

James Campbell High School Second 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 Second 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. As with the First Annual Report, 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 the Title IX requirements are constantly evolving with the athletic program and on occasion an improvement regarding one component may cause challenges in another component. For example, the creation of a new team may improve an institution's participation opportunities, but if that team is not provided appropriate equipment or coaching, that can create challenges in other components. Campbell High School just recently created a new team (girls' flag football) and likely will create more. This Report, therefore, should be considered a snapshot in time.

Another aspect of this report that is different from last year is that the DOE has taken on several of the compliance and reporting requirements previously held by the OIA. In Section II, I describe these changed responsibilities in practice. During our May 2025 meeting, 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. I take no position on whether the parties should revise the Settlement Agreement so I defer to the parties as to how they would like to address this issue, particularly considering that court intervention may be required to formally revise the Settlement Agreement. Finally, Section III briefly previews the next steps to be undertaken.

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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.

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. The head coaches also shared the common practice of bringing junior varsity student-athletes up to varsity teams either mid-year or during post-season play, but it was then not clear whether the student-athlete was counted as a varsity or junior varsity athlete. As I highlighted, this was a trend I observed consistently, but it was not a trend by gender, i.e., this did not appear methodical or designed to evade compliance standards. To address this challenge, I focused the annual training provided to Campbell High School in December 2024 and May 2025 on the way to count student-athletes for compliance purposes. As part of the training, it was made 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

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.

- Were listed on the roster maintained for each sport.

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, 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. Again, this was a systemic issue and not limited to just boys' or girls' teams.

During 2024-25, I interviewed the majority of varsity and junior varsity head coaches following their seasons and we discussed every person who appeared on their roster. There were only a handful of coaches that I could not interview because they had left the employ of Campbell High School and did not respond to efforts to be interviewed. 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 female judo athlete who did not count because she only remained on the roster for tryouts and two practices that occurred prior to any competition and then left for a part time job.

The Campbell High School rosters for 2024-25 participants include the following:

TEAM	BOYS VARSITY	GIRLS VARSITY	BOYS JV/OTHER	GIRLS JV/OTHER
Air Rifle	7	8	NA	NA
Baseball	17	NA	13	NA
Basketball	14	12	12	9
Bowling	10	6	NA	NA
Cross-Country	14	14	13	5
Football	66	NA	52	NA
Flag Football	NA	22	NA	NA
Golf	17	8	NA	NA
Judo	42	33	NA	NA
Paddling	10	9	NA	NA
Soccer	20	24	21	19

Softball	NA	22	NA	12
Soft Tennis	6	10	NA	NA
Swimming	20	10	NA	NA
Tennis	14	15	NA	8
Track & Field	35	33	17	25
Volleyball	15	31	14	14
Water Polo	NA	1	NA	NA
Wrestling	26	16	30	11
TOTALS	333	274	159	103

This resulted in 492 male student-athletes (or 56.6% of all student-athletes) and 377 female student-athletes (or 43.4% of all student-athletes). Campbell High School's final enrollment for 2024-25 was 1,529 male (or 52.5%) and 1,382 female (or 47.5%). This led to a disparity of 4.1%, which is the percentage difference between the female population at Campbell High School (47.5%) and their representation in athletics (43.4%). This 4.1% disparity equates to approximately 67 athletic opportunities that should be created to reach proportionality without cutting or otherwise restricting boys' team rosters. In assessing compliance, the courts require "substantial proportionality," which involves a consideration of whether the number of opportunities needed to reach proportionality would be sufficient to field a team for which there is interest and ability. Approximately 67 opportunities are enough to field one or more teams.² By comparison, this disparity was 74 student-athletes in the First Annual Report.

As described in the First Annual Report and in Section II of this report, Campbell High School conducted a student interest and ability survey of its entire population, as well as all students in Campbell High School's two feeder middle schools, Ewa Makai Middle School and Ilima Intermediate School, in January 2024. At that time, Campbell High School received approximately 870 responses, with students highlighting various sports of interest, including archery, stunt/acrobatics, beach volleyball, and others. In the winter of 2025, the DOE conducted an interest and ability survey of all OIA schools, which again included Campbell High School. In this more recent survey, the DOE received 943 responses from Campbell High School students, and girls (the underrepresented sex at Campbell High School) indicated interest in beach volleyball, archery, and gymnastics. As will be discussed in Section II, other OIA programs that conducted the survey also received feedback for beach volleyball and archery, as well as expanded opportunities for girls' flag football, which may make those sports good candidates to start and have built in OIA competition.

² In a November 19, 2024 letter, the plaintiff's counsel expressed that they "continue to be disappointed with the demise of the water polo team, which was the backbone of this lawsuit to begin with." My understanding is that there was one female water polo player in 2024-25, which was not sufficient to field a team at Campbell High School. Thus, the student-athlete played on an OIA West Division combined team consisting of players from Campbell, Kapolei, Leilehua, Waipahu, Pearl City and Waialua. I confirmed that the Campbell High School was willing to host its own team if there were sufficient interest, it was offered as a potential team to prospective students, it was listed on the school bulletin, there was an informational session held about the sport on January 14, 2025, and Athletic Director Pico followed up with the small number of female students who expressed interest.

2. Likely Compliance Status and Recommendations

Campbell High School is not currently in compliance with Part One of the Three Part Test. The current disparity between the percentages of females that make up the total enrollment remains larger than female athletic participation. The disparity of approximately 67 student-athletes is more than enough to sustain new team(s) for the underrepresented sex, and the interest surveys for both Campbell High School and the OIA provide a path forward in considering adding sports.

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.³

1. Quality of Equipment and Supplies

As with last year, all head coaches 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. The largest example is football, which requires helmets not required by other sports – this was addressed in some measure this year with the creation of girls' flag football, who also received helmets designed for flag football. However, the rules of flag football do not require helmets for every player. In sum, each head coach interviewed stated that their team uniforms and equipment are of suitable quality and they did not observe other teams with markedly better quality uniforms or equipment.

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. Last year, I created a chart based on these assessments, but this year Athletic Director Rory Pico ("AD Pico") was asked to collect an inventory from every coach as part of their exit interview process, which he did. That inventory has been provided to the parties for review, with a caution that it remains incomplete. I will continue to assess this component and anticipate asking AD Pico to continue this practice.

