

James Campbell High School Third Annual Equity Review

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INTRODUCTION

In accord with the Settlement Agreement reached in A.B. et al v. Hawai‘i State Department of Education, et al, CV 18-00477 LEK-RT, this is the Third Annual Report of the Independent Evaluator (“IE”). This report summarizes the progress made by the James Campbell High School (“Campbell High School” or “Campbell”) regarding gender equity compliance under Title IX of the Education Amendments of 1972 (“Title IX”) in accord with the Settlement Agreement entered by the parties in 2023. As described below, Campbell High School, the Hawai‘i Department of Education (“DOE”), and the O‘ahu Interscholastic Association (“OIA”) have continued to improve compliance efforts in accord with federal standards, but Campbell High School is not yet in compliance with Title IX.

As described in the First Annual Report, Title IX requires equity across several components of Campbell High School’s athletic program. This includes (1) equitable participation opportunities, as well as several treatment areas colloquially referred to as the “Laundry List.” These include review of the (2) provision of equipment and supplies; (3) scheduling of games and practice times; (4) team-related travel; (5) coaching; (6) academic support; (7) locker rooms, practice and competitive facilities; (8) medical and training services; (9) housing and dining services; (10) publicity and marketing; and (11) support services. Title IX also requires equitable provision of athletic-related aid (e.g., athletic scholarships) and recruiting, but these two components do not apply at the secondary school level because public high schools do not provide financial aid and they also cannot recruit student-athletes since students are assigned to attend Campbell High School based on their geographic residency.

These components are discussed in Section I. I also describe the areas in which a component is “likely” in compliance or not. The reason I opted not to be more definitive is because Title IX requirements constantly evolve with the school and the athletic program. For example, this year Campbell High School appears to be in compliance with the component related to equitable participation opportunities (Section I(A)), i.e., girls and boys have equitable opportunities to participate in athletics in alignment with their overall enrollment rates. This was driven by an increase in female athletic activities, but also by a change in overall demographics for Campbell High School. As I describe in that section, if those demographics change, the roster numbers that led to a determination of “likely compliance” this year may be out of compliance again next year. Accordingly, as in prior years, this Report should be considered a snapshot in time and all components should continually be monitored by Campbell High School.

Section II describes the OIA and DOE responsibilities and efforts. Last year the parties discussed whether it would be appropriate to revise the Settlement Agreement to better reflect the current roles of the DOE and the OIA, but it was determined to be premature. The information is provided in similar ways this year, but as with last year, I take no position on whether the parties should revise the Settlement Agreement and I defer to the parties as to how they would like to address this issue. Finally, Section III briefly previews the next steps to be undertaken.

This report has been shared electronically to identified counsel for the parties, in accord with Section H of the Settlement Agreement. The parties also received access to site photographs, roster data, and a range of other data discussed in the Report. The list of parties is:

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I. TITLE IX COMPONENT ANALYSIS

A. Equitable Participation Opportunities

1. Participation Analysis

As described in the First Annual Report, assessing equitable participation opportunities is amongst the most rigorous analyses under Title IX. It requires athletic participation opportunities be offered in a gender-equitable manner and provides institutions with three independent and equally sufficient ways to demonstrate compliance. This is referred to as the Three-Part Test:

- Part One: Whether interscholastic-level participation opportunities for male and female students are provided in numbers substantially proportionate to their respective full-time enrollment by sex¹; or,
- Part Two: Where the members of one sex have been, and are underrepresented among interscholastic athletes, whether the institution has a history and continuing practice of program expansion which is demonstrably responsive to the developing interests and abilities of the underrepresented sex; or,
- Part Three: Where the members of one sex are underrepresented among interscholastic athletes (i.e., Part One), and the institution cannot show a continuing practice of program expansion (i.e., Part Two), whether it can be demonstrated that the interests and abilities of the members of the underrepresented sex have been fully and effectively accommodated by the current athletic program.

As described in the first year of this review, Campbell High School's data was challenging to navigate because the head coaches used different working definitions for countable participants and counted at different points in time. During the 2024-25 season, extensive work was done by Campbell High School to improve its record-keeping. Training was conducted on two occasions to make clear that student-athletes would "count" if the following conditions were met and they:

- Received institutionally sponsored support normally provided to student-athletes (e.g., coaching, equipment, training room services) on a regular basis during a sport's season;
- Participated in organized practice sessions and other team meetings and activities on a regular basis during a sport's season; and
- Were listed on the roster maintained for each sport.

¹ My usage of the term "sex" is solely designed to track the federal regulations. It has no relation to other concepts of gender identity or related protections in this context. Many states and schools have broader state laws and school policies, respectively, and I mean no offense in any direction through my usage in this Report.

I also described in the training that student-athletes listed on a team's squad list as of the team's date of first competition and those student-athletes added during a time when a sizable amount of countable competition remains are typically counted, provided the student-athletes continue to participate on a regular basis. Student-athletes who are cut or voluntarily leave a team shortly after the first date of competition and do not participate further may or may not be credited based on an individualized analysis, e.g., did the student continue to train with the team or take part in team meetings.

Federal guidance also states that schools may count a student-athlete who participates in more than one sport as a separate Title IX participant for each sport in which they participate. This is commonly referred to as a "duplicated count." For example, a distance runner who participates on the cross-country, indoor track, and outdoor track and field teams could count three times provided the student-athlete also satisfies the definition of a participant above (i.e., receiving institutional support, participating on the team, and listed on eligibility and squad lists). This allowance does not apply to a student-athlete who participates on the junior varsity team and then the varsity team of the same sport in the same season. These student-athletes may only be counted one time.

During 2025-26, the great majority of all 57 of Campbell High School's athletic teams adopted a template spreadsheet to maintain their rosters.² This greatly helped with consistency. AD Pico also met with every head coach at the end of their seasons to review their rosters with the coach. This was a requirement and not an optional meeting. I then reviewed rosters with a selection of coaches to spot check their results and all were accurate. The parties have access to these rosters and virtually every participant included on the roster "counted" for Title IX purposes. Only a small number of athletes did not "count" under this analysis, e.g., there was one football player and a member of the varsity boys' track team who appeared on their respective rosters but did not count because neither was on the team as of the date of first competition or practiced regularly before that first competition; similarly, there was one member of the girls' varsity track team, two members of the girls' junior varsity track team, and one member of the girls' varsity volleyball team that did not count for the same reason.

The Campbell High School rosters for 2025-26 participants reflect the following:

TEAM	BOYS VARSITY	GIRLS VARSITY	BOYS JV/OTHER	GIRLS JV/OTHER
Air Rifle	9	7	NA	NA
Baseball	18	NA	14	NA
Basketball	15	15	11	13
Bowling	10	7	NA	NA
Cross-Country	16	17	10	9
Football	59	NA	60	NA

² Only a handful of teams did not follow this template, and some of those teams added both boys and girls to the same spreadsheet. Unlike prior years, however, all teams used a spreadsheet format, which was improvement from prior years when teams submitted information in a variety of formats.

Flag Football	NA	26	NA	17 ³
Golf	13	4	NA	NA
Judo	39	29	NA	NA
Paddling	10	10	5	10
Soccer	25	17	19	20
Softball	NA	24	NA	18
Soft Tennis	6	21	NA	NA
Surfing	7	3	NA	NA
Swimming	7	3	4	8
Tennis	21	22	NA	12
Track & Field	27	28	20	24
Volleyball	14	30 ⁴	14	15
Water Polo	NA	6	NA	NA
Wrestling	26	17	29	22
TOTALS	322	286	172	168

This resulted in 494 male student-athletes (or 52.2% of all student-athletes) and 454 female student-athletes (or 47.8% of all student-athletes). Campbell High School's official enrollment for 2025-26 (as collected from the DOE) was 1,481 male (or 51.7%) and 1,386 female (or 48.3%). This led to a disparity of 0.5%, which is the percentage difference between the female population at Campbell High School (48.3%) and their representation in athletics (47.8%). This 0.5% disparity equates to approximately 8 athletic opportunities, which is within the range of compliance. If these numbers remain consistent, Campbell High School will likely be in compliance with this participation component.

To reflect on this progress but also provide a note of caution, the disparity in the First Annual Report was 4.6% or 74 female student-athletes needed to achieve participation equity; in the Second Annual Report it was 4.1% or 67 female student-athletes needed to achieve participation equity. This year, those numbers are 0.5% or 8 student-athletes. Campbell High School should be credited for this improvement. This does not mean that Campbell High School should consider this issue permanently resolved, as public high schools do not control their enrollment and do not recruit student-athletes. Here, Campbell High School's overall enrollment also changed. In 2023-24 and 2024-25, Campbell High School's enrollment was 52.5% male and or 47.5% female. This year the male population dropped to 51.7%. The larger change, however, was that Campbell High School's male athletic participants stayed relatively constant, while female participation grew through the creation of a second girls flag football team ("Varsity II"), as well as junior varsity paddling teams for girls. Several existing girls' teams also grew by several student-athletes, e.g., girls' varsity basketball (+3 student-athletes), girls' varsity soccer (+7 student-athletes). There was similar growth on some boys' teams, while other boys' teams shrunk, e.g., boys' varsity soccer shrunk by 5 student-athletes.

³ Girls' flag football is organized as Varsity and Varsity II. It is not clearly varsity and junior varsity.

⁴ Girls' volleyball is organized as Varsity and Varsity II and also has a junior varsity team. The two varsity teams total 30 student-athletes, which is the number of participants reflected in the chart under varsity athletes.

The true measure for this component will be Campbell High School's ability to maintain these overall numbers consistently.

2. Likely Compliance Status and Recommendations

Assuming Campbell High School's numbers (enrollment and athletic participation rates) stay relatively constant, Campbell High School would likely be in compliance with the participation component. However, it should be anticipated that there will be changes. For example, enrollment may swing further in favor of the female population or swing back towards the male population, or female athletes that participated on a team this year may opt not to participate next year. Given that other components remain out of compliance and Title IX requires a holistic review annually, Campbell High School should sustain its efforts towards gender equity.

