



Lahainaluna High School Academic Plan SY 2024-2025

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Directions for completing the School Academic Plan template can be found in the [Academic Plan Template Guidance](#) document.

Submitted by Principal Richard Carosso	
<i>Richard Carosso</i>	4/12/2024

Approved by Complex Area Superintendent Dr. Rebecca Winkie	
<i>Rebecca Winkie</i>	05/22/2024



VIABLE QUALITY CURRICULUM

This section highlights the school’s comprehensive instructional programs used by each core subject area. *For SY 2024-2025, identifying Science and Social Studies instructional programs in the Academic Plan is optional.*

Please identify the comprehensive instructional program(s) used by each core subject area. Schools may indicate specific demographic subgroup(s) as appropriate.

To add additional information, please insert a new row as needed.

Grade Level / Course Name	English Language Arts	Mathematics	Science	Social Studies
ELA 9	<i>SpringBoard I</i> Teacher Created Resources			
ELA 10	<i>SpringBoard II</i> Teacher Created Resources			
Expo1/American Literature	<i>SpringBoard III</i> American Literature and Rhetoric Teacher Created Resources			
Expo2/World Literature	<i>SpringBoard IV</i> Teacher Created Resources			
Expo2/HI & Pacific Island Literature	<i>SpringBoard IV</i> Teacher Created Resources			
AP Language	* <i>SpringBoard III & IV</i> * <i>Ideas in Argument: Building Skills and Understanding</i> *Teacher Created Resources			



AP Literature	<i>SpringBoard IV</i> Teacher Created Resources			
Algebra 1		<i>HIDOE Algebra 1</i> <u>Supplemental Resources</u> Flipped Math Teacher Created Resources via Kuta Software		
Geometry		<i>HIDOE Geometry</i> <u>Supplemental Resources</u> Flipped Math Teacher Created Resources via Kuta Software		
Algebra 2		<i>HIDOE Algebra 2</i> <u>Supplemental Resources</u> Flipped Math Teacher Created Resources via Kuta Software		
Statistics & Probability		<i>Thomson & Brooks/Cole Introduction to Probability & Statistics</i> <u>Supplemental Resources</u> Flipped Math Teacher Created Resources via Kuta Software		
MOW II		<u>Supplemental Resources</u> Teacher Created Resources via Kuta Software		
Trig/Precalc		<i>Houghton-Mifflin Precalculus with Limits</i> <u>Supplemental Resources</u>		



		Flipped Math Teacher Created Resources via Kuta Software		
AP Calculus		<i>Houghton-Mifflin Calculus of a Single Variable</i> <u>Supplemental Resources</u> Flipped Math Teacher Created Resources via Kuta Software		



SCREENING ASSESSMENTS

This section highlights school-administered universal screeners designed to quickly identify the needs of students in **Kindergarten through Grade 9** who may require additional academic support.

Please utilize the dropdown list to identify the universal screener(s) used for English Language Arts and Mathematics and specify the grade level or course name. If “Other” is selected, please manually identify the universal screener.

To add additional information, please insert a new row and/or duplicate the dropdown list as needed.

Grade Level / Course Name	English Language Arts	Mathematics
9	STAR	STAR
10	STAR	STAR
11	STAR	STAR
12	STAR	STAR
Kaiapuni 9-12	STAR	STAR



IDENTIFIED SCHOOL NEEDS

This section highlights the critical student learning needs that require immediate attention for improvement, student subgroup(s) achievement gaps, and root/contributing cause(s) for those needs and gaps, as identified in one or more of the following:

- Current Comprehensive Needs Assessment (CNA)
- Current Western Association of Schools and Colleges (WASC) Schoolwide Growth Areas for Continuous Improvement
Last Full Self-Study: 2022-23, Next Full Self-Study: 2025-26 (Mid-Cycle Visit)
- Other current accreditation self-study

Please identify critical student learning needs and the root/contributing cause(s) why these needs have been prioritized.

“What should we prioritize to support our students and help us become the school we aspire to be? Why is this happening? What do we know?”

To identify additional critical student needs, please insert a new row and duplicate the “Student Need” and “Root/Contributing cause(s)” text as needed. Please number the student need and root/contributing cause(s) for ease of cross-referencing.