3. Maintenance and Replacement of Equipment and Supplies

Teams are issued their equipment at the beginning of their competitive seasons. Head coaches inspect the equipment at the end of the season and coaches described that virtually all equipment

³ See generally, 34 C.F.R. § 106.41(c)(2).

must be returned. Equipment is either reconditioned or, if beyond that point, is replaced for the following year.

4. Availability of Equipment and Supplies

Most teams stated that they had ready access to their team-related supplies. For the indoor sports, this happens through a maze of storage closets and storage spaces, extending to virtually every empty room I observed. For the outdoor sports, Campbell High School has 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.

5. Likely Compliance Status and Recommendations

This component remains unclear in terms of compliance. Thanks to the efforts of AD Pico, Campbell High School's coaches appear much more aware that they must track their equipment better. I will also make this a priority in future trainings, similar to the roster focus in 2023-24. For example, one of the teams that I do not have information for is the largest, football. Moreover, even though it appears that girls' flag football has entirely new gear, that is a function of it being a new sport and not preferential treatment. I will work with AD Pico to continue to improve documentation in this area, which will hopefully allow for more concrete feedback next Annual Report.

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.⁴

1. Competitive and Post-Season Events

Campbell High School's regular season and postseason athletic competitions are scheduled by the OIA. The head coaches that took part in this review affirmed they were satisfied with quantity and timing of scheduled competitive events. 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. For example, varsity baseball had 10 regular season games and one playoff game; varsity softball had 10 regular season games and 7 playoff games. Similarly, boys' varsity basketball had 10 regular season games and 2 playoff games, while girls' varsity basketball had 9 regular season games (Waiialua had to cancel a game) and 7 playoff games. Track and field, cross-country, paddling, riflery 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

⁴ See generally, 34 C.F.R. § 106.41(c)(3).

football only having one game per week, typically on Saturdays and an occasional Friday. On occasion, some of these events were canceled because of weather or teams not having enough student-athletes, but there was no trend of this occurring based on sex. Girls' flag football had a shortened inaugural season that included playoffs but during that season Campbell High School participated in 13 games as compared to 9 games for boys' football.

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. The individuals that did raise concerns raised issues that impacted boys and girls evenly. For example, the paddling coaches again highlighted that their teams participate during winter break, which impacts their participation rates. The football teams also appear to have more times to practice and for longer times. This was described by the football coach as being needed because the football program (varsity and junior varsity) is large. The girls' soccer coach described that his team practiced later so that he could get to practice after work and he described that he did not need more than an hour or an hour and a half with his team. He also stated that he worried about over-training his athletes during the season. I will monitor this issue and assess it more closely in 2025-26 to ensure this does not create an inequity.

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 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. Also, there was a construction project that impacted the gymnasium this year, so the schedules reflect that some of the practices and competitions occurred at other schools for both boys and girls.

3. Likely Compliance Status and Recommendations

This component is likely in compliance, though I am monitoring the practice opportunities provided in the fall regarding football and other teams. 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. AD Pico and newly appointed Associate AD Tracie Koide were both aware of and focused on the importance of equitable scheduling, and coaches shared that AD Pico would not hesitate to change schedules if there was an equity concern raised.

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.⁵

1. Modes of Transportation and Housing

Campbell's teams travel by bus to all on-island away competitions. The same bus vendor is used for all teams, and no teams travel by chartered bus. Bus schedules have been provided to the parties for review. For the 2024-25 academic year the following travel off-island occurred during the preseason:

- Varsity football flew to the Island of Hawai'i (Big Island) for a preseason game. They flew out in the morning and returned that same night so hotels were not required. Meals were provided by the host school, Keaau.
- Girls' and boys' varsity basketball traveled to Seattle to play a preseason game. Both teams stayed at a Best Western and meals were paid for by family members for both teams, breakfast was provided by the hotel. The teams ate the same food and dined together for each meal.
- Girls' varsity soccer traveled to the Big Island to play in a preseason tournament - They stayed at the school that hosted the tournament. Meals were provided by the players' family and friends and the host school also provided a meal.
- Girls' varsity softball traveled to Las Vegas for the spring break softball tournament. They stayed at a Hilton Garden Inn that provided breakfast. Other meals were paid for by each individual athlete.
- Girls' and boys' cross-country participated in a preseason meet on the Big Island. The meet was at the same site as the state tournament. Six members of each team participated.

The following travel for post-season⁶ occurred during 2024-25 academic year:

- Five members of the boys' cross-country team and five members of the girls' cross-country team qualified for the post-season state meet which was held on Maui. The student-athletes all stayed at the Aston Maui Hill hotel. All meals were purchased by the student-athletes or their families.

⁵ See generally, 34 C.F.R. § 106.41(c)(4).

⁶ While an obvious point, 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.

- Four boys and one girl qualified for the golf state championship on the Big Island. All meals were purchased by student-athletes or provided by family and friends of the team.
- Boys' and girls' who qualified traveled to the Big Island for the state meet. The number of qualifying athletes was not available to the coach during their interview. All meals were paid for by the student-athletes and all ate together. They did not stay overnight.
- One member of the girls' tennis team qualified for the state tournament on Maui. All meals were paid for by the student-athletes and Campbell High School paid for her flight and all transportation costs. She did not stay overnight.
- Girls' basketball qualified for the HHSAA state tournament and flew to the Big Island for the first round. They flew in and out on the same day so no hotel was required. Vans, breakfast, pregame snack, drinks, and post-game bentos were paid for by Campbell High School.
- Girls' soccer qualified for the HHSAA state tournament and flew to Maui to play the first round of the tournament. They flew in and out the same day so no hotel was required. Meals and transportation were paid for by Campbell High School.

2. Dining Arrangements

Campbell does not have a per diem allowance. When meals are purchased (as described above for girls' basketball and girls' soccer), they are typically purchased by Campbell High School from pooled funds collected at concession stands for football games and various fundraisers, which is 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 took part in the review 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. These parental provisions were not tracked but were described consistently by both boys' and girls' teams.

During the 2024-25 year, the only teams other than those traveling off island that received food were the teams that missed school lunch due to scheduling. These teams were girls' soccer, girls' softball, and girls' and boys' golf. AD Pico purchased sandwiches or pizza for each team. It was shared that the football team used fundraised dollars to purchase food after a game early in the season but stopped the practice because the students were not eating the food.

