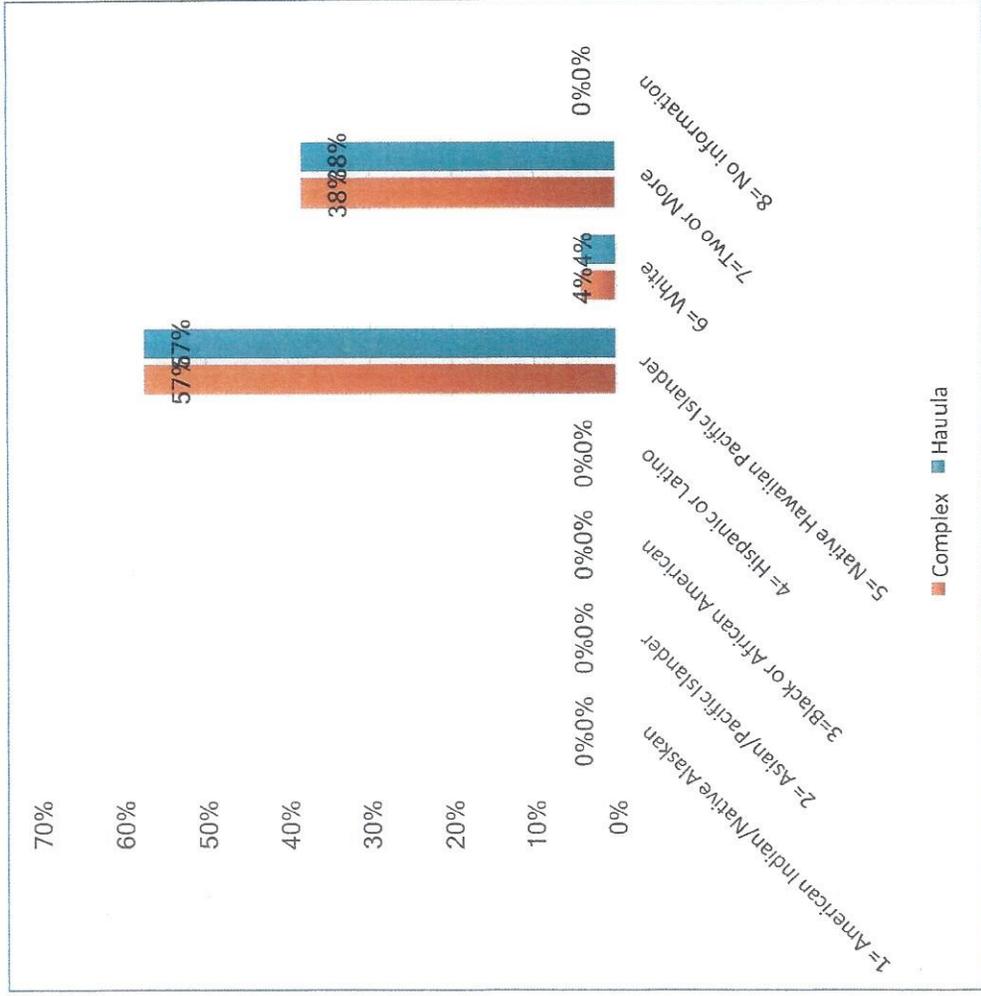
**Kahuku Complex 21<sup>st</sup> Century  
Community Learners  
Summer 2016 (SY 2016-2017)**



Ethnicity Distribution

	Complex	Hauula
1= American Indian/Native Alaskan	0	0
2= Asian	0	0
3=Black or African American	0	0
4= Hispanic or Latino	0	0
5= Native Hawaiian/Pacific Islander	27	27
6= White	2	2
7=Two or More	18	18
8= No information	0	0
# of All Students	47	47