1	<p><u>Student Need:</u> Attendance</p> <p><u>Root/Contributing cause(s):</u> Attendance is a national problem post-COVID. Since the wildfires on August 8th, many of our families have not had stable, long-term housing. The lack of housing and frequent transitions families have to make contribute to student absences. Families, and staff, also have to tend to disaster-related business.</p> <p>There is also a problem with class-cutting on campus. The root of this can be traced back to beginning prior school years without enough teaching staff. Classes were sent to the cafeteria en masse, causing students to not have the attention or supervision that would normally happen in a traditional classroom. The root cause of this is lack of available housing in West Maui and teaching salaries that cannot keep up with the cost of living.</p>
2	<p><u>Student Need:</u> Achievement Gap between High-Need and Non-High Need students.</p> <p><u>Root/Contributing cause(s):</u> The high-need population of Lahainaluna continues to grow. Our EL population is expanding, and with the events of the Lahaina wildfires, more students are identified as homeless. The achievement gap at Lahainaluna has fluctuated over the years but generally remains high. The root of this issue is a lack of qualified Special Education and English Learner teachers on campus to provide intervention and differentiation. Because hiring teachers has been so difficult in rural areas in Hawaii, many of our new educators do not have a background in education. These folks generally do not have the capacity to differentiate in their first years of teaching. Lahainaluna also has a high turnover of both Special Education and EL push-in teachers as well. This creates an inconsistent environment</p>



for our high needs students. Our population of homeless and students qualifying for FRL has increased post the wildfires in Lahaina, and we expect this to continue for the 2024-25 school year.

3 **Student Need:** Academic Support

Root/Contributing cause(s): According to data from the Panorama Student Success Dashboard, 67% of students are rated as “critical” in the realm of academics. Internal data collected by the school’s Academic Review Team states that teachers identify lack of academic policies as a critical issue on campus as well.

4 **Student Need:** Mental Health Support

Root/Contributing cause(s): Panorama survey data indicates that no category on the SEL is rated above 66%, with the majority in the low forties. This data is not significantly different from the survey data of the SEL survey from the prior year. Our prior academic plan intended to address these numbers and support expanding programs to create a sense of belonging on campus. Mental health and suicide screenings conducted by the Department of Education and Department of Health resulted in a higher than average number of students needing to be screened for risk of suicide.



In order to address student equity, please list the **targeted subgroup(s)** and their **identified needs**. Enabling activities should address identified subgroup(s) and their needs.

To add additional subgroups, please insert a new row and duplicate "Targeted Subgroup" and "Identified Student Need(s)" text as needed.

- | | |
|----------|--|
| 1 | <p>Targeted Subgroup: IDEA Identified</p> <p>Identified Student Need(s): These students need additional support in their academic classrooms. Lahainaluna continues to use the inclusion model for all students with disabilities, aside from those identified for community-based instruction and workplace readiness. Only 6% of high need students are achieving proficiency on the Mathematics portion of the SBA so pull-out mathematics may continue to be a necessity for this group.</p> |
| 2 | <p>Targeted Subgroup: English Learners</p> <p>Identified Student Need(s): Lahainaluna's EL population is a significant portion of the student population, currently sitting at 16.46% of the entire population of Lahainaluna. This is up over 3% from the prior year. According to the 2022-23 Strive HI data published this year, only 3% of English Learners are on track to proficiency. These students will need sheltered instruction and ways to improve not only their academics but English skills.</p> |
| 3 | <p>Targeted Subgroup: McKinney-Vento Identified</p> <p>Identified Student Need(s): Due to the Lahaina wildfire, close to 40% of the student population was identified as homeless. This is a significant increase from the prior year. We expect this population of students to need additional support for the coming school year. We will likely expect to need to provide wrap-around services for students, ranging from mental health support to college and career counseling to academic tutoring.</p> |



Priority 1 High-Quality Learning For All

★ GOAL 1.1 All students experience rigorous, high-quality learning that results in equitable outcomes for all learners.