B. Equipment and Supplies

Equipment and supplies include but are not limited to uniforms, other apparel, sport-specific equipment and supplies, general equipment and supplies, instructional devices, and conditioning and weight training equipment. Compliance is assessed by examining, among other factors, the equivalence for men and women of (a) the quality of equipment and supplies; (b) the amount of equipment and supplies; (c) the suitability of equipment and supplies; (d) the maintenance and replacement of the equipment and supplies; and (e) the availability of equipment and supplies.⁵

1. Quality of Equipment and Supplies

As with last year, all head coaches and all student-athletes interviewed felt that they received adequate quality equipment and supplies that were appropriate for their sport. No team described receiving technical performance gear and there were some required items for some teams that did not extend to others. AD Pico stated – and interviewed coaches confirmed – that Campbell High School allows coaches to solicit their own vendor and brand when it comes to uniforms and supplies. The Athletics purchase system allows for purchases from the following vendors: BSN (Nike Uniforms), Sportsline (Under Armour or Adidas), Prolook, and Diamond Brand, which is a vendor used for custom sublimated uniforms the students purchase and keep. No head coach indicated they were limited in what quality of uniforms or equipment they could purchase.

2. Amount and Suitability of Equipment and Supplies

In assessing the amount of equipment provided to the teams, I relied on interviews with coaches and manual inspections of equipment rooms. No team receives footwear or laundry services. Athletic Director Rory Pico ("AD Pico") was asked to collect an inventory from every coach as part of their exit interview process, which he sought to do. Some inventories require additional detail, which will be sought this year. There also continue to be some teams that did not provide inventories and this included both boys' and girls' teams. The inventory has been provided to the parties for review, with a caution that it remains incomplete and will remain a focus.

⁵ See generally, 34 C.F.R. § 106.41(c)(2).

In terms of comparisons, many teams utilize the same equipment for both their boys' and girls' teams, e.g., boys' and girls' air rifle, bowling. Regarding other teams, there was a mixture of responses. For example, while the boys' basketball team uses warmup gear that the girls' team does not have, the girls' team has a gym camera and a shooting gun that the boys do not have. The boys' also have an additional ball rack. Another example is that girls' soccer has newer uniforms than boys' soccer, but boys have additional equipment, e.g., additional balls. Another example is baseball and softball, which are largely equitable. Both have sufficient uniforms but the softball coach considered their uniforms better quality. Both teams are missing uniforms. Both teams have two functioning pitching machines, though one of the girls' machines had to be repaired during the year.

A challenge was football. It has insufficient uniforms for its athletes, varsity and junior varsity. However, unlike other teams, it allows seniors to purchase and keep a significant number of jerseys and helmets. I was not aware of this practice and I will assess it with the coach and AD Pico this year. At the same time, girls' flag football, as a newer sport, has two sets of uniforms (with some missing), and sufficient equipment.

Despite AD Pico's push for inventories this year, many teams' inventories remain outstanding. For example, judo, wrestling, and swimming for both boys and girls were missing. Collecting consistent data on equipment and supplies has remained a challenge. Accordingly, this year I will design a survey for coaches focused solely on this component and ask that Campbell High School require all coaches to complete it after their season. As discussed in Section III, I also anticipate recording additional training content and will include equipment and supplies as a priority.

3. Maintenance and Replacement of Equipment and Supplies

Teams are issued their equipment at the beginning of their competitive seasons. All equipment must be returned at the end of the season, at which point the head coaches inspect it. Equipment is then either reconditioned or, if beyond the point of repair, is replaced for the following year.

Last year, plaintiffs highlighted that the softball team reported 19 missing game jerseys. I assessed that with AD Pico and the head coach and it was learned that several athletes returned their equipment late and several senior athletes also had taken the jerseys upon graduation and without permission. Those uniforms have been replaced by Campbell High School. AD Pico purchased extra practice volleyballs for girls' volleyball, as well as 45 black uniforms for the girls' teams to make up for lost equipment. He also purchased soccer balls for the girls' soccer team and new uniforms for JV basketball. He also purchased warm up uniforms for junior varsity basketball. In the spring, he purchased a new outfield fence for softball usage.

4. Availability of Equipment and Supplies

The storage plan for equipment and supplies has not changed from prior years of this review, with the exception of the storage shed adjacent to the baseball field that stored groundskeeping

equipment on one side and had a smaller side for baseball gear that has been removed to allow for the new facility construction project.⁶ For the indoor sports, storage is provided through a maze of storage closets and additional spaces, extending to virtually every empty room observed. For the outdoor sports, Campbell High School retains several unused shipping containers on campus that were used as relocation spaces and storage spaces during the COVID pandemic. Athletics now utilizes many of these shipping containers to store gear for all the teams. Equipment is not sent off site. The parties have been provided a spreadsheet that indicates that the only teams that do not have storage space are teams that have roughly the same number of male and female participants, e.g., boys' and girls' cross-country. While the football team helmets and shoulder pads require additional storage space than most other teams, it is also the largest set of uniforms by far and there are no additional benefits provided, i.e., the football gear is not stored in a superior space. This year I also noted the helmets required for the growing girls' flag football teams were similarly stored.

5. Likely Compliance Status and Recommendations

This component is likely out of compliance. Most teams with a male and female analog are provided the same equipment and supplies. For the analog sports, e.g., boys' and girls' basketball, the boys' received warmup gear that the girls' did not, but the girls had more uniforms, a gym camera, and a shooting gun. I also appreciated that AD Pico invested in new equipment and most of it was provided to girls' teams. This year marked an improvement in regard to collecting inventory data but it has not reached a point at which it is complete. To remedy this, I discussed creating a shorter, focused training video with the DOE regarding this component. I will also conduct an electronic survey focused just on this component this year.

C. Scheduling of Games and Practice Times

In relevant part, compliance regarding scheduling is assessed by examining, among other factors, the equivalence for boys and girls of (a) the number of competitive events per sport; (b) the number and length of practice opportunities; (c) the time-of-day practice and competitive events are scheduled; and (d) the opportunities to engage in post-season competition.⁷

1. Competitive and Post-Season Events

Campbell High School's regular season and postseason athletic competitions are scheduled by the OIA. Campbell High School's master schedules for each month are provided in the materials for the parties. As with last year, boys' and girls' teams typically were scheduled for the same number of contests by sport. Track and field, cross-country, paddling, riflery swimming, tennis, and similar sports had the same schedule for both boys' and girls' teams, and those teams often traveled to competitive events together. Most teams played up to two games per week with

⁶ The baseball and softball teams now share three storage containers and softball has additional storage in the Softball Building.

⁷ See generally, 34 C.F.R. § 106.41(c)(3).

football only having one game per week, typically on Saturdays and an occasional Friday. Girls' flag football has also extended its schedule to match other teams, playing from February to May.

2. Practice Opportunities

Practice schedules are set more locally at Campbell High School. Coaches again highlighted that AD Pico made concerted efforts to treat all the teams fairly. As with competition schedules, Campbell High School's practice and facility schedules are provided in the materials for the parties. As in the past, coaches of mirrored teams that share facilities in the same season stated that either (1) their teams train together (e.g., air riflery, swimming, paddling), or (2) they work with the other head coach to develop fair schedules (e.g., boys' and girls' basketball). As with last year, the boys' and girls' basketball teams continue to both utilize the gymnasium, and the coaches continue to flip flop schedules and make changes to cooperate with the other teams. Boys' and girls' soccer described a similar structure. For some teams, practice times were not an issue because they utilized different fields (e.g., baseball and softball) or they are in different seasons (girls' volleyball is a fall sport and boys' volleyball is a spring sport). As with last year, no head coach interviewed stated that they were always required to practice at a certain time and no head coach stated that they had been forced off a field or had a practice interfered with by another team. Student-athletes interviewed also felt that their practices were sufficient (if not "too long" for some) and they did not feel that they were rushed.

AD Pico highlighted that the construction project has caused a few challenges this year, with parts of the campus being closed and other parts where there were times when the water was turned off, which prevented maintenance of the fields and surrounding areas. Still, there have not been specific reports of challenges associated with practice fields.

3. Likely Compliance Status and Recommendations

This component is likely in compliance. Competitive schedules were devised fairly by the leagues and, as described above, girls' flag football moved to a full schedule after its inaugural year. On its face, the current system for scheduling practice times in shared facilities appears to be providing equitable opportunities to navigate the needs of both the boys' and girls' programs. I will continue to monitor this component closely, as the construction project continues and hopefully is completed this year.

D. Travel and Per Diem

Compliance regarding equitable travel and per diem practices are assessed by examining, among other factors, the equivalence for boys and girls of: (a) modes of transportation; (b) housing furnished during travel (amount and quality); (c) length of stay before and after competitive events; (d) per diem allowances; and (e) other dining arrangements.⁸

⁸ See generally, 34 C.F.R. § 106.41(c)(4).

1. Modes of Transportation and Housing

As in the prior two years of this review, Campbell's teams travel by bus to all on-island away competitions. The same bus vendor is used for all teams. Bus schedules have been provided to the parties for review. For the 2025-26 academic year the following travel off-island or specialized travel occurred:

- This year the varsity football team did not travel for preseason or post-season competitions or tournaments. The football teams did travel to two Hawai'i High School Athletic Association ("HHSAA") playoff games with assistance from an OIA subsidy.⁹
- The girls' varsity volleyball team traveled to Las Vegas to play in the Liberty High School Preseason Invitational.
- The girls' varsity basketball team traveled to Kona to play in the Konawaena Preseason Invitational. AD Pico arranged for Campbell High School to pay for three substitute teachers so the teacher-coaches could travel with the team.
- The girls' varsity soccer team traveled to Kona to play in the Hawaii Preparatory Academy Preseason Invitational.
- The girls' varsity and junior varsity basketball and soccer teams were provided charter buses to an on-island soccer tournament, Honolulu Hale.
- The girls' wrestling team participated in an all-girls wrestling tournament at Kamehameha Schools in Kapālama.¹⁰
- Girls' varsity softball traveled to Kauai for a preseason tournament, which included a \$500 entrance fee, vans, and two days of substitute teachers so coaches could take part with the team. Softball was also entered in a tournament at Mililani High School, that included a \$575 entrance fee.
- Girls' flag football traveled to Maui to take part in a Hawaii High School Athletic Association ("HHSAA") tournament. This trip included a pre- and post-game meals, roundtrip bus service, and airfare

Regarding post-season¹¹ travel, the following travel occurred during 2025-26 academic year:

⁹ As described in Section II, the OIA still maintains a separate subsidy for football games, as well as for other team sports. *See* OIA Handbook, p. A9. Most of the other teams benefit from the subsidy equitably. I requested that the OIA revisit this subsidy to provide equity, either by removing the football specific subsidy or providing an analog to football, e.g., allow girls' flag football to benefit the same way. The only other single sex sport that benefits from the subsidy is girls' water polo.