3. Likely Compliance Status and Recommendations

For the 2024-25 academic year, Campbell High School was likely in compliance with this component. Athletics continues to carefully monitor this component and the only teams that traveled out of the state were softball (Las Vegas) and boys' and girls' varsity basketball (Seattle). Even though softball traveled to Las Vegas, this travel and the girls' varsity soccer travel to the Big Island was designed to offset the larger varsity football team also traveling to

the Big Island. This was also to make up for a prior year trip to Las Vegas by select members of the football and girls' volleyball teams, which resulted in ten additional football players taking part. I appreciate AD Pico's monitoring of this type of compliance issue in the 2024-25 academic year, as well as his focus on balancing the prior year's travel.

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.⁷

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. The following are the FTEs by sport:

TEAM	BOYS HEAD COACH (V)	ASSIST. (V)	GIRLS HEAD COACH (V)	ASSIST. (V)	BOYS JV HEAD COACH	ASSIST (JV)	GIRLS JV HEAD COACH	ASSIST (JV)
Air Rifle	1	0	Same	0	NA	NA	NA	NA
Baseball /Softball	1	2	1	2	1	2	1	4
Basketball	1	1	1	1	1	1	1	1
Bowling	1	0	1	0	NA	NA	NA	NA
Cross-Country	1	1	Same	Same	Same	Same	Same	Same
Football	1	8	NA	NA	1	2	NA	NA

⁷ 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.

Flag Football	NA	NA	1	6 ⁸	NA	NA	NA	NA
Golf	1	0	Same	Same	NA	NA	NA	NA
Judo	1	3	Same	Same	NA	NA	NA	NA
Paddling	1	0	1	0	NA	NA	NA	NA
Soccer	1	1	1	1	1	1	1	1
Soft Tennis	1	1	Same	Same	NA	NA	NA	NA
Swimming	1	0	Same	Same	NA	NA	NA	NA
Tennis	1	1	Same	Same	NA	NA	NA	NA
Track & Field	1	2	Same	Same	NA	NA	NA	NA
Volleyball	1	1	1	1	1	1	1	1
Water Polo	NA	NA	1	1	NA	NA	NA	NA
Wrestling	1	4	Same	Same	NA	NA	NA	NA

A challenge that continues is the amount of unofficial assistant coaches that the teams utilize and the extent of their roles. For example, varsity baseball has two additional assistants that were described as providing support when they could; varsity softball described the same approach, and they have three additional assistants that do the same. Boys' varsity volleyball has four additional assistants who serve in a similar capacity; girls' varsity volleyball has five additional assistants who do the same. Boys' and girls' varsity wrestling have six additional coaches, but they are shared by the teams. Girls' soccer listed *sixteen* additional assistant coaches; boys' soccer did not list any. It is unclear how often these "assistant coaches" come to practices or games, what role they play, or how beneficial they are to the student-athletes, as none of these metrics was tracked by the coaches. In many cases, the assistant coaches appear to be alumni of the team or parents.

I highlighted this as a potential issue for the parties this spring and I would like them to decide how to treat these "informal assistant coaches." These individuals 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. There is also some value to the community to have parents and alumni engage with these teams. Whatever decision the parties make should extend to all teams. For example, if it is desired that I conduct additional analysis on this point, it should be considered for all teams. If the parties decide not to focus on this element, I can focus on the roles and responsibilities of only the official head and assistant coaches that count as an FTE. I take no position on the issue, but it seems unfair to truly assess them as "assistant coaches" under this component unless there is an agreement of what the parties would like to see and how that may impact the larger community.

2. Compensation of Coaches

Unlike the counting of coaches and assistant coaches, the compensation of coaches was clear because set by the state as a schedule. The updated pay schedule for 2024-25 has been provided to the parties. The rates of pay tend to be the same for both boys' teams and girls' teams, with the exception being that the football coaches, both head and assistant, earn more than any other coach. I raised this issue with the DOE who agreed to look into it. Ultimately, no one could

⁸ These may not all be permanent FTEs, as they were hired for this inaugural season. I will revisit this in 2025-26.

determine when or why this became a practice. Campbell High School had no discretion in terms of coach compensation and did not pay its coaches directly. I shared some potential options for remedying this: the DOE could pay football coaches less to align with the other sports, or it could choose to elevate the pay of a girls' sport coaching staff (head coaches and an equitable number of assistants) to offset the extra pay football. I will continue to inquire about this.

3. Likely Compliance Status and Recommendations

Campbell High School is not compliance with this component. At the very least, no one can articulate why the football coaches are paid more than other sports. While most of the teams share coaching staff, there is also a potential that boys or girls' teams may have more assistant coaches that are not considered under the FTE system. This will be a continued component for me to focus on and improve practices, like the improvements made regarding roster counts in 2024-25.

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.⁹

As with last year, no student-athlete receives academic tutoring because of their athletic participation.

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: (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.¹⁰

1. Facility Analysis

The following chart in this section was utilized last year and the assigned facilities have not changed.¹¹ The plaintiffs' attorneys desired that I conduct the same analysis their expert, an

⁹ See generally, 34 C.F.R. § 106.41(c)(5)-(6).

¹⁰ See generally, 34 C.F.R. § 106.41(c)(7).

¹¹ In its November 19, 2024 letter, the plaintiffs took issue with the fact that there were "no analytical charts" of the type their litigation expert had used to determine the percentage of athletes that have access to each facility benefit. The term "analytical" means "separating something into component parts or constituent elements." See <https://www.merriam-webster.com/dictionary/analytic>. Using that definition, I am not sure how the chart below does

advocate, used to support their position in litigation. As I shared when retained, I do not view my role as being an advocate, aside from my general hope that Campbell High School and the DOE will continue to improve in its gender equity efforts for the benefit of all students in Hawai‘i.

Still, I created and 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. I am happy to track additional data in future years. The challenge I have with the related statistical analysis is that it has little value when the boys’ and girls’ teams use and have access to the same facilities¹² and it will result in some unusual conclusions. 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. Just for the sake of this example, imagine the boys’ and girls’ teams that use the field use it in the same way and have equitable access. Those teams would typically offset each other. However, even though girls’ flag football also used the Multiuse Field, that team only has 22 student-athletes compared to 118 varsity and junior varsity football players. Accordingly, there will be a statistically larger “benefit” to boys because football is a larger sport, even though no other team wishes to use the field or is being displaced.¹³

Following this example, the only way to overcome this challenge would be for Campbell High School to upgrade other facilities, none of which are solely used by girls (other than softball, which was recently updated), or potentially ignore the interests of the students in regard to which sports they may wish to create (discussed in Section I(A)) to hypothetically create only teams that would use the Multiuse Field to counter the larger number of football players that use it. If Campbell High School were to take the position that it would create several levels of girls’ flag football to offset football on this component, that would require approximately 98 student-athletes and, given that the current disparity is approximately 67 female athlete spots needed, that would potentially make the boys the underrepresented sex by almost 30 athletes, assuming nothing else changed. This is a largely academic example as to why I am challenged by the analysis used by the plaintiffs’ expert. The review I sought to conduct is analytic, but it also seeks to be pragmatic.

not qualify as an “analytical” chart, particularly because there were also photographs shared with the parties of all the facilities and we all walked the facilities together several times.