<p>Desired Outcomes <i>“What do we plan to accomplish?”</i></p>	<p>Root/ Contributing Cause <i>“Why are we doing this?”</i></p>	<p>Enabling Activities and Name of Accountable Lead(s) <i>“How will we achieve the desired outcome?”</i> <i>“Who is responsible to oversee and monitor implementation and progress?”</i></p>	<p>Monitoring of Progress (Initial & Intermediate Outcomes) <i>“How will we know progress is being made?”</i></p>	<p>Anticipated Source of Funds <i>“What funding source(s) should be utilized?”</i> <i>Please estimate the additional amount needed to execute the enabling activity.</i></p>
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<p>1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances.</p>	<p>The root of this issue is a lack of qualified Special Education and English Learner teachers on campus to provide intervention and differentiation</p>	<p>Ensure all students and staff have appropriate curricular resources which will support all students' achievement of appropriate standards.</p> <p>Provide targeted Professional Development to all staff in order to support our high needs students, including differentiation, collaborative teaching, and best practices for instruction.</p> <p>Provide time to review data sources and identify areas of greatest need, identify developmentally appropriate curricular resources and differentiate instruction, including dedicated time for push-in teachers to support and monitor high-need students.</p> <p>Admin & ART Team</p>	<p>ART Team will review AcPlan</p> <p>Achievement Gap will reduce by 5%</p>	<p><input checked="" type="checkbox"/> WSF, \$</p> <p><input checked="" type="checkbox"/> Title I, \$</p> <p><input type="checkbox"/> Title II, \$</p> <p><input type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input type="checkbox"/> IDEA, \$</p> <p><input checked="" type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant:__, \$</p> <p><input type="checkbox"/> Other:__, \$</p>
<p>1.1.5. All students transition successfully at critical points, from elementary to middle school and from middle to high school.</p>	<p>According to data from the Panorama Student Success Dashboard, 67% of students are rated as "critical" in the realm of academics.</p>	<p>Develop the Po'okela program to support academics, social emotional learning, and to monitor student progress across these areas.</p> <p>Articulate with Lahaina Intermediate School to assist students in making transition to 9th grade success.</p> <p>Admin & Grade Level Leadership</p>	<p>Continue 9th grade promotion rate of >93%.</p>	<p><input checked="" type="checkbox"/> WSF, \$</p> <p><input checked="" type="checkbox"/> Title I, \$</p> <p><input type="checkbox"/> Title II, \$</p> <p><input type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input type="checkbox"/> IDEA, \$</p> <p><input type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant:__, \$</p> <p><input type="checkbox"/> Other:__, \$</p>



★ GOAL 1.2 All students learn in a safe, nurturing, and culturally responsive environment

Desired Outcomes <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities and Name of Accountable Lead(s) <i>"How will we achieve the desired outcome?"</i> <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress (Initial & Intermediate Outcomes) <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Please estimate the additional amount needed to execute the enabling activity.</i>
<p>1.2.1. All students desire to and attend school regularly.</p>	<p>To date, our average daily attendance is at 84.8%. Class cutting is also an issue. Since the wildfires on August 8th, many of our families have not had stable, long-term housing. The lack of housing and frequent transitions families have to make contribute to student absences.</p>	<p>Codify systems and processes for academics, student support systems, and program opportunities to support all stakeholders in understanding school protocols to establish a sense of belonging.</p> <p>Establish an HTMSS support structure which specifically includes focus on attendance interventions.</p> <p>Administration, HTMSS Cohort</p>	<p>Decrease chronic absenteeism by 13%</p>	<p> <input checked="" type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input checked="" type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:__, \$ <input type="checkbox"/> Other:__, \$ </p>