¹⁰ *See* Pa'Ani Tournament, <https://paanichallenge.com/2025-tournament/>.

¹¹ Post-season travel required the team in question to qualify for the post-season and then they traveled to the pre-determined site for the competition.

- Girls' volleyball traveled to Makawao, Maui for the HHSAA first round.
- Boys' varsity soccer traveled to Wailuku, Maui for the HHSAA first round.
- Four boys and four girls traveled to Hilo, Big Island for a swimming post-season tournament. The stay lasted two nights and included rooms for coaches.
- Girls' flag football traveled to Makawao, Maui for the HHSAA first round.
- One girl and two boys qualified for the HHSAA surfing championships on Kahului, Maui.

2. Dining Arrangements

Campbell does not have a per diem allowance. When meals are purchased, they are purchased directly by Campbell High School from pooled funds collected at concession stands and various fundraisers, which are maintained by Campbell High School. Head coaches do not have access to the fund and no head coach indicated that they had additional funding sources for their teams. Head coaches who were interviewed over the past two years also stated that they typically did not provide snacks or other foods in the locker rooms or during travel, with the only exception being the occasional practice of parents providing water or sliced fruit for the student-athletes without any coordination with Campbell High School.

3. Likely Compliance Status and Recommendations

Campbell High School is likely in compliance with this component. Athletics continues to carefully monitor team travel and virtually all the non-playoff related travel was conducted by girls' teams. This was partially strategic since, in the prior year, the large varsity football team traveled off-Island and I discussed with AD Pico at that time the need to provide an equitable opportunity to more than one team to offset that large team.

While post-season travel was more variable, that travel still largely occurred for girls' teams but it also required a team or an individual to qualify to participate. I continue to appreciate AD Pico's monitoring of this issue and his efforts to encourage coaches to travel in a balanced manner.

E. Coaching

In assessing the coaching component, compliance is assessed by examining, among other factors, the equivalence in availability, assignment, and compensation of coaches as follows: (a) availability of full-time, part-time, and graduate assistant coaches; (b) assignment of coaches, including training, experience and other professional qualifications and professional standing; and (c) compensation of coaches, including rate of compensation, duration of contracts,

conditions relating to contract renewal, experience, nature of coaching duties performed, working conditions, and other terms and conditions of employment.¹²

In general, compensation disparities will be a violation of Title IX only where compensation or assignment policies or practices deny male and female athletes coaching of equivalent quality, nature, and/or availability. Nondiscriminatory factors can affect the compensation of coaches. In determining whether differences are caused by permissible factors, the range and nature of duties, the experience of individual coaches, squad sizes, the number of assistant coaches supervised, and the level of competition should be considered. Where these or similar factors represent valid differences in skill, effort, responsibility or working conditions they may, in specific circumstances, justify differences in compensation.

1. Availability of Coaches

The coaching analysis is not a pure question of quantity of coaching FTEs, but rather, an analysis of whether each team has appropriate numbers of coaches per team. Still, FTEs provide a helpful, consistent baseline to help assess this component. Last year, I also highlighted that head coaches described different practices with assistant coaches, with some considering volunteer coaches as assistant coaches. To address that, this year I focused on volunteer coaches with each team. In the chart below, the coaching staff is tabulated by head coach, assistant coach(es), and volunteers, with the team receiving the greater amount of volunteer support highlighted:

Varsity Teams

TEAM	Head Coach (Boys)	Assist. Coach (Boys)	Volunteer Coaches (Boys)	Head Coach (Girls)	Assist. Coach (Girls)	Volunteer Coaches (Girls)
Air Rifle	1	0	1	Same ¹³	Same	Same
Baseball /Softball	1	2	6	1	2	11
Basketball	1	1	6	1	1	5
Bowling	1	0	1	Same	Same	Same
Cross-Country	1	1	1	Same	Same	Same
Football/Flag Football	1	7	9	1	2	4
Golf	1	2	0	Same	Same	Same
Judo	1	1	9	1	Same	9
Paddling	1	2	0	Same	Same	0
Soccer	1	1	4	1	1	6
Soft Tennis	1	1	1	Same	Same	Same
Surfing	1	1	0	Same	Same	0
Swimming	1	0	1	Same	0	Same

¹² See generally, 34 C.F.R. § 106.41(c)(5)-(6). The coaching discussion spreads over two components, insofar as subsection (c)(5) addresses the “opportunity to receive” coaching, and subsection (c)(6) addresses the “assignment and compensation” of coaches.

¹³ The term “same” signifies that it is the same individual serving both boys’ and girls’ teams.

Tennis	1	1	7	Same	Same	Same
Track & Field	1	1	9	Same	1	Same
Volleyball ¹⁴	1	1	4	1	1	4
Water Polo	NA	NA	NA	1	0	0
Wrestling	1	1	3	Same	1	Same

Junior Varsity or Second Teams

TEAM	Head Coach (Boys)	Assist. Coach (Boys)	Volunteer Coaches (Boys)	Head Coach (Girls)	Assist. Coach (Girls)	Volunteer Coaches (Girls)
Baseball /Softball	1	2	2	1	2	10
Basketball	1	1	3	1	1	3
Cross-Country	1	1	0	Same	Same	0
Football/ V2 Flag Football	1	3	14	1	2	4
Paddling	1	2	0	Same	Same	0
Soccer	1	1	4	1	1	5
Swimming	1	0	0	Same	0	0
Tennis	NA	NA	NA	1	1	2
Track & Field	1	0	9	Same	0	Same
Volleyball	1	1	4	1	1	4
Wrestling	1	0	3	Same	0	Same

As described last year, volunteer coaches may serve some benefit, but some may also do little more than play a role in practice drills. Some may be there frequently; others may show up rarely, if ever. None of the coaches I interviewed tracked the attendance of volunteers. While there were teams like varsity football and basketball that had more volunteers than their female analog, teams like softball and girls' soccer had more volunteers than their male analog. Similarly, at the junior varsity level, football had the most volunteers, but softball and soccer had more than their male analogs. There are also a few girls' teams that do not have a male analog, e.g., water polo, junior varsity tennis, and a second varsity volleyball team that was not counted to not skew the data provided. I suggest that Campbell High School should monitor these roles, but also not prohibit volunteers because of the corresponding benefit to the community, i.e., the involvement of parents and alumnae from the community is commonly a benefit of volunteer coaches for high school athletic programs. (The practice is not nearly so extensive in post-secondary athletics.)

2. Compensation of Coaches

As in years past, the compensation of coaches was set by the state as a schedule provided to the parties. The rates of pay are the same for both boys' teams and girls' teams. For example, a head

¹⁴ This does not incorporate the second varsity girls' volleyball team because it would appear in this format as though varsity girls' volleyball has inflated numbers when it is really just a second team.

volleyball coach is paid \$3,226 if also a teacher and \$2,688 if not a teacher. If an individual coaches a boys and a girls' team they are paid at a slightly higher rate of \$3,507 if a teacher, and \$2,923 if a non-teacher.

The only exception highlighted previously is that football coaches, both head and assistant roles, earn slightly more than the comparators on other teams. For example, the head football coach receives \$4,208 if a teacher and \$3,505 if not a teacher, which is approximately \$800-950 more than other head coaches. I raised this issue with the DOE two years ago and they agreed to look into it but could not quickly find an answer. As described in the interim report this year, I interviewed Ray Fujino, former long-time Executive Director of the OIA, and he recalled that the issue had been discussed and the difference was based on the unique nature of football, i.e., the larger teams requiring additional duties and the schedule that differs from other fall sports insofar as the team plays once a week and past November. As I stated previously, while I credit Mr. Fujino's recollection, that statement alone does not suffice to satisfy this issue short of the DOE indicating that this is how the compensation is calculated and would be calculated moving forward. I have provided suggestions for how the DOE could remedy this issue, e.g., either lowering the rate for football or increasing the rate of pay for coaches serving an equivalent number of female student-athletes. As long as this issue persists, neither Campbell High School nor the DOE will be compliant with this component.

Campbell High School may be in a different position than the DOE, as AD Pico removed a paid assistant coaching position from the football team and provided the position to the girls' volleyball program. In that regard, the addition of the coaching position could offset the additional salary the head football coach receives, but the assistant football coaches are also paid more under the state's schedule.

3. Likely Compliance Status and Recommendations

Campbell High School is likely not in compliance with this component, despite moving the additional football assistant coaching spot to the girls' volleyball program. If that becomes permanent it would help Campbell High School's argument, but even then, the assistant football coaches are still compensated more than other assistant coaches and there are more of them. While the additional number of coaches is a common attribute for football with its different positional coaches, there is no requirement they be paid at a higher level than other assistant coaches unless the DOE has determined there is some aspect of their role that is specific to football and requires more work, e.g., longer seasons, more individuals to supervise, additional game-day duties, or out-of-season responsibilities. Until the DOE can articulate a legitimate non-discriminatory justification for why the football coaching staff is paid more than other coaching staff this will remain an open issue. As described above, I also do not believe the usage of volunteer coaches overly benefits boys over girls when viewed in the totality. While football had the most volunteers, softball was not far behind and the significant number of volunteers benefited a smaller number of softball athletes. I am also generally supportive of volunteer support for both girls' and boys' teams.

F. Academic Support

Compliance regarding the opportunity to receive academic tutoring and the assignment and compensation of tutors is determined by examining the following factors: (a) tutor availability, including the procedures and criteria for obtaining tutorial assistance; (b) tutor qualifications and experience, including training; and (c) rates of pay and employment conditions.¹⁵

As with the last two years of reporting, no student-athlete receives academic tutoring because of their athletic participation. All academic tutoring opportunities are offered to all students regardless of student-athlete status.

G. Locker Rooms, Practice Facilities, and Competitive Facilities

There are several factors to consider in evaluating the provision of equitable locker rooms, practice facilities, and competitive facilities, including: (a) quality and availability of the facilities provided for practice and competitive events; (b) exclusivity of use of facilities provided for practice and competitive events; (c) availability of locker rooms; (d) quality of locker rooms; (e) maintenance of practice and competitive facilities; and (f) preparation of facilities for practice and competitive events.¹⁶

1. Facility Analysis

The following chart in this section was utilized in the prior two reports and the assigned facilities have not changed. There is an ongoing construction project at Campbell that will significantly update this analysis, but it is not complete and completion is not scheduled until later this year. I also provided to the parties a chart that includes additional information consistent with that collected by the plaintiffs' litigation expert, including whether there are lights, concession stands, seating, press boxes, etc.