¹² If one sex had access to a locker room and one did not that would be a potential inequity. This assessment would not require a statistical analysis. This is the case currently, where girls’ soccer uses the Varsity Locker Room and boys’ soccer has no locker room because football has access to the Varsity Locker Room. I determined that this practice offset because the football program is larger and now girls’ soccer, girls’ flag football, and girls’ track and field also use the Varsity Locker Room. It is still not statistically perfect, but it is pragmatically closer, even if boys’ soccer and boys’ track and field may wish to utilize a locker room. (Hopefully, this issue will be resolved with the construction of new lockers.)

¹³ If a girls’ team is displaced by a boys’ team that would also be a potential inequity. Again, that would also not require this statistical analysis, but it would depend on the interviews with coaches, which plaintiffs described as “insufficient coach self-reporting” in that same November 19, 2024 letter. I tend to believe coach self-reporting is invaluable for just this purpose: “have you ever been forced off of your field?”

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SPORT/LEVEL	GENDER	COMPETITIVE FACILITY	PRACTICE FACILITY	LOCKER ROOM
Air Rifle	Boys & Girls	Wrestling Room	Same	None
Baseball Varsity/JV	Boys	Baseball Field	Same	Baseball had a storage shed, with limited locker stalls; no meetings are held in the shed and boys “rarely” use it except for inclement weather. This shed was removed at the end of the season.
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
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
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.

As indicated in the chart and 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, boys’ and girls’ air riflery both practice and compete in the Wrestling Room, boys’ and girls’ basketball practice and compete in the Campbell High School gym, boys’ and girls’ paddling utilizes the Keehi Lagoon, and boys’ and girls’ swimming teams use the same facility and practice/compete together whether at the Veteran’s Memorial Aquatic Center (“VMAC”) or the

Salvation Army Kroc Center pool (in prior years the VMAC was used but the head coach stated that the Kroc Center is used increasingly and was excellent). Despite using shared facilities, no head coach recalled being forced off a field by another team, being rushed off, or having their activity (practice or competition) curtailed.

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 incidents in which the outfields of both fields may be used as an overflow field for junior varsity soccer, for example.

Because the baseball and softball fields abut each other, a temporary barrier is used to separate the fields when both teams are practicing or when games are played, but the coaches of the teams previously stated that was not a concern in the fall and winter because boys' junior varsity baseball and girls' junior varsity softball participate in different seasons. In the spring, both boys' varsity baseball and girls' varsity softball use the fields, but the softball coach did not feel the temporary outfield barriers created a challenge. The softball coach could not be interviewed this year, but his replacement will be asked how they feel about this structure. Similarly, the left field of the softball field does not have a foul ball line that extends to the fences, but the head coach stated in the past that it has not been a challenge and the temporary barriers make the difference even smaller during games. Both teams have access to bathroom facilities that are equidistant. Baseball had access to a storage shed that is not used by the softball team, but that shed was torn down this spring after the season.

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 are 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.

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 (a challenge for the Varsity Locker Room in the past) but they are outdated and not of high quality; and few of the spaces are well-designed for team meetings. Campbell is in the planning stages for a new facility that will house additional locker rooms. As that planning continues, Campbell High School should ensure new locker space is assigned in a gender equitable manner.

Similarly, in 2024-25, the baseball team had an additional shed to change in, but that was torn down this spring. For next year's report, these changes will be incorporated and I hope to assess the way the girls' teams (adding flag football) utilized the Varsity Locker Room and whether there were any challenges in that usage. As discussed in Section K, the office space associated with the Varsity Locker Room remains a challenge for two reasons. First, during the site visit it appeared to be primarily used and not vacated by the football program. Second, the male coaches of the female teams understandably do not feel comfortable using the office space because even though the windows are blacked out for privacy, it remains positioned such that opening the door or stepping out would provide a view to locker and shower spaces. Again, this may be remedied with the creation of additional locker room space, which is a scheduled 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.¹⁴

1. Availability of Medical Personnel and Assistance

Campbell High School does not have access to medical doctors during practices or games, except football has a doctor available for home games. 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. It is unclear if this difference is a gender equity concern, as there exists a legitimate non-discriminatory justification that football is the only collision sport, as compared to contact sports like basketball or soccer where contact is incidental. In its November 19, 2024 letter, plaintiffs' counsel stated that "[w]hile we recognize 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." Accordingly, I posed this question to interviewees (coaches and athletic staff, as well as to DOE representatives). There was no concrete answer for why no other team aside from football receives the attention of a doctor. While I agree with plaintiffs' counsel that injuries may occur in other sports, no

¹⁴ See generally, 34 C.F.R. § 106.41(c)(8).

interviewee highlighted another team that necessitated such a need, and Campbell High School's athletic trainers did not identify another girl's sport that required the regular presence of a doctor.

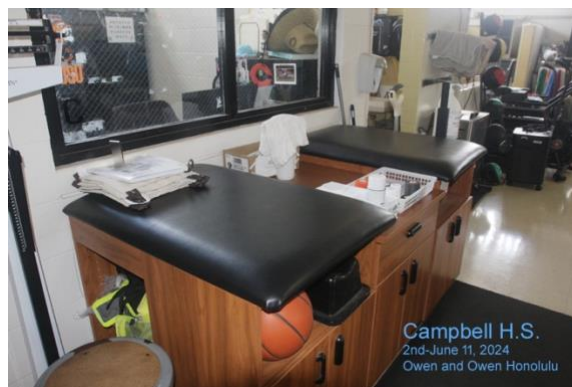
I will continue to ask this question, but this is an area for the parties to discuss if there is an ongoing concern. Any change would likely need to be made by the DOE and apply to every school. If there is a strong case that another girls' team requires a medical doctor be present at competitions, then that can be made as a recommendation.

2. Health, Accident, and Injury Insurance Coverage

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."¹⁵ 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 gym and offers several training tables that can be used to treat student-athlete injuries. There is 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 still reflect the current state and include the following:



¹⁵ <https://www.campbellhighschoolathletics.org/faqs>.