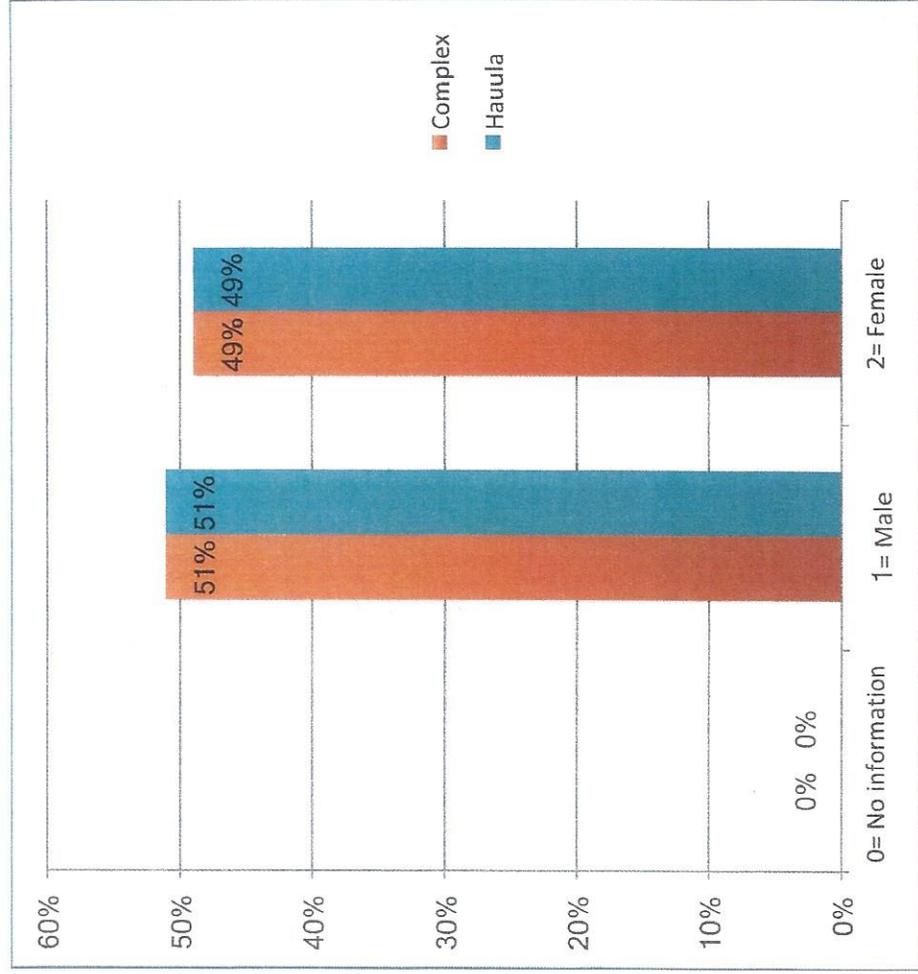
	Complex	Hauula
1= American Indian/Native Alaskan	0%	0%
2= Asian/Pacific Islander	0%	0%
3=Black or African American	0%	0%
4= Hispanic or Latino	0%	0%
5= Native Hawaiian Pacific Islander	57%	57%
6= White	4%	4%
7=Two or More	38%	38%
8= No information	0%	0%



Gender Distribution

	Complex	Hauula
0= No information	0	0
1= Male	24	24
2= Female	23	23
# of All Students	47	47

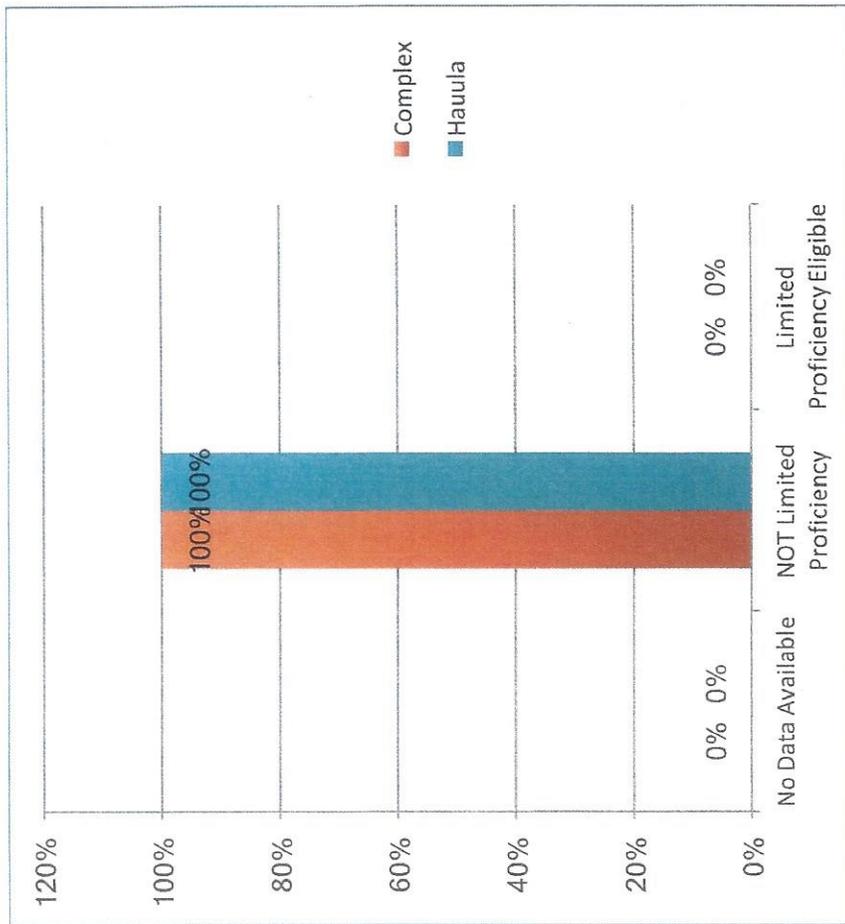
	Complex	Hauula
0= No information	0%	0%
1= Male	51%	51%
2= Female	49%	49%