SPORT/LEVEL	GENDER	COMPETITIVE FACILITY	PRACTICE FACILITY	LOCKER ROOM
Air Rifle	Boys & Girls	Wrestling Room	Same	None
Baseball Varsity/JV	Boys	Baseball Field	Same	The storage shed/changing area was removed as part of the larger construction project.
Softball Varsity/JV	Girls	Softball Field	Same	Locker room is located next to the new batting cage, including two single bathrooms but no showers.
Basketball Varsity/JV	Boys & Girls	Gym	Same	Boys: None Girls: Gym Locker Rooms

¹⁵ See generally, 34 C.F.R. § 106.41(c)(5)-(6).

¹⁶ See generally, 34 C.F.R. § 106.41(c)(7).

Bowling	Boys & Girls	Barber's Point Bowling	Same	None
Cross-Country Varsity/JV	Boys & Girls	Multiuse Field	Same	None
Flag Football	Girls	Multiuse Field	Same	Varsity Locker Room
Football Varsity/JV	Boys	Multiuse Field	Same	Varsity Locker Room
Golf	Boys & Girls	Various	Same	None
Judo Varsity/JV	Boys & Girls	Gym/Wrestling Room	Same	None
Paddling	Boys & Girls	Keehi Lagoon	Same	None
Soccer Varsity/JV	Boys & Girls	Multiuse Field	Same	Boys: None Girls: Varsity Locker Room
Soft Tennis	Boys & Girls	Ewa Beach Community Park	Same	None
Surfing	Boys & Girls	Ewa Beach	Wai Kai Wave Pool	None
Swimming Varsity/JV	Boys & Girls	VMAC/Kroc Center	Same	Boys and girls have daily use lockers and shower space at facility.
Tennis Varsity/JV	Boys & Girls	Ewa Beach Community Park	Same	None
Track Varsity/JV	Boys & Girls	Multiuse Field	Same	Boys: None Girls: Varsity Locker Room
Volleyball Varsity/JV	Boys & Girls	Gym	Same	Boys: None Girls: Gym Locker Rooms
Wrestling Varsity/JV	Boys & Girls	Gym	Same	None, both teams use physical education locker room to shower, but no lockers.

Consistent with last year's Annual Report, most of Campbell High School's boys' and girls' teams utilize the same practice and competitive facilities. For example, five sports currently utilize the Multiuse Field: football, girls' flag football, boys' and girls' soccer, boys' and girls' track and field, and boys' and girls' cross-country. Two sports regularly use the gymnasium, including boys' and girls' basketball, boys' and girls' volleyball, along with boys' and girls' judo and boys' and girls' wrestling.

Two teams that use different fields because of sport requirements are the baseball and softball teams. The fields abut one another and both have undergone substantial renovations, including the installation of new turf fields, covered dugout areas, bullpen areas, and batting cage/bullpen space. Both fields are exclusively used by the softball and baseball teams, respectively, except for isolated occasions in which the outfields of both fields may be used as an overflow field for junior varsity soccer, for example. (Last year plaintiffs accurately reported that the softball team was without a pitching machine for a portion of the season. As reported in my interim report, the pitching machine was repaired and student-athletes confirmed it was used when I returned to campus in December and again when I met with student-athletes this spring.)

Locker rooms present a different challenge for Campbell High School. Most of Campbell's boys' teams do not have access to locker rooms and those student-athletes use the general physical education space to change and shower and use storage closets to store (and lock) their personal items while they are participating. The basketball and volleyball teams occasionally use the locker rooms adjacent to the gym on game nights and both boys and girls flip-flop schedules and share their space with visiting teams. For example, if girls' basketball is playing a home game, the boys' basketball team will be traveling so the visiting girls' team may use the boys' basketball locker room for the game. When this occurs, it was shared that the locker rooms are designated for the visiting teams so that members of the opposite sex do not inadvertently enter. Neither boys' nor girls' coaches described this as a challenge because neither team stores gear nor personal items in their spaces.

The only additional locker space is the Varsity Locker Room, which is a dedicated locker room with coaching offices, showers, and the ability to use the extensive number of lockers for storage during the season. The football team utilizes the Varsity Locker Room in the fall, the girls' soccer team utilizes it in the winter, the girls' flag football team utilized it for the first time this winter/spring, and the girls' track and field team utilizes it in the spring. In this way, the girls' soccer, girls' flag football, and girls' track and field teams offset the football team's use of the facility in the fall.

Last year, the plaintiffs indicated disappointment that the status and recommendations in this category related to the Varsity Locker Room remain the same as prior years, insofar as the "the office continues to be geared toward football, and there has been no change made to make female athletes with male coaches comfortable with the proximity of changing rooms to the office." This issue is further discussed in Section I(K). As described in the interim report, the plaintiffs requested an interim change that I did not accept only because it involved placing a lock on the inside of the room, which would bar staff. While I appreciated the good faith of the plaintiffs in making this suggestion to allow female athletes to be more comfortable in the space, I rejected it because of the corresponding safety risks it created in terms of students being able to lock teachers and administrators out.

Regarding this space, I confirmed with AD Pico that he continues to require coaches move out of the locker room at the end of their respective seasons. One additional detail learned this year was that the office adjoining the locker room is actually bifurcated into two offices. One of those offices is used by Campbell High School's security officer as his office during the day. He is also an assistant coach of the football team, which may have contributed to the football regalia observed. Once the ongoing construction project is completed, all teams should have dedicated locker space during their seasons and the entire Varsity Locker Room space is anticipated to be changed to a meeting space to accommodate coaches of all teams, including gender neutral bathrooms.

2. Likely Compliance Status and Recommendations

This component is unclear in terms of compliance, primarily because of the locker rooms. None of Campbell High School's locker room spaces are high quality. While there are sufficient

lockers, they are old; the showers and bathrooms all have running water and are operational but they are outdated and not of high quality; and few of the spaces are well-designed for team meetings. At the same time, more girls' teams have locker room access than boys' teams even when comparing same sports, e.g., girls' volleyball, basketball, and soccer all have locker room access while the boys' volleyball, basketball, and soccer teams do not. I anticipate that this component will be the most heavily impacted in terms of the ongoing construction project.

H. Medical and Training Facilities and Services

The legal standard for determining compliance with the provision of medical and training facilities and services considers the following factors: (a) availability of medical personnel and assistance; (b) health, accident, and injury insurance coverage maintained by the institution; (c) availability and quality of training facilities and athletic trainers; and (d) availability and quality of weight training and conditioning facilities.¹⁷

1. Availability of Medical Personnel and Assistance

Campbell High School does not have access to medical doctors during practices or games, except football occasionally has a doctor available for home games.¹⁸ OIA rules state that the home team (i.e., "site manager") is responsible for securing the services of a doctor, ambulance, or medical intern (preferably a doctor) for football because it is a collision sport. In prior Annual Reports, I suggested that there could exist a legitimate non-discriminatory justification for the presence of doctors at football games since it is the only collision sport, as compared to contact sports like basketball or soccer where contact is incidental. Plaintiffs challenged that, stating that "[w]hile they recognized a non-discriminatory justification may exist given the high injury risk associated with football, the sport is certainly not the only sport that has a high injury risk."

To address this issue, Campbell High School allowed me to review injury reports for the 2025-26 school year. Those reports indicated that varsity and junior varsity football had the majority of injuries and the majority of serious injuries. For example, varsity football players sustained 86 injuries and junior varsity football had 132 injuries, including fractures, six concussions, dislocations, sprains, and contusions. By comparison, varsity girls' soccer had 8 reported injuries and junior varsity girls' soccer had 17 injuries, which were largely strains, sprains, and two concussions. There were no fractures. Girls' basketball was similar, with 16 injuries recorded on the varsity team and 24 injuries reported on the junior varsity team, with two concussions. Girls' flag football reported 48 injuries across both teams, but no fractures and no concussions.

In sum, in 2025-26, football student-athletes reported 218 injuries and appeared to have more significant injuries (e.g., concussions, fractures). The girls' sports generally reported lower

¹⁷ See generally, 34 C.F.R. § 106.41(c)(8).

¹⁸ In the 2024-25 Annual Report, I stated that the doctor was available for all football games. Upon further research, I learned that it is aspirational to have a doctor at all football home games, but it does not happen consistently. Instead, the way that the process works is that the home team will try to ensure a doctor is present. If they cannot, they will contact the visiting team. If there is still not doctor available, additional athletic trainers may attend the game.

numbers of injuries, with girls' soccer reporting 25 injuries, girls' basketball reporting 40 injuries, and girls flag football reporting 48 injuries. I will continue tracking this issue, but at this time the data indicates that football student-athletes report injuries at almost five times the rate of the most injury-laden girls' sports. That is not to diminish the injuries that girls receive in sports, but most of the injuries sustained by those teams are readily handled by the athletic trainers who attend those games. I also interviewed Campbell High School's athletic training staff and they agreed with this analysis.

2. Health, Accident, and Injury Insurance Coverage

As in prior years, Campbell High School does not offer health, accident, or injury insurance coverage to any student-athlete. On its website, it states that insurance is not required, but "it is highly encouraged that [parents] have medical insurance for [their] child in the event they should get injured while participating in athletics."¹⁹ The DOE Parent-Student Handbook similarly states that insurance is not required and the DOE is not responsible for any student's medical costs incurred as a result of injury from participation in any athletic activity or event.

3. Availability and Quality of Training Facilities and Trainers

Campbell High School's athletic training room is adjacent to the gymnasium and has several training tables and related resources that can be used to treat student-athlete injuries. The training room continues to be staffed by Assistant AD/Athletic Health Care Trainer Gisele Furukawa and Athletic Health Care Trainer Alexis Domingo. Both trainers are Certified Athletic Trainers and both hold the State of Hawai'i Licensure for Athletic Trainers. Student-athletes and head coaches remained consistent in their praise for both trainers, describing them as "excellent."²⁰ The trainers also indicated that they had more than sufficient supplies, given that they are the largest school on the island.