In its November 19, 2024 letter, plaintiffs’ counsel questioned how I reached the conclusion in the First Annual Report that “[b]oth policy and practice are that treatment is provided on a first come, first served basis and there is no priority for any student-athletes or any specific team.” They further asked that I look for “less-visible cultural norms,” though they did not suggest that any existed or that they had heard of anything. As described last year, the training room handbook states explicitly that services are provided “regardless of gender/sport,” though in-season sports are given priority.¹⁶ This was also described consistently by coaches, the training room staff, and AD Pico. This was how I reached my conclusion that “both policy and practice” were appropriate. I am happy to consider student-athlete focus groups in the next year to consider “less-visible cultural norms,” but I simply have not received negative feedback from any individual regarding training services, equipment, or practices.

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

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. Head coaches remained consistent in their praise for both trainers, describing them as “excellent.”¹⁷ The

¹⁶ 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.”).

¹⁷ Assistant AD/Athletic Health Care Trainer Furukawa was on personal leave for a portion of last year, but it is anticipated that upon her return she will have more time to dedicate to her training role given the appointment of Associate AD Koide to cover more of the Assistant AD duties that were previously borne by Trainer Furukawa.

trainers also indicated that they had more than sufficient supplies, given that they are the largest school on the island.

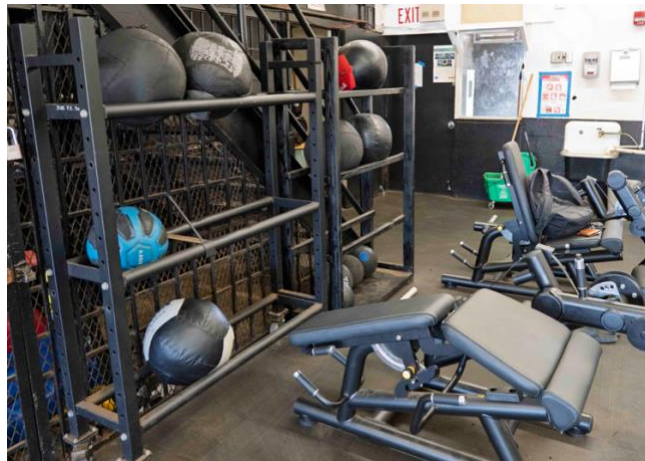
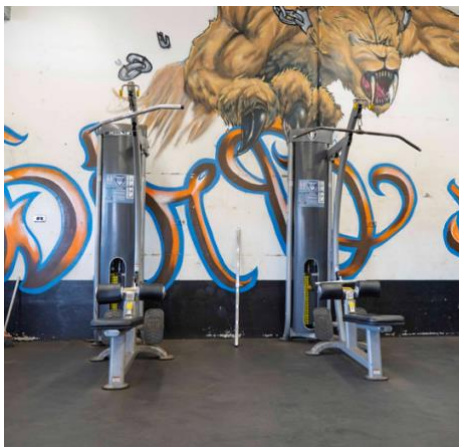
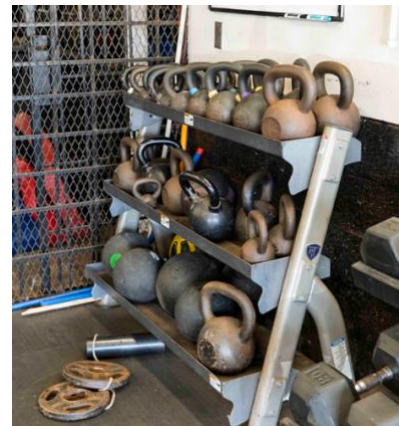
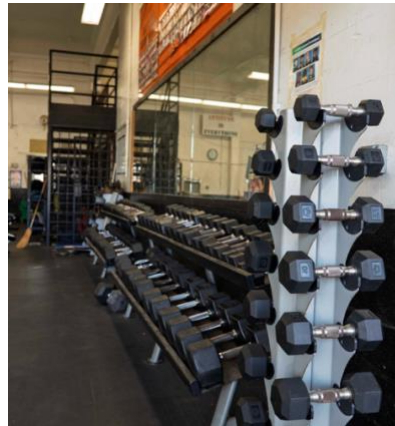
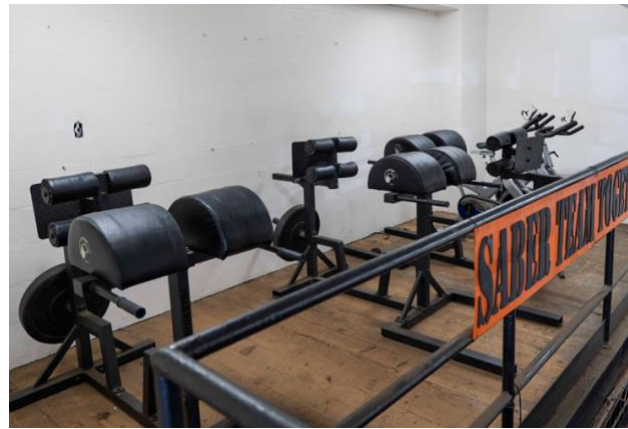
4. Availability and Quality of Weight and Conditioning Facilities

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. It was described by several head coaches that the external space is rarely used by any student-athletes.

During last year's review, there were two stationary bikes in an elevated section of the weight room that were used infrequently. A recommendation from the First Annual Report was to assess the need for additional cardiovascular equipment, including stationary bikes and elliptical machines. During this year's review, there were 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.¹⁸ AD Pico also purchased additional pull down machines that are variable weight and he purchased medicine balls and kettlebells of various weights, as well as jumping/stability boxes – all of which can be used by girls and boys.

Coaches were asked whether larger teams, e.g., football, receive priority access to the weight room, and no head coach indicated this was a problem. Several coaches said their student-athletes did not frequently use the facility, but they described that was more attributable to their sport, e.g., riflery and tennis stated that their student-athletes rarely used the weight room. It was noted, however, 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 general signage, e.g., an "Attitude is Everything" sign, and the staff member whose office abutted the weight room had added several posters of female student-athletes from Campbell High School who were alumna. Updated images from the weight room include the following:

¹⁸ 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. Likely Compliance Status and Recommendations

This component appears likely be in compliance with Title IX, subject to a determination about why or whether a doctor is only required at football games. The athletic training facility and staff continues to receive high praise from all coaches, no coach expressed 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.¹⁹

Regarding the weight room, certain teams described not using the weight room, but they stated that they trained in different ways, e.g., the boys' and girls' tennis team described little usage. The weight room design and decor focuses more on boys with its bench press club, but it is improving. It was described that similar workout-themed clubs were created for girls (e.g., lower weight competitions and different other challenges) and those will be publicized in the coming year. There were also larger amounts of light and variable weights that suit a more diverse range of student-athletes. As with last year, I recommend Campbell High School's athletics leadership and coaches 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.²⁰

1. Housing

As in the first Annual Report, Campbell High School does not provide any 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.