English Language Proficiency

	Complex	Hauula
No Data Available	0	0
NOT Limited Proficiency	47	47
Limited Proficiency Eligible	0	0
# of All Students	47	47

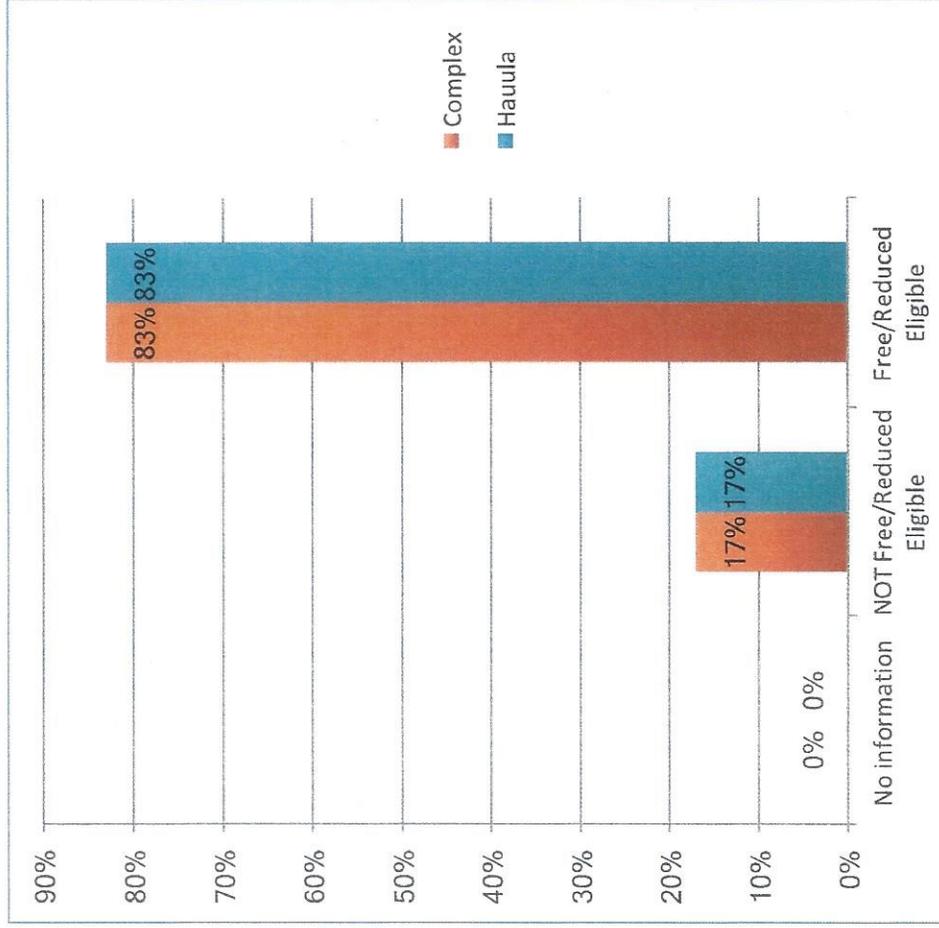
	Complex	Hauula
No Data Available	0%	0%
NOT Limited Proficiency	100%	100%
Limited Proficiency Eligible	0%	0%