In the past, Plaintiffs asked how I concluded that the training room was a gender equitable space and inquired as to whether I considered other factors or norms that may make female athletes uncomfortable or choose not to utilize the training room. Over the course of the last year, and as initially discussed in this year's Interim Report, I interviewed 34 female student athletes representing 11 different teams, including several dual sport athletes. Some of these interviews were conducted individually and some were conducted in small groups – this was left up to the preference of the student-athletes. Each student-athlete described that the training room was highly utilized, that staff were very welcoming, and the training room rules applied equitably, i.e., in-season student-athletes were given priority over out of season student-athletes, regardless

¹⁹ <https://www.campbellhighschoolathletics.org/faqs> (reviewed again on August 11, 2026).

²⁰ While it is not relevant under Title IX, both of Campbell High School's athletic trainers are women and they are universally beloved by every student interviewee, boy or girl.

of sport or gender.²¹ The bulk of this praise was directed towards Assistant AD Furukawa and Health Care Trainer Domingo.

In terms of equipment, there continues to be an operational ice machine and soaking tub, and it has adequate medical and rehabilitation supplies, including Game Ready Cryotherapy machines, massage guns, and various strength/cardio equipment for rehabilitation. The training room is available for weekend events until after the last event. Images of the training room from 2024 continue to reflect the current state and include the following, with the addition of two images from this spring's site visit:



Campbell High School also has a Concussion Management Program to ensure student-athletes return to athletic participation safely, and it is aligned with the National Athletic Trainers' Association and the National Federation of State High School Association guidelines, which indicates in relevant part that "any player who shows signs, symptoms or behaviors, associated with a concussion must be removed from the game and shall not return to play until cleared by an appropriate health-care professional." The training room and areas outside of it have relevant posters reminding student-athletes of the dangers of concussions:

²¹ See [Campbell High School Training Room Policies and Procedures](#) ("Taping, treatments, and rehabilitation will be on a FIRST COME, FIRST SERVED basis, regardless of gender/sport. However, in-season sports will be given first priority.").



The Campbell High School athletics website also includes information about annual physicals, risk mitigation forms, the Parent and Student-Athlete Handbook, and other related forms that are applicable to all student-athletes.

4. Availability and Quality of Weight and Conditioning Facilities

The weight room is a shared facility for all student-athletes and is located on campus. The primary weight room is an internal space, but there is also an adjacent external space that is approximately a quarter of the size of the weight room and in which student-athletes may train. The internal weight room includes varying types of equipment, including a range of heavy and light weight dumbbells and a range of other equipment, e.g., pull down machines. The external weight room has weights and weight machines, as well as training tires.

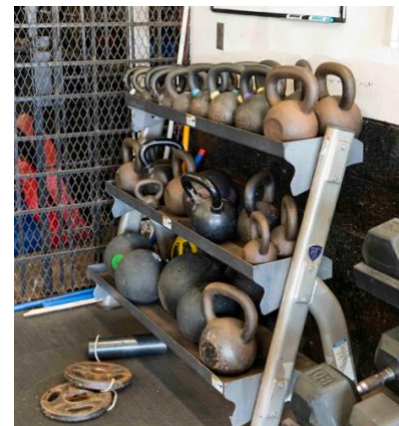
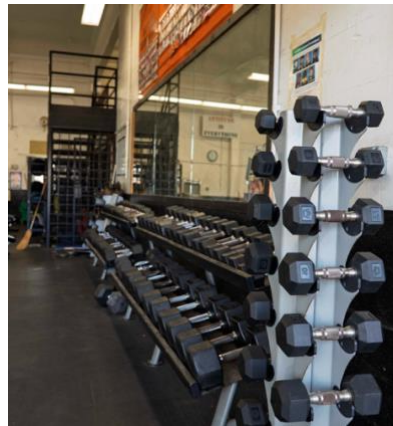
As described in the prior Annual Report, last year Campbell High School added approximately a dozen stationary bikes adjoining the weight room area, what appeared to be two elliptical machines, several treadmills, additional light weights in racks, resistance bands, and leg press machines in the space that previously housed the stationary bikes.²² There was also pull down machines that are variable weight, as well as medicine balls and kettlebells of various weights, and stability boxes – all of which can be used by girls and boys.

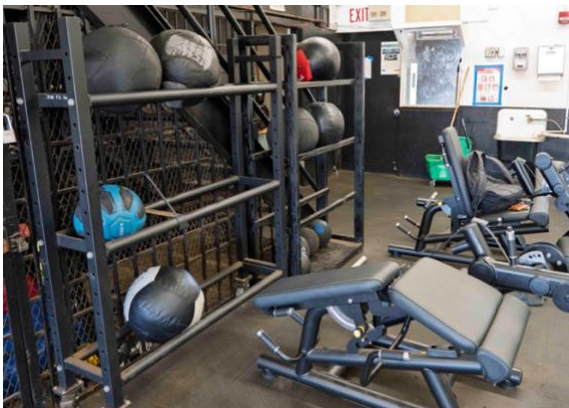
In prior years, different teams had expressed differing needs in terms of access to the weight room. While that statement remained true this year, Campbell High School maintained a more formal sign-up schedule in response to my suggestion. Each month the coaches for all the in-season teams are reminded about the opportunity to schedule time to work out as a team in the weight room. As can be seen in the sign-up schedule, the football program and softball programs utilized the weight room for the bulk of the summer. The football team reserved the weight room from 3:00-5:00 Monday through Thursday, softball reserved it at various times (2:00-3:00 and

²² The additional stationary bikes were either locked or in a different location last year; this year they were in an accessible room adjoining the weight room.

5:00-6:00), and also on Fridays. As the fall progressed, girls' basketball, wrestling, and baseball also begin appearing on the schedule. In the winter/spring, football no longer utilized the weight room and softball, boys' basketball, wrestling, and baseball became the primary users. Tennis and track began utilizing it in February until April. In May-June, the facility is used by an athletics camp, football, girls' basketball, and boys' soccer. I will assess whether any other team wished to use the 3:00-5:00 time block that football reserves and whether these times adequately reflect usage. That is, did any team sign up for slots just to have them but not utilize the facility.

It was noted in prior reports that the weight room seemed to include more focus on boys in terms of the images on the walls and the athletes that were featured, including a wall to honor student-athletes that could bench 300lbs, which were primarily males. During this year's visit, there was more emphasis on females, with a girls' wall of fame added and other media images that included male and female athletes. (These photographs were shared with the parties but will not be highlighted in the report because the student-athletes were not asked for permission.) Similarly, the staff member whose office abutted the weight room continues to highlight female student-athletes from Campbell High School who were alumna on her door. Images from the weight room include the following:





5. Likely Compliance Status and Recommendations

This component is likely in compliance with Title IX. The athletic training facility and staff continue to receive high praise from all coaches and student-athletes interviewed, no interviewee described any limitation utilizing the training room services, and the policies of the training room are facially neutral. There also have been no complaints filed regarding these services.

Regarding the weight room, different teams use the weight room in different ways. For example, some female student-athletes stated that they do not prioritize weight lifting in their sport, e.g., tennis, while others like softball utilized it regularly. The weight room design and decor has improved to put additional focus on girls and it started a weightlifting challenge club for girls to match that for boys. There were also larger amounts of cardio equipment as well as medicine balls and light/variable weights that suit a more diverse range of student-athletes. I appreciated that the signup sheets appear to be utilized and better tracks team usage. I also interviewed 34 female student-athletes this year and only one said they had challenges with the weight room insofar as it “could get crowded when the bigger boys’ teams are in there.” This student said that it was not a regular occurrence, but happened “two or three times” last year. All the students, including the student that raised the issue, felt safe in the weight room. As with last year, I recommend Campbell High School continue to monitor equal access to the weight room and make sure that teams are able to use the facility as needed.

I. Housing and Dining

In assessing compliance regarding housing and dining benefits, the following factors are analyzed: the equivalence for male and female student-athletes regarding (a) housing on campus, including housing options provided when the student-athletes are required to be on campus when school is not in session; and (b) dining facilities and services or other related special services provided for student-athletes, including athletics-related meals, snacks, and nutrition support.²³

²³ See generally, 34 C.F.R. § 106.41(c)(9).

1. Housing

Campbell High School does not provide housing for student-athletes. Even if student-athletes are required to be on campus when school is not in session, no student-athlete resides on campus and no student-athlete has housing paid for by Campbell High School.

2. Dining Services & Nutrition

Campbell High School also does not have student-athlete specific meals, dining halls, or nutrition support. Similarly, Athletics does not sponsor fueling stations or the equivalent type of nutrition support commonly seen in post-secondary athletic programs. There is no nutritionist or dietician that supports student-athletes, and none of the student-athletes identified receiving any benefits in this area. The only specific signage related to nutrition are several signs related to hydration that are posted within and around the training space that all student-athletes utilize, and which is adjacent to the gymnasium that all Campbell High School students utilize.

3. Compliance Status and Recommendations

Since student-athletes do not receive any housing, dining, or nutrition benefits, there is no compliance concern regarding this component. As in prior years, I recommend Campbell High School's Athletics leadership and coaches be vigilant if meals, snacks, or similar benefits are introduced as a benefit to any team, girls or boys.