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<p>1.2.2. All students demonstrate positive behaviors at school.</p>	<p>Student activities and SEL learning on campus, along with student support systems, need to be increased to raise students' sense of belonging on campus.</p>	<p>Support the use of varied and effective instructional practices across campus to increase student engagement and therefore, student achievement through professional development, program opportunities, and curricular resources.</p> <p>Codify systems and processes for academics, student support systems, and program opportunities to support all stakeholders in understanding school protocols to establish a sense of belonging.</p> <p>Establish an HTMSS support structure to address student positive behavior interventions.</p> <p>Develop the Po'okela program to support academics, social emotional learning, and to monitor student progress across these areas.</p> <p>Administration, HTMSS Cohort</p>	<p>Increase Panorama (Sense of Belonging) by over 7%</p> <p>Decrease discipline referrals by 5%</p>	<p><input checked="" type="checkbox"/> WSF, \$</p> <p><input type="checkbox"/> Title I, \$</p> <p><input type="checkbox"/> Title II, \$</p> <p><input type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input type="checkbox"/> IDEA, \$</p> <p><input type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant:__, \$</p> <p><input type="checkbox"/> Other:__, \$</p>
<p>1.2.3. All students experience a Nā Hopena A'o environment for learning.</p>	<p>All students need a non-evaluative/non-academic space to learn the soft skills required to be successful academic students and contributing community members.</p>	<p>Develop the Po'okela program to support academics, social emotional learning, and to monitor student progress across these areas. Each grade level will focus on one component of the Nā Hopena A'o, while as a whole school, we root our curriculum in Hawai'i and practice sharing Aloha across the campus.</p> <p>Grade-Level Teams, Counseling, Curriculum Coordinator</p>	<p>Decrease absenteeism by 13%</p> <p>Increase all measures in the Panorama SEL survey by the last survey administration.</p>	<p><input checked="" type="checkbox"/> WSF, \$</p> <p><input type="checkbox"/> Title I, \$</p> <p><input type="checkbox"/> Title II, \$</p> <p><input type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input type="checkbox"/> IDEA, \$</p> <p><input type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant:__, \$</p> <p><input type="checkbox"/> Other:__, \$</p>



★ GOAL 1.3 All students' graduate high school prepared for college and career success and community and civic engagement

Desired Outcomes <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities and Name of Accountable Lead(s) <i>"How will we achieve the desired outcome?"</i> <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress (Initial & Intermediate Outcomes) <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Please estimate the additional amount needed to execute the enabling activity.</i>
<p>1.3.1. All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities.</p>	<p>According to data from the Panorama Student Success Dashboard, 67% of students are rated as "critical" in the realm of academics, and college going rate is at 48%.</p>	<p>Continue to develop and refine the Senior Project program at Lahainaluna.</p> <p>Strengthen current CTE programming, and streamline process and options as LHS enters a time of contraction.</p> <p>Provide opportunities for test-prep and college and career information through College and Career Center.</p> <p>Administration, Senior Project Committee, CTE Coordinator, College and Career counselor.</p>	<p>Senior Project completion rate of >94%</p> <p>Increase CTE program completers by 4%</p> <p>Increase college going rate by 10%</p>	<p><input checked="" type="checkbox"/> WSF, \$</p> <p><input checked="" type="checkbox"/> Title I, \$</p> <p><input type="checkbox"/> Title II, \$</p> <p><input type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input type="checkbox"/> IDEA, \$</p> <p><input type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant: __, \$</p> <p><input type="checkbox"/> Other: __, \$</p>



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<p>1.3.3. All students graduate high school with a personal plan for their future.</p>	<p>Students should leave high school prepared to enter adulthood.</p>	<p>Develop the Po'okela program to support academics, social emotional learning, and to monitor student progress across these areas. Students will complete the PTP credit through activities</p> <p>Grade-Level Teams, Counseling, Curriculum Coordinator</p>	<p>Increase on-time graduation rate to >85%.</p>	<ul style="list-style-type: none"><input checked="" type="checkbox"/> WSF, \$<input checked="" type="checkbox"/> Title I, \$<input type="checkbox"/> Title II, \$<input type="checkbox"/> Title III, \$<input type="checkbox"/> Title IV-A, \$<input type="checkbox"/> Title IV-B, \$<input type="checkbox"/> IDEA, \$<input type="checkbox"/> SPPA, \$<input type="checkbox"/> Homeless, \$<input type="checkbox"/> Grant:__, \$<input type="checkbox"/> Other:__, \$
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Priority 2 High-Quality Educator Workforce In All Schools

- ★ All students are taught by effective teachers.
- ★ All schools are staffed by effective support staff.
- ★ All schools are led by effective school administrators.