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.

3. Likely Compliance Status and Recommendations

This component appears to be in compliance with Title IX, as student-athletes do not receive any housing, dining, or nutrition benefits. As with last year, I recommend Campbell High School's athletics leadership and coaches be vigilant if meals, snacks, or similar benefits are introduced.

¹⁹ Campbell High School created an online complaint form as part of this process. While a small number of complaints were raised and address last year, none were raised this year.

²⁰ See generally, 34 C.F.R. § 106.41(c)(9).

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.²¹

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/).

2. Quantity and Quality of Promotional Resources

As with last year, I observed the signage and heard the announcements when I was on campus in December for training and coach interviews. This was also featured on the Campbell High School Instagram page, which features athletics but also other school activities. The following is the publicity for athletics when I was on campus in December, as well as the publicity for the week this Report will be submitted, which highlights a girls' volleyball trip to Las Vegas and the Fall Sports Assembly, where students can learn about Campbell High School's sport offerings:



Last year AD Pico highlighted that Campbell High School had updated its athletics website: <https://www.campbellhighschoolathletics.org/>. As with last year, the home page begins with an

²¹ See generally, 34 C.F.R. § 106.41(c)(10).

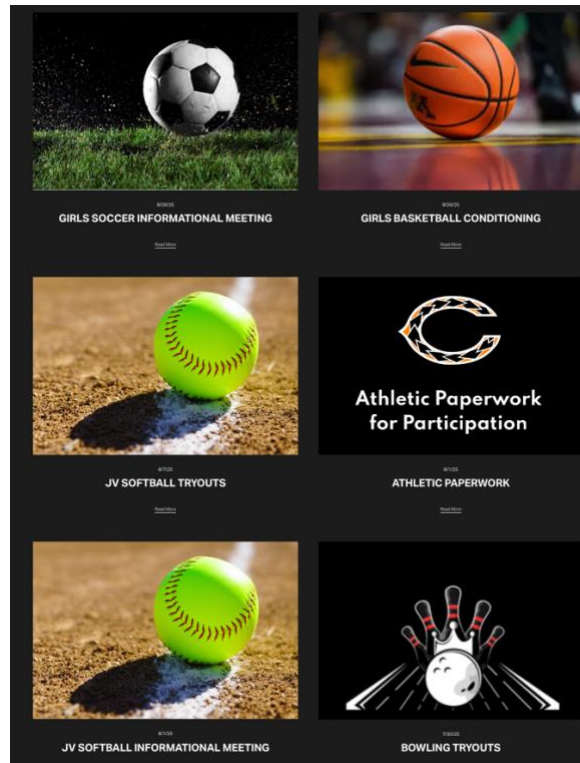
overhead graphic of the field and then treats the sexes consistently. A night football game is featured as is the girls' flag football championship, which was also a night game; baseball is featured as is softball; runners of both sexes are featured, as are band members and cheerleaders. From a gender equity perspective, it seeks to capture the student-athlete perspective, and AD Pico confirmed that the choice of team coverage was jointly discussed by him and the web developer with gender equity as a focus. I strongly encourage Campbell High School to continue this focus, as this website appears to be the primary vantage point for students and members of the public to understand Campbell High School athletics.

Campbell High School's athletic website also publicizes the schedules for all sports. For example, below are illustrative examples of the website reflecting schedules for March and August, but any member of the public can access this for a full view:

Campbell Workout Schedule						
Today < > March 2025						
SUN	MON	TUE	WED	THU	FRI	SAT
23	24	25	26	27	28	Mar 1
	3pm Track Pra- 5pm Girls Flag	3pm Track Pra- 5pm Girls Flag	4pm Girls Flag 5pm Track Pra-	4pm Girls Flag 5pm Track Pra-	3pm Track Pra- 5pm Girls Flag	
2	3	4	5	6	7	8
	3pm Track Pra- 2 more	3pm Track Pra- 5pm Girls Flag	3:30pm Girls Fi 5pm Track Pra-	3:30pm Cheer 2 more	3pm Track Pra- 2 more	
9	10	11	12	13	14	15
	3pm Track Pra- 3 more	3pm Track Pra- 5pm Girls Flag	2pm Air Riflery 3 more	3:30pm Girls Fi 5pm Track Pra-	3pm Track Pra- 2 more	
16	17	18	19	20	21	22
	3pm Track Pra- 4 more	3pm Track Pra- 5pm Girls Flag	2pm Air Riflery 4 more	3:30pm Girls Fi 5pm Track Pra-	3pm Track Pra- 2 more	
23	24	25	26	27	28	29
	3pm Track Pra- 3 more	3pm Track Pra- 5pm Girls Flag	2pm Air Riflery 3 more	3:30pm Girls Fi 5pm Track Pra-	3pm Track Pra- 2 more	
30	31	Apr 1	2	3	4	5
	3pm Track Pra- 3 more	3pm Track Pra- 5pm Girls Flag	2pm Air Riflery 2 more	3:30pm Girls Fi 5pm Track Pra-	3pm Track Pra- 2 more	
Campbell Workout Schedule						
Events shown in time zone: (GMT-10:00) Hawaii-Aleutian Standard Time						
Add to Google Calendar						

Campbell Athletics						
Today < > August 2025						
SUN	MON	TUE	WED	THU	FRI	SAT
27	28	29	30	31	Aug 1	2
					4pm Preseason	10am Preseason
3	4	5	6	7	8	9
	3:30pm Cheer 2 more	3:30pm Cheer 2 more	3:30pm Cheer 3 more	5pm Cross Country	GRADE CHECK 2 more	
10	11	12	13	14	15	16
		3:30pm Bowlin	3:30pm Soft Te	3:30pm Soft Te	Girls Varsity Volleyball @ Pride	
17	18	19	20	21	22	23
Girls Varsity Vb Girls White Vol	GRADE CHECK		6pm Fall Sport		Girls Varsity Volleyball @ Kame	
24	25	26	27	28	29	30
Girls Varsity Vb Girls JV Volley					Girls JV/White Volleyball Bird Classic Tournament	
31	Sep 1	2	3	4	5	6
		GRADE CHECK 5pm Girls Vbal	5pm Bowling @	5pm Girls Vbal		8am XC @ Karr
Campbell Athletics						
Events shown in time zone: (GMT-10:00) Hawaii-Aleutian Standard Time						
Add to Google Calendar						

The website also has a new page that includes information for various sports teams. This changes throughout the year, but a representative example from August follows:



The website celebrates students that will continue to play in college with a “signing day” page that celebrates male and female student-athletes. The website also celebrates championships, and I was interested in how it would highlight the girls’ flag football team. The following are representative images of that championship:





As with last year, no team indicated having any separate sports information professionals or maintaining a social media presence solely for their team. They stated that some of their student-athletes may post to their own personal social media accounts, but it was not a team- or school-organized effort.