J. Publicity and Marketing

Compliance regarding the provision of publicity and marketing is determined, in relevant part, by assessing the following factors: (a) availability and quality of sports information personnel; (b) quantity and quality of publications and other promotional sources featuring boys' and girls' programs; and (c) access to other publicity resources for boys' and girls' programs.²⁴

1. Availability and Quality of Sports Information Personnel

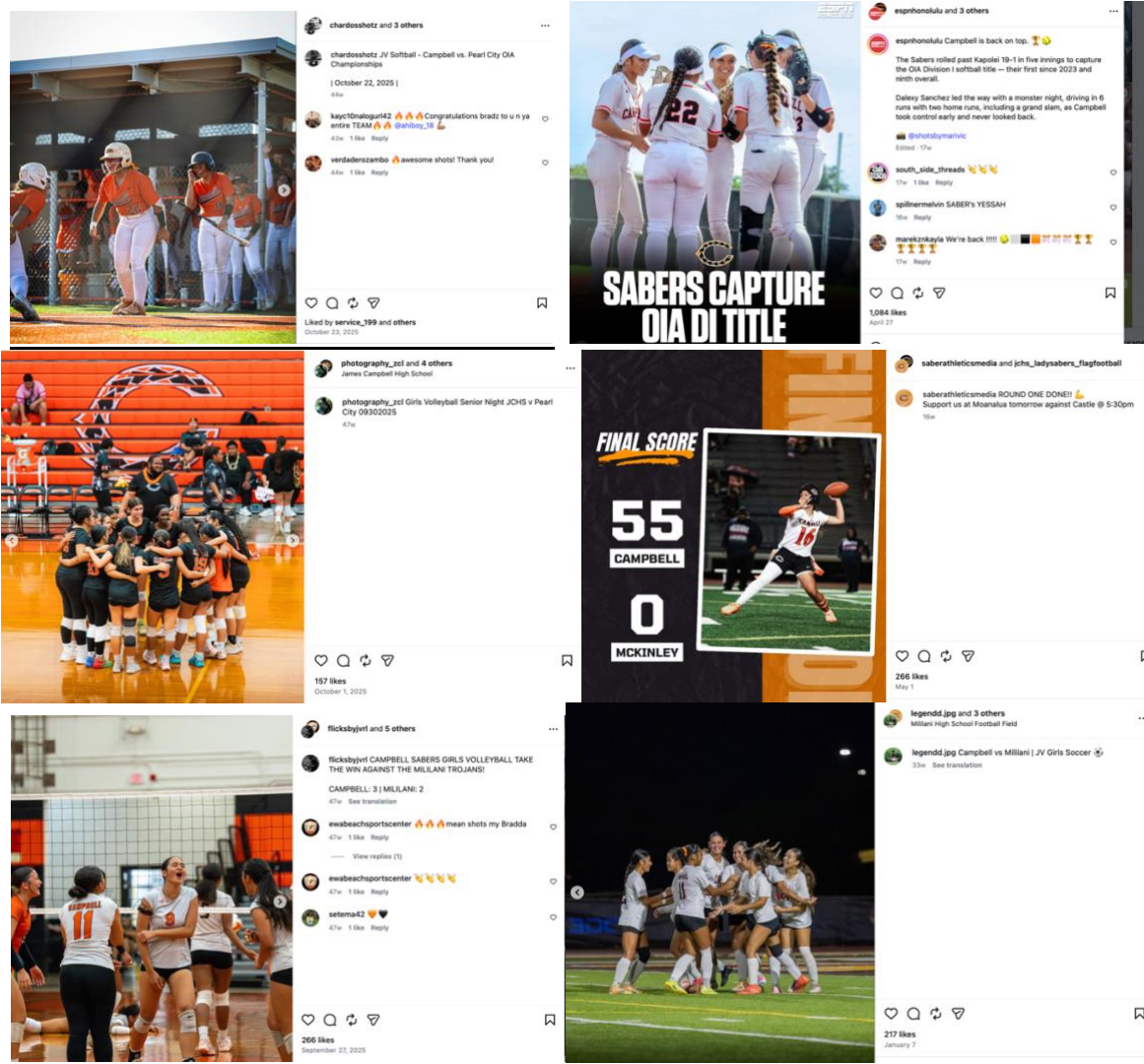
Campbell High School does not have dedicated sports information personnel. While this role is common at the post-secondary level, it is not as common at the high school level. The coaches stated that AD Pico provides the most support related to publicity and it is largely via school announcements, updates to the athletics website, and updates on the Campbell High School Instagram account (https://www.instagram.com/campbell_hawaii/). As noted below, the higher utilization of Instagram is done at a team level.

2. Quantity and Quality of Promotional Resources

Both coaches and student athletes stated the primary source of publicity was online and specifically on Instagram. While Campbell High School has its own Instagram accounts (e.g.,

²⁴ See generally, 34 C.F.R. § 106.41(c)(10).

@campbell.sabers.athletics), teams maintain their own accounts. For example, boys' soccer is @boyssaberssoccer while girls' soccer is @jchsgirlssoccer; boys' basketball is @saberboysbasketball while girls' basketball is @Ladysabersbasketball. Campbell High School has also begun utilizing the school's photography club, led by Tech Assistant Sherwin Acideira, and staffed by up to 9 students at different times of the year. A schedule of the efforts of the student photographers and videographers has been provided to the parties. I also provided the parties of a sampling of the posts from each month, from August 2025 to May of 2026. The following is a representative sample of coverage for the girls' team:



Over the course of the year, I also monitored the Instagram sites of the various teams. The following is a count of the social media posts per team, but I noted that sometimes images had been removed, which may have impacted my counts over time, i.e., if I counted an image in September and it was removed or no longer available in December, I did not change the September count.

TEAM	MALE TEAMS	FEMALE TEAMS	COED REPRESENTATION	SCHEDULING (NO ATHLETES)
Air Rifle	0	0	0	0
Baseball	11	0	0	0
Basketball	290	275	0	0
Bowling	0	0	0	0
Cheerleading	5	58	43	0
Cross-Country	25	13	1	0
Football	672	0	0	2
Flag Football	0	533	0	0
Golf	14	4	0	0
Judo	31	18	1	0
Paddling	1	2	6	0
Soccer	661	207	0	0
Softball	0	137	0	0
Soft Tennis	0	0	2	0
Surfing	0	0	0	0
Swimming	9	6	5	0
Tennis	15	54	13	4
Track & Field	77	43	3	0
Volleyball	304	174	0	0
Water Polo	0	0	0	0
Wrestling	90	34	2	0
TOTALS	2205	1558	76	6

AD Pico shared that he is still working with the student photographers/videographers to provide more even coverage, so I will continue to monitor this item and provide feedback to Campbell High School during my December and May visits.

Last year AD Pico highlighted that Campbell High School had updated its athletics website: <https://www.campbellhighschoolathletics.org/>. The home page continues to feature both boys' sports' and girls' sports consistently. It is also a source for information about sports, an access points for required forms, houses the Title IX reports, and also provides an interactive calendar to view practice and game schedules for all sports:

NEWS/ANNOUNCEMENTS



Girls Basketball and Golf Meeting
August 24, 2026

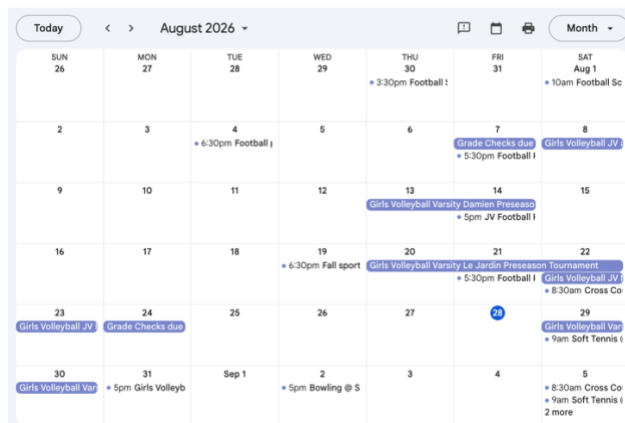


Winter Sports Conditioning
August 22, 2026



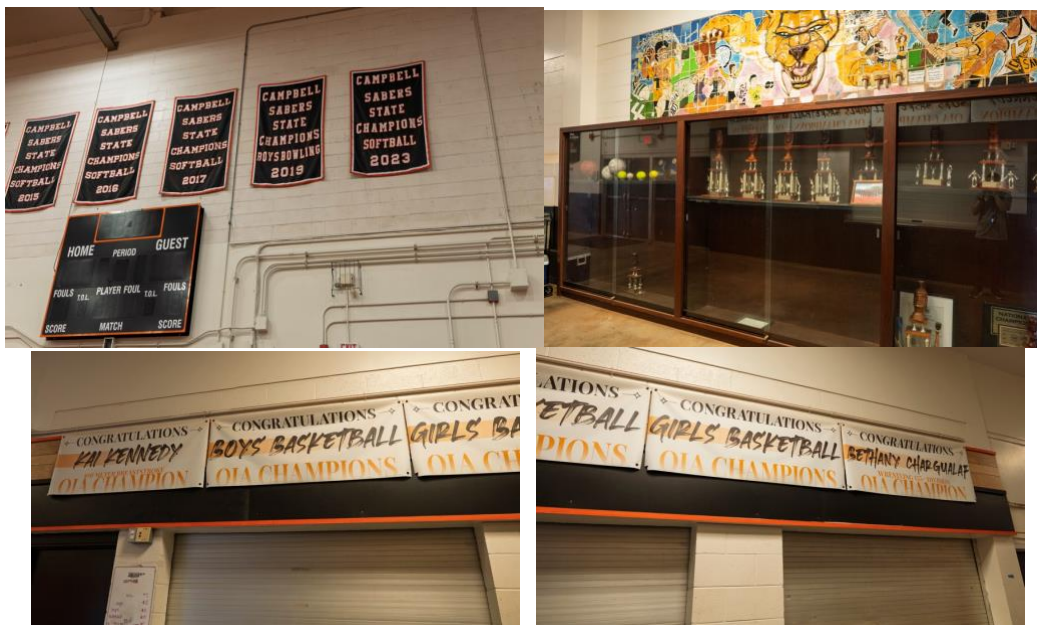
JV Softball & Air Rifle Tryouts
July 13, 2026

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Last year, plaintiffs inquired as to other forms of publicity. For example, whether pep rallies were held for one sex or whether the band or cheerleaders went to the games of both sexes. I learned that the pep rallies that are held feature several teams in a given season. For example, the “Fall Sports Assembly” featured the band and cheer leaders, as well as athletes from soft tennis, cross country, air rifle, bowling, junior varsity softball, girls’ volleyball, and football. The “Winter Sports Assembly” featured the band, cheerleaders, it celebrated fall champions for both boys and girls’ teams, and featured tennis, baseball, paddling, wrestling, soccer, and additional teams. There is also a “Spring Sports Assembly” that follows the same model as the winter, beginning by celebrating the winter champions (which were all girls’ teams – soccer and basketball), as well as the spring sports. This included girls’ water polo, which is demonstrative of Campbell High School’s commitment to the team despite low numbers. (Campbell High School also funds the coaching position of the water polo head coach.) There is also a “signing day” that features any student athlete that has chosen to play sports in college, particularly at the Division I level.

In the gym area, both boys’ and girls’ team championship and records are featured, including the names and numbers of standout alumna like Jocelyn Alo who played softball at Campbell. There is also a renovation of the trophy case and room for additional girls’ championships:



There was also a celebration of both the boys football team and the girls' flag football team last spring. Those images demonstrated what interviewees shared: both teams were celebrated on campus and cheer squads were present at both:



Additional publicity is provided to some of Campbell High School's teams via local television. Local television stations often cover football, girls' flag football, girls' volleyball, girls' and boys' basketball, baseball, and softball, with a primary focus on post-season play for all sorts. No team at Campbell High School has all their games televised, but football has a greater percentage televised based on the information I could gather. AD Pico and OIA Executive Director Bryce Kaneshiro stated that they have advocated with local content providers like Spectrum XCast to ensure equitable coverage of both boys' and girls' sports and will continue to do so.