Desired Outcomes <i>"What do we plan to accomplish?"</i>	Root/Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities and Name of Accountable Lead(s) <i>"How will we achieve the desired outcome?" "Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?" Please estimate the additional amount needed to execute the enabling activity.</i>
Ensure all students are taught by highly-qualified teachers who are supported in their professional duties.	Lack of teachers to hire on the West Side	<p>Provide targeted Professional Development to all staff in order to support our high needs students, including differentiation, collaborative teaching, and best practices for instruction.</p> <p>Provide time to review data sources and identify areas of greatest need, identify developmentally appropriate curricular resources.</p> <p>Ensure all students and staff have the appropriate technology resources and training to use those items to advance instructional practices.</p>	Meeting Agendas Meeting Minutes	<input checked="" type="checkbox"/> WSF, \$ <input checked="" type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input type="checkbox"/> Other: __, \$



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		<p>Support the use of varied and effective instructional practices across campus to increase student engagement and therefore, student achievement through professional development, program opportunities, and curricular resources.</p> <p>Reestablish the processes of professional conversations on campus to share ideas and examine best practices through the lenses of data and observation.</p> <p>Establish a system of support for new teachers.</p> <p>Administration, Curriculum Coordinator, Technology Coordinator</p>		
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Priority 3

Effective and Efficient Operations At All Levels

★ GOAL 3.3 Families and staff are informed of and engaged in planning and decision-making processes.

Desired Outcomes <i>"What do we plan to accomplish?"</i>	Root/Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Please estimate the additional amount needed to execute the enabling activity.</i>
3.3.1. All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal.	N/A	Membership Drive at Back to School & Through Social Media Announcement of Meeting throughout the year on Newsletter Principal & SCC Chairperson	Meeting Notes, Quorum at every meeting	<input checked="" type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input type="checkbox"/> Other: __, \$



★ Families and community members are offered opportunities to actively participate in meaningful activities focused on improving student academic achievement and school performance.

Desired Outcomes <i>"What do we plan to accomplish?"</i>	Root/Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Please estimate the additional amount needed to execute the enabling activity.</i>
Increase participation in Community Related Events, i.e. Open House, Back to School	Lack of housing and frequent transitions families have to make contribute to non-participation. Families, and staff, also have to tend to disaster-related business.	Designate a specific Committee to plan, advertise, and implement these events (The OGs). Communicate through weekly eBlast and other social media platforms. OG Committee & PCNC	Increase SQS responses on family engagement by 5%	<input type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input type="checkbox"/> Other: __, \$





APPENDIX: SCHOOL BELL SCHEDULE

Pursuant to [Hawaii Revised Statutes Section 302A-251](#), as well as the current Hawaii State Teachers Association (HSTA) collective bargaining agreement, all Hawaii public schools must establish school schedules (including teacher work year, teacher schedule, and bell schedules) that meet student instructional hours and school year requirements. **However, in certain circumstances, a preferred bell schedule may not comply with existing regulations and will therefore require a School Community Council (SCC) waiver, effective for up to one school year.**

This section showcases Lahainaluna High School’s current bell schedule(s) and total student instructional hours per year. To ensure the appropriate number of instructional hours and school year requirements are being fulfilled, schools are encouraged to utilize the provided [bell schedule tool](#).

Total student instructional hours per year *(Per HRS 302A-251, all public schools, excluding multi-track public schools, shall implement a school year that includes 1,080 student instructional hours)*

1,101hours

Did your school submit a SCC Waiver Request Form? Please explain.

Yes. Our current schedule has an additional 30 minutes of “other time” required of teachers every other week. A waiver with HSTA member support has been submitted.

Bell Schedule: [Lahainaluna Bell Schedule](#)






2024-25 Lahainaluna Academic Plan

Final Audit Report

2024-05-22

Created:	2024-05-20
By:	20071653@k12.hi.us
Status:	Signed
Transaction ID:	CBJCHBCAABAAB9ke4Fau0eM2GoStaSip3AXtV43B39

"2024-25 Lahainaluna Academic Plan" History

-  Document created by 20071653@k12.hi.us
2024-05-20 - 6:46:09 PM GMT- IP address: 72.234.48.33
-  Document emailed to Richard Carosso (richard.carosso@k12.hi.us) for signature
2024-05-20 - 6:46:30 PM GMT
-  Email viewed by Richard Carosso (richard.carosso@k12.hi.us)
2024-05-21 - 9:16:47 PM GMT- IP address: 74.125.209.34
-  Document e-signed by Richard Carosso (richard.carosso@k12.hi.us)
Signature Date: 2024-05-22 - 5:40:03 PM GMT - Time Source: server- IP address: 72.234.48.33
-  Agreement completed.
2024-05-22 - 5:40:03 PM GMT