In the gym area, both boys' and girls' team championship and records are featured, including standout alumna like Jocelyn Alo who played softball at Campbell. This year Campbell High School also added outdoor signage to celebrate girls' flag football:



Additional publicity is provided to some of Campbell High School's teams via local television. AD Pico stated that local television stations often cover football, but this year it also covered the girls' flag football championship, as well as 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. AD Pico and OIA Executive Director Kaneshiro stated that they have advocated with local content providers like Spectrum XCast to ensure equitable coverage of both boys' and girls' sports. As of this month, for example, it appears that Spectrum XCast is re-airing baseball and softball championships of OIA schools. Campbell High School and the OIA appear to be making progress in this regard, but it is an annual and ongoing conversation that should be had.

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. It is anticipated that is happening at the time of this Report's submission.

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. There is no boys' team that seems to receive more or different coverage than a girls' team. 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 coverage of girls' flag football and hope and anticipate that will be an offset for any coverage football receives. (Football and flag football are currently played in different seasons so they are not competing for coverage.) 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.²²

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 as coaches. A recommendation from last year's Annual Report was that Campbell High School, potentially with approval and funding from the DOE, consider administrative support for Athletics. AD Pico was shouldering the burden for many of Campbell High School's compliance efforts, many of which are administrative in nature, e.g., collecting rosters, scheduling facilities. Either in response to that recommendation or on its own accord, Campbell High School appointed Tracie Koide as an Associate AD. Associate AD Koide appeared to be very supportive of AD Pico and assisted in providing many of the materials required for this review. She also

²² See generally, 34 C.F.R. § 106.41(c).

took part in an OIA meeting that I attended. Assistant AD Gisele Furukawa also remains a potential resource to AD Pico and the coaches, but she also maintains a 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 is provided to them in relation to their role as teachers or administrators. None of the coaches stated that they met regularly with teams or individual athletes in their office space, but several coaches said they may allow students to lock their personal items in their school-assigned office or classroom during longer competitive events.

The Varsity Locker Room has attached office space that is used by 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. None of the head coaches indicated that they utilized the office space extensively or that they watched film or used the space to further team activities, however, each of the head coaches indicated that they had access to the space. 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.

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 girls' sports coaches in the winter and spring but continues to have the feel of a football space, with football pictures, football gear, football plays written on a whiteboard, and similar materials. To the extent that Campbell High School can make this office more of a welcoming space for all teams, it may see its usage increased. However, it 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. My hope is that this physical layout challenge will be resolved with the completion of updated locker room facilities in the future.

II. 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. In February 2024, Dana Takahara-Dias was appointed 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. During the spring visit to Campbell High School, attorneys for all parties discussed whether to potentially revise the Settlement Agreement to remove the portions focused on the OIA because the DOE is covering many of these areas. That decision belongs to the parties and my role is to monitor and independently assess whatever agreement is in place. To aid the parties, this section will describe the components of Exhibit B to the Settlement Agreement, identify who has responsibility over the relevant areas to the extent I am aware, and to share how those responsibilities are currently being fulfilled.

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 concerns. As described in the 2025 Interim Report, Specialist Takahara-Dias has 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 Maui Interscholastic League. Executive Director Kaneshiro is a member of this group. I also spoke to this group and took part in its first meetings during my December 2024 visit to O'ahu.

It is anticipated that this Workgroup will offer the DOE suggestions on various improvements, including capital improvements, which can be undertaken to assist in gender equity efforts across Hawai'i. While the first meeting was hosted at the DOE's office on O'ahu, the following meeting took place on Kauai in early March. It is anticipated that future meetings will be hosted on other islands to make clear that this is a broad effort and the next meeting will be in Kona on Hawai'i Island. I offered to support the Workgroup in these and future efforts.

Specialist Takahara-Dias also facilitated a Gender Equity in Athletics Round Table Meeting at the OIA offices at Radford High School on December 5, 2024 to discuss the need to increase opportunities for female athletes. I took part in this meeting as well and observed the Athletic Directors and OIA representatives discussing specific sports for which the OIA members may have interest to address the needs of the underrepresented gender, e.g., pickleball, additional forms of wrestling and beach volleyball. Specialist Takahara-Dias also contacts Executive Director Kaneshiro frequently to discuss gender equity issues.

I do not know the current status of the OIA's Title IX Committee nor could I find it on the OIA's website, but Specialist Takahara-Dias has asked the OIA to keep her updated on any meetings it holds.²³ If the parties can agree that this new DOE structure satisfies the OIA's Title IX Committee requirements, I would be happy to continue meeting with the OIA leadership and athletic directors annually (and at additional times by request) to provide a resource around Title IX and gender equity that can be considered in parallel to the DOE's efforts.