3. Publicizing to Incoming and New Students

AD Pico continues to facilitate information sessions in the spring for the middle schools that feed into Campbell High School: Ewa Makai Middle School and the Ilima Intermediate School. There

is a sports signup day in the spring at each middle school. First year students also start a few days before sophomores, juniors, and seniors in the fall, and AD Pico has one portion of that time where Athletics sets up informational booths to share sport offerings.

4. Likely Compliance Status and Recommendations

This component appears largely in compliance with Title IX. The structure of Campbell's provision of publicity and marketing support appears largely equitable, insofar as AD Pico and Associate AD Koide seek to provide equal publicity to all teams and seemingly guided only by a weekly schedule in determining what to publicize, i.e., whoever is playing – boys or girls – is publicized. Publicity was improved with Campbell High School's utilization of the school's photography club. Football will likely be a perennial challenge, as there appears to be a greater appetite for the sport within the Ewa Beach community, but I was heartened by the televised coverage of girls' flag football, girls' volleyball, and other girls' sports. I will continue to monitor this and all components.

K. Support Services

Compliance is assessed by examining the following factors and comparing resources available to the boys' teams and girls' teams in the following categories: (a) the amount of administrative assistance provided the programs; (b) the amount of secretarial and clerical assistance provided to the programs; and (c) other related amenities provided to teams regarding administration of their programs.²⁵

1. Component Analysis

As in prior years, none of the athletic teams received support services from Campbell High School. No athletic administrator (including AD Pico), staff member, or coach had administrative, secretarial, or clerical assistance dedicated to their team or even available to them. It was previously recommended that Campbell High School assess whether it could better support AD Pico. Last year, Campbell High School appointed Tracie Koide as an Associate AD. As with last year, Associate AD Koide assisted in providing many of the materials required for this review. She also took part in an OIA meeting that I attended this spring. Assistant AD Gisele Furukawa also remains a potential resource to AD Pico and the coaches, but she also maintains a full time role as an athletic trainer.

Office space is also a form of support service and no head coach receives office space by virtue of their position as a coach. The only coaches who had office space are also teachers at Campbell High School and their office space was provided to them in relation to their role as teachers. None of the coaches stated that they met regularly with teams or individual athletes in their office space, but several coaches said they allow students to lock their personal items in their school-assigned office or classroom during longer competitive events.

²⁵ See generally, 34 C.F.R. § 106.41(c).

The Varsity Locker Room has attached office space that is assigned to the football team in the fall, the girls' soccer team in the winter, the girls flag football team in the winter/spring, and the girls' track and field team in the spring. In a prior year, the girls' soccer coach and the girls' flag football coach, both of whom are male, stated that they were understandably reticent to use the space since it adjoins the girls' changing and showering areas and they did not wish to make the girls on the team uncomfortable.

There was also a concern raised that this office space appeared to be used by the football team out of season, and that it evidenced all the regalia of the boys' football team. Specifically, the Plaintiffs indicated they were "disappointed" to see that the Varsity Locker Room office space continues to be geared toward football, and "there has been no change made to make female athletes with male coaches comfortable with the proximity of changing rooms to the office." The Plaintiffs "insist[ed] the school find a temporary fix" prior to the completion of a new construction project to build more locker rooms. As I shared in the interim report, I asked AD Pico to restrict the football coaches from using the locker room out of season and the adjoining office will only be utilized by Campbell High School's security officer who uses it as their office. It was learned this spring that the security officer is also a volunteer coach on the boys' football team, which may clarify why there continues to be football paraphernalia out of season.

Plaintiffs also suggested "a deadbolt lock be installed from the locker room side" to allow female student-athletes the ability to lock the doors to enhance privacy, but I rejected that suggestion as I was concerned that other health and safety issues could be created with the ability to lock a door from the inside without an adult having the ability to access the space.

2. Likely Compliance Status and Recommendations

This component is close to being compliant, with the remaining challenge being the coaching office space in the Varsity Locker Room that is available to three girls' sports coaches in the winter and spring but continues to have the feel of a football space, with football pictures, football gear, and similar materials. The space is still configured in a difficult way and male coaches of female teams are very careful in how or whether they use the space so as not to be insensitive to their team. Some of the football regalia was removed from the space and it was also learned this spring that Campbell's security staff utilize the office during the school year, including when the boys' football team is using the space. This physical layout challenge will be resolved with the completion of updated locker room facilities in the future. At that point, Campbell indicated that the Varsity Locker Room and the adjoining office space will be repurposed and Athletics does not anticipate it will continue to be used for teams, though it may become a shared space for all coaches.

II. OIA ROLE AND EXPANDED ROLE OF THE DOE

The Settlement Agreement is broken into two parts, with the second portion focused on the OIA. See Settlement Agreement, Exhibit B. Since moving into the position in 2024, Dana Takahara-Dias has served as Gender Equity in Athletics Specialist within the DOE's Civil Rights Compliance Branch. In that role, Specialist Takahara-Dias works closely with Bryce Kaneshiro, Executive Director of the OIA, as well as the executive directors of all Hawai'i's interscholastic

athletic conferences. In prior years, the attorneys for all parties discussed whether to potentially revise the Settlement Agreement to remove the portions focused on the OIA because the DOE is now executing many of these areas. During our last discussion earlier this year, the parties did not reach agreement on whether to modify the Settlement Agreement. Thus, I will continue to address the components of Exhibit B in this section.

A. Title IX Compliance

1. OIA's Title IX Committee

Section F(1) states that the OIA's Title IX Committee shall meet monthly with Specialist Takahara-Dias to discuss Title IX athletics gender equity-related issues. Those meetings occurred in 2025-26²⁶ and are starting again in 2026-27.²⁷ Not only are Executive Director Kaneshiro and Specialist Takahara-Dias serving on the Committee, but I was very happy to see that AD Pico from Campbell High School will be joining the Committee. The agenda and brief minutes from 2025-26 were provided to the parties for review.

During the 2025-26 academic year, the Committee met monthly between July 2025 and May 2026 but did not meet in November or December. The agendas reference discussions related to rules for girls' flag football and the discussion of new girls' sports like stunting.²⁸ Specialist Takahara-Dias also discussed with the Committee her work with schools around surveys, as well as the challenges of external donors regarding Title IX compliance. I shared with Specialist Takahara-Dias that equipment and supplies inventories would be a focus at Campbell High School during the 2025-26 year, and she also made it a priority for her data collection, which I appreciated. Specialist Takahara-Dias is also supportive of continued training on the topic of equipment and supplies, including the creation of short, recorded trainings. The Committee notes also indicated that a Title IX complaint related to a locker room was discussed on the Committee, which I discuss in the next section. My visits to Hawai'i as part of this review were also highlighted by the Committee.

As described last year, Specialist Takahara-Dias has also created several groups that focus on gender equity and Title IX compliance and include the OIA. For example, the Gender Equity in Athletics Workgroup includes high school representatives (principals and athletic directors) from O'ahu, Maui, Kauai, and Hawai'i Island. It also includes league executive representatives from the OIA, the Big Island Interscholastic Federation, the Kauai Interscholastic Federation, and the

²⁶ The Committee members for 2025-26 were Joel Kawachi, Ivan Tamura, Brent Murakami, Darren Camello, Janeen Waialae, Dana Takahara-Dias, Natalie Iwamoto, Darnell Arceneaux, Natalie Iwamoto, Joy Matsukawa, and Chairman Bryce Kaneshiro. Laynie Sueyasu, Nadine Villarmia, Larry Cantero, Gillian Yamagata, Lori Vimahi, and David Lane were also Committee members in 2025-26, but they cycled off the Committee at the end of the academic year.

²⁷ The Committee members for 2026-27 are Joel Kawachi, Ivan Tamura, Brent Murakami, Darren Camello, Janeen Waialae, Dana Takahara-Dias, Natalie Iwamoto, Joy Matsukawa, Darnell Arceneaux, and Chairman Bryce Kaneshiro. Tyson Matsui, Rory Pico, Reid Yoshikawa, Lon Passos, and Stacie Nii joined the Committee for the 2026-27.

²⁸ Stunting is similar to acrobatics and tumbling, which the NCAA declared an "emerging sport" at the college level. See <https://www.ncaa.org/media-center-ncaa-elevates-acrobatics-and-tumbling-to-championship-status/>.

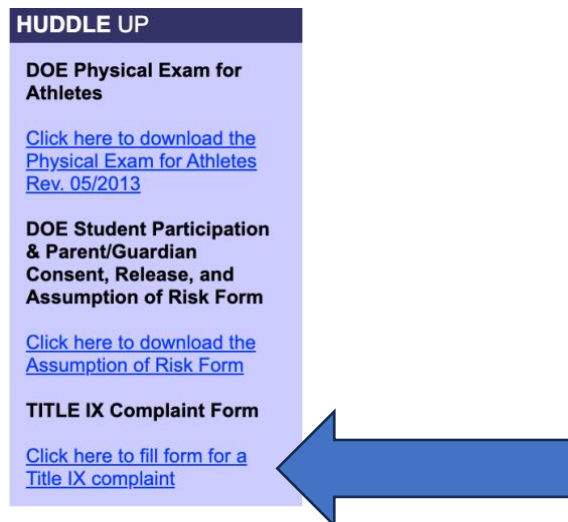
Maui Interscholastic League. I spoke with this group during my December 2024 visit to O’ahu, and I also traveled with Specialist Takahara-Dias to Hawai’i Island (the “Big Island”) in December 2025 to speak with members and encourage sport growth. I offered to continue to support the Workgroup in these and future efforts.

The OIA’s Title IX Committee members are not listed on the OIA’s website, but Executive Director Kaneshiro agreed to add the names. Section F(1) of Exhibit B states that the “OIA shall publicize the relevant *contact information* for these Title IX committee members by (a) *posting it prominently on any website maintained by the OIA* and (b) in any OIA publications.” (Emphasis added.) Executive Director is concerned about the privacy of these Title IX Committee members, which is an issue I agreed to raise with the parties.