Students Receiving Free/Reduced Lunch

	Complex	Hauula
No information	0	0
NOT Free/Reduced Eligible	8	8
Free/Reduced Eligible	39	39
# of All Students	47	47

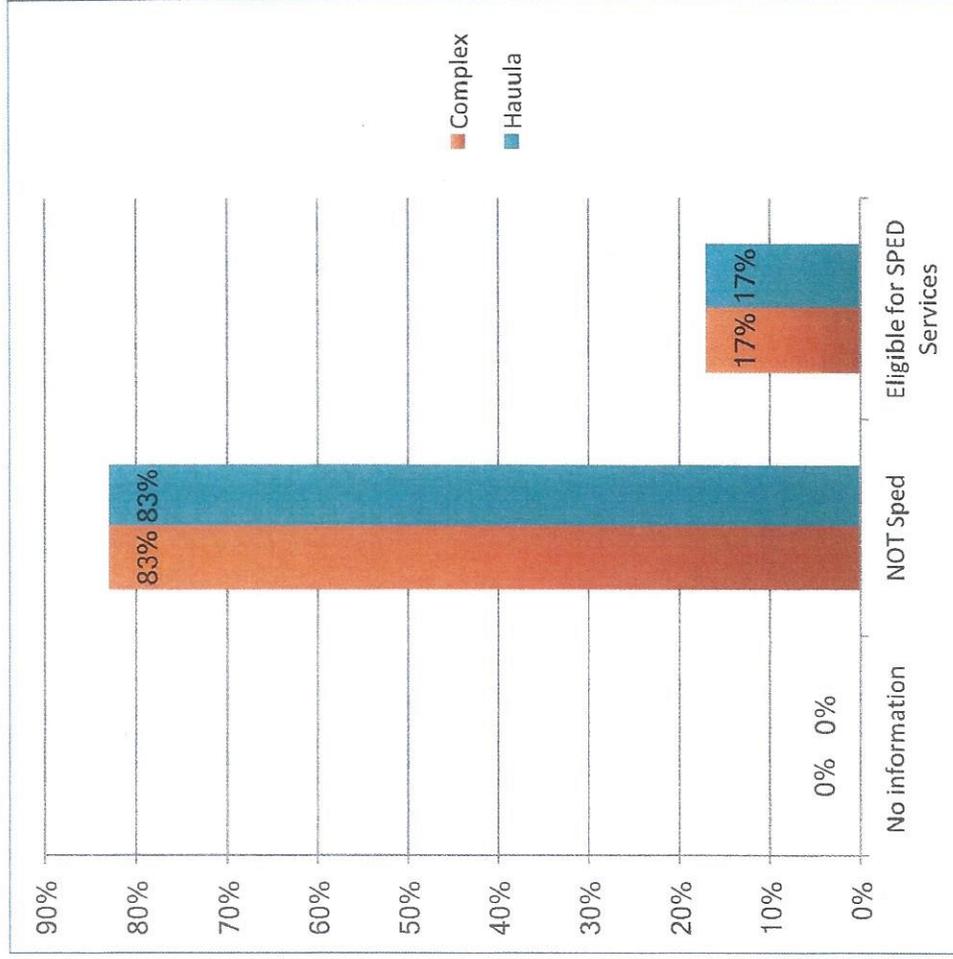
	Complex	Hauula
No information	0%	0%
NOT Free/Reduced Eligible	17%	17%
Free/Reduced Eligible	83%	83%



Special Education (SPED) Eligible

	Complex	Hauula
No information	0	0
NOT Sped	39	39
Eligible for SPED Services	8	8
# of All Students	47	47

	Complex	Hauula
No information	0%	0%
NOT Sped	83%	83%
Eligible for SPED Services	17%	17%



Grade Level Distribution

	Complex	Hauula
Unknown	0	0
K	0	0
1	0	0
2	14	14
3	10	10
4	12	12
5	11	11
6	0	0
7	0	0
8	0	0
9	0	0
10	0	0
11	0	0
12	0	0
# of All Students	47	47

	Complex	Hauula
Unknown	0%	0%
K	0%	0%
1	0%	0%
2	30%	30%
3	21%	21%
4	26%	26%
5	23%	23%
6	0%	0%
7	0%	0%
8	0%	0%
9	0%	0%
10	0%	0%
11	0%	0%
12	0	0%

Grade Level Distribution