2. Complaint Procedure

Section F(2) states that the “OIA shall create and implement policies and procedures regarding complaints of unequal treatment in athletics and/or retaliation. This procedure shall be consistent with any complaint procedure developed by the Hawai’i State Department of Education ... [and] shall include a process by which a complainant can make an anonymous complaint via a phone hotline and/or online portal. The OIA shall publicize the complaint procedure by (a) posting it prominently on its website.”

The OIA has this form on its website, <https://www.oiasports.com/> and the link leads to a reporting form similar to Campbell High School, with the primary difference being that individuals must identify their school. The link can be found on the OIA home page.



Clicking on that link then takes users to the following page which was modeled on the form used for Campbell High School. The form can be accessed by anyone and it appears as follows:

The image shows a digital form titled "TITLE IX Athletics Gender Equity Complaint Reporting Form". The top section has a red and black diagonal background with the words "TITLE IX" in white. Below this, the title "Athletics Gender Equity Complaint Reporting Form" is written in a bold, black font. At the bottom of the form, there is a small instruction: "Please submit your concerns regarding equity in athletics by completing this form."

These exist for all schools in the OIA that I reviewed and the same form is used. *See, e.g.,* [Kailua High School](#), [Kalani High School](#), [Mililani High School](#), [Radford High School](#), [Waipahu High School](#). Specialist Takahara-Dias stated that this is a DOE requirement and she utilizes Complex Area Superintendents (“CAS”) to ensure school-by-school compliance.

I also discussed with Specialist Takahara-Dias any complaints that were received through this reporting system. She said the DOE received nine total complaints from these online forms. Seven of the nine complaints were at a single school and the DOE addressed those complaints by adding a second athletic director and providing additional technology to allow for better sharing of schedules and communications at that school. The remaining two complaints were at other schools and both were addressed and being monitored. None of the complaints related to Campbell High School or the OIA.

Regarding policies and procedures, the DOE continues to have several areas on their website where prohibitions on discrimination can be found, including sex/gender-based discrimination. In particular, the DOE maintains a [non-discrimination policy](#) webpage that includes several policies and process prohibiting different forms of discrimination and harassment. This page continues to include references to Title IX and the Campbell High School settlement, as well as my prior reports. There is also a [grievance process](#) to respond to sexual harassment, though the link may have changed since I received an error message when checking it. The same policy as reviewed last year is still in place and easily found on the policy page. This harassment policy is more akin to policies and processes to respond to sexual misconduct and not necessarily different treatment based on sex or gender. [DOE Policy 305-10](#) still includes anti-discrimination and retaliation prohibitions, but there is not a corresponding process to respond to complaints and it is on a different section of the policy page that may not be intuitive for a user. Last year I suggested that these processes could be streamlined and I continue to make that suggestion. The OIA should work with the DOE to determine if these policies could also be utilized on the OIA website.

B. Student-Interest Assessment and Addition of Participation Opportunities

Section B of Exhibit B states that “the IE shall develop a Title IX assessment form that OIA-member schools shall be required to complete annually to maintain ‘Good Standing’ as a condition of their continued membership in the OIA. This assessment form shall include

information sufficient to identify possible and/or existing issues regarding gender equity in athletic participation opportunities and athletic treatment and benefits. When the assessment forms are submitted, the IE shall review each assessment form for gender inequities and use the information to help identify OIA-wide issues and advance recommendations that are better addressed at a conference-wide, rather than school-wide, level.” Section C states that the OIA “shall develop the policies and training materials necessary for member schools to effectively and accurately complete the assessment form submitted to the OIA.” Section D describes several steps for the OIA to assess the interest and ability of its member schools.

As described in the last Annual Report, this is an area where Specialist Takahara-Dias supplants the role of the OIA. Beginning in August 2024, the DOE began training all member schools to help them understand the coming assessments. In 2024-25, the DOE also conducted a second interest and ability survey for the OIA. In 2025-26, the DOE conducted this survey for three other leagues on different Islands. The DOE is also conducting different Title IX related surveys this year regarding treatment areas, including equipment and supplies.²⁹

The benefits of a coordinated DOE approach is that the DOE can assess interest across the entire OIA, as well as interest in other leagues, and make more impactful decisions for all schools. This can then lead to the creation of teams across the Islands to allow for appropriate competition. The OIA is no longer conducting interest surveys or collecting related data because it is redundant of the DOE’s efforts. Moreover, in place of the OIA’s historic “good standing” rating system to encourage gender equity efforts, the DOE has required participation in the DOE’s assessment and data collection. I asked whether there is an equivalent of the OIA’s “good standing” requirement and she indicated that the DOE has more authority over schools and participation in her surveys is required. Specialist Takahara-Dias stated that all schools have completed the surveys and, if they do not, she has access to CAS and local leaders to ensure this occurs. (Housing this responsibility in the DOE is also helpful because, unlike the OIA, the DOE employs all the building staff, including administrators, and maintains supervisory authority.) The plaintiffs queried around the OIA’s good standing requirement last year and, while it is still technically an option in the OIA handbook, functionally it is not being utilized. If the DOE can maintain complete participation, I would ask the parties to consider the value of the OIA’s “good standing” requirement and whether it should be removed from the OIA Handbook.

As described last year, there has been significant change at the DOE and the OIA. From my perspective, these changes have been positive and will better position *all* of Hawai‘i’s public schools regarding gender equity. It also provides practical value insofar as the DOE has taken on an expanded compliance role with heightened exposure across all schools and has already used its enhanced role to assist in gender equity efforts across the Islands.

²⁹ High schools are not required to administer a survey to comply with Title IX. Rather, a survey is just one indicator that may be used as part of an overall assessment of interests and abilities of the underrepresented sex and to gather other relevant information on different components. It is my anecdotal experience that surveying students on the same topic every year can diminish the quality of surveys. That said, I would suggest that the DOE conduct the interest and ability survey at regular intervals of every two to three years.

C. Treatment and Benefits

Section E of Exhibit B focuses on various treatment areas in which the OIA may have been historically involved. It is my understanding that, aside from logistical support around scheduling and the transportation subsidy, the OIA does not provide or fund the treatment and benefit of any member school outside of the topics in this section.

Section E(2) also states that the OIA “shall maintain and publish all competition schedules on the OIA website.” As of the date of this report, the OIA’s website continues to list all sports by season and a user can click on the team in question and access a link to the schedule for each sport. The schedule is updated during the season to reflect scores and scheduling. The OIA website remains outdated and there are portions that remain bit confusing (e.g., the “News” button pulls up just a handful of articles from 2005 and 2007), but it is serviceable and able to provide access to the information required. The OIA updated the site to include flag football in 2025-26 and I noted that the OIA’s Sports Advisor for flag football, Darnell Arceneaux (Athletic Director of Waialua High School) is also a Title IX Committee member. The site currently looks like this:



Section E(4) of Exhibit B states that the OIA will act in good faith and exercise best efforts to encourage third parties with which it maintains a partnership or contractual agreement to provide gender-equitable treatment in their publicity and promotion of athletic teams. I continued to focus on the local cable provider, Spectrum, who currently chooses which sports it televises. In the past, the OIA has requested it provide equal access to boys’ and girls’ sports. Executive Director Kaneshiro has continued his efforts to have more girls’ sports televised in 2025-26. While football remains the biggest “draw” according to Spectrum, it will continue to televise girls’ volleyball, girls’ basketball, and it began televising flag football last season. I will continue to monitor this issue and Executive Director Kaneshiro has pledged to do the same.

Section E(5) states that the OIA “shall revise its Transportation Subsidy policy regarding travel to game sites to add an equivalent subsidy for girls’ water polo and girls’ varsity softball.” Both of those subsidies were added in 2024 for state tournaments, and the benefit flow to both girls’ and boys’ teams that make the playoffs, e.g., baseball and softball, boys’ and girls’ soccer, boys’ and girls’ basketball. Section E(5)(b) states that “the IE shall determine if any additional sports

should be included in the OIA's Transportation Subsidy policy to ensure gender equity." Currently, the Transportation Subsidy allows for only football to receive a regular season travel subsidy. I request the OIA's Title IX Committee revisit this policy.³⁰ The OIA Title IX Committee may opt to remove the regular season travel subsidy for football or add a similar subsidy for regular season travel by a girls' team, e.g., girls' flag football. I ask that the OIA Title IX Committee discuss this at one of its 2026-27 meetings, reach a resolution in coordination with the OIA, and report back to me through Executive Director Kaneshiro or Specialist Takahara-Dias.

III. UPCOMING EFFORTS BY THE INDEPENDENT EVALUATOR

In December I will again travel to Campbell High School to conduct requested training, interview available athletics administrators and coaches, and tour the facilities that are under construction. Beginning last year, I reserved a full day on each trip to meet with student-athletes, with a particular emphasis on female athletes as the underrepresented gender. Last December, I met with 24 female student-athletes representing nine different sports and two cheerleaders. In May, I met with 18 student-athletes, 10 of whom were female, and represented eleven different sports, including one student-athlete from the water polo team. I will continue this practice, as well as making myself available for additional meeting requests with other Campbell High School community members.

I will also continue to take part in related meetings at the request of the DOE, OIA, and/or Specialist Takahara-Dias. In December 2025 and May 2026, this included separate meetings with the Superintendent and his leadership team,³¹ as well as two meetings with the OIA athletic directors and staff. As discussed above, I also joined Specialist Takahara-Dias on a trip to speak with the Gender Equity Task Force for the Big Island Interscholastic Federation at Kealahou High School (December 9, 2025). This year we are discussing a trip to Maui to meet with local leaders (likely principals and athletic directors) focused on gender equity. I may also record a series of shorter training videos for the DOE to use regarding individual components. I conduct all of my work with other athletic associations aside from the OIA on a *pro bono* basis and will continue to do so, with my role being to discuss gender equity in athletics.

CONCLUSION

While there are continued challenges identified in this report (as the point of the report was to highlight disparities and challenges), there are also areas of improvement. I was particularly heartened to see Campbell High School's participation statistics improve and the athletics staff did a much-improved job of inventorying equipment and supplies. There remains room for improvement, as at every school with which I work in this regard. I will continue in my role to highlight these achievements and challenges, as well as to provide support, as appropriate, to assist the DOE, the OIA, and Campbell High School in reaching Title IX compliance and, more importantly, to improve the experience for all Campbell High School student-athletes.

³⁰ See SY 2025-26 OIA Handbook, p. A9.

³¹ To his credit, Superintendent Keith Hayashi continues to request update meetings with him and his leadership team during my visits to O'ahu to stay involved and support the efforts of the DOE.