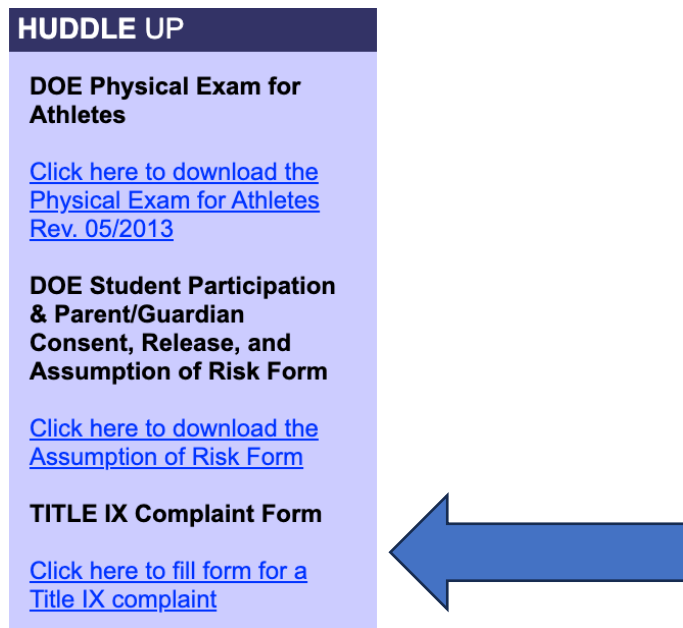
2. **Complaint Procedure**

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]

²³ Section F(1) of Exhibit B states that "[w]ithin ten (10) days of the Execution of the Agreement, the OIA shall identify the individuals assigned to the Title IX Committee. 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.)

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 currently 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 are asked to identify which high school they attend. The link can be found on the bottom left of the OIA home page.



As described in the 2025 Interim Report, the DOE has also begun to require that all high schools create online Title IX gender equity complaint reporting forms modeled upon Campbell High School. These exist for all schools in the OIA that I reviewed. *See, e.g.,* [Farrington High School](#); [Kailua High School](#), [Kalani High School](#), [Mililani High School](#), [Radford High School](#), [Waipahu High School](#). Online Title IX gender equity complaint reporting forms will be available on the websites of high schools statewide, including public high schools on Hawai‘i Island, Kauai and Maui beginning on September 8, 2025.

Regarding policies and procedures, the DOE has several areas 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 includes explicit references to Title IX and the Campbell High School settlement, as well as my prior reports. There is also a specific [grievance process](#) to respond to sexual harassment. 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](#) does include 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. I suggest the DOE create a more basic process and reporting form to respond to allegations of different

treatment (including different treatment in athletics) and retaliation and place this process closer to the Title IX portion of the policy website. The OIA should then mirror that policy and process.

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.

This is an area where the DOE, through Specialist Takahara-Dias, potentially supplants the role of the OIA. Beginning in late 2024, the DOE began surveying every high school athletic program, including their athletic directors and varsity head coaches. These efforts began with a training for all member schools conducted by the DOE in August 2024 and designed to help them understand the coming assessments. The assessments include the collection of rosters and data on each Title IX component, as modeled by the data request and survey tools created by the IE for Campbell High School. This data collection has begun at 23 public schools and includes several data collection tools, including an Athletic Director’s worksheet, a head coach survey, and facility worksheet for indoor facilities, locker rooms, training rooms, and weight rooms, among others. Specialist Takahara-Dias also traveled to 44 schools during the 2024-25 academic year to walk the facilities and review the individual school programs. She is utilizing this information to prioritize future budget allocations to address gender disparities.

Specialist Takahara-Dias, has also assumed the role of conducting student interest and ability surveys at every athletic program under the purview of the DOE, including middle schools. The DOE utilizes roughly the same survey tool used for Campbell High School in 2023-24. Even though Campbell High School conducted an interest and ability survey pursuant to Exhibit A of the Settlement Agreement in the winter of 2023-24, it conducted another survey under the DOE’s updated process for all schools in 2024-25. As of January 2025, the DOE had received 943 responses from Campbell High School students, and girls (the underrepresented sex at Campbell High School) had indicated interest in additional levels of volleyball (potentially beach volleyball), archery, and gymnastics. The DOE collected 7,915 student responses from the OIA schools and will conduct student interest surveys in all high and feeder middle schools on the Hawai‘i Island, Kauai and Maui in September 2025.

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, as with the creation of girls’ flag football this winter/spring. Using that example, even though

started via the interest survey at Campbell High School, girls' flag football teams were started at 58 schools and approximately 1,092 public school student-athletes and 160 private school student-athletes participated across the Islands. Campbell High School's team won the first state championship and received local media coverage.²⁴

The updated OIA survey demonstrated interest in volleyball, archery, flag football, and boxing. The increasingly popular sport of pickleball was inadvertently left off, which will be remedied in future surveys. I will continue to support the DOE in these efforts, insofar as this was an historic charge of the OIA and the Settlement Agreement allows for the IE to work with the OIA-equivalent (the DOE now) to consider additional sports or additional levels of existing sports.

The DOE also continues to create training materials and will roll out this [promotional video](#) featuring female Hawaiian athletes, including Carissa Moore (surfing), Ilima-Lei MacFarlane (mixed martial arts), and Clarissa Chun (wrestling). This video is narrated by a female student-athlete from an OIA member school and will be shown at student and parent meetings this fall. I also recorded a training video for the DOE this spring at their recording studio and it covered all the relevant components of Title IX compliance. The DOE will utilize the training materials with the schools and community. For example, the training video has been included in the 2025-26 statewide Gender Equity in Athletics Self-Assessment Procedures and Forms Training. Maui's training was conducted on August 18, 2025; Kauai's training was conducted on August 25, 2025; Hawai'i Island's training was conducted on August 27, 2025; and O'ahu will receive updated training on September 23, 2025.

Given these changes, 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 will require participation in the DOE's assessment and data collection.²⁵ It is anticipated that this will grow more robust and Specialist Takahara-Dias will utilize her role within the DOE to address any school that does not comply with these directives and otherwise advocate for gender equity in athletics.

As this section demonstrates, there has been significant change at the DOE and the OIA. From my perspective, these changes have been positive and will better position *all* Hawai'i's public schools regarding gender equity. It also will provide practical value insofar as the DOE has taken on an expanded compliance role and has already used its enhanced role to assist in gender equity efforts across the Islands. The DOE and OIA's roles remain somewhat fluid and the IE will continue to work with both groups to ensure that all elements of the Settlement Agreement are substantively satisfied.

²⁴ See <https://www.hawaii.newsnow.com/video/2025/05/07/campbell-girls-flag-football-team-celebrates-first-ever-state-championship-win/>; <https://spectrumlocalnews.com/hi/hawaii/sports/2025/05/04/hawaii-prep-flag-football-hhsaa-championship-campbell-leilehua-2025>.

²⁵ The Settlement Agreement 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" as well as related policies and training materials to effectively complete the forms and/or training. See Settlement Agreement, Exhibit B, p. B1.

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, the OIA does not provide or fund the treatment and benefit of any member school.

Section E 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 lists 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 following screenshot demonstrates this approach and any member of the public can access the OIA’s website. On the left are the sports by season, in the middle is the link to the schedule, and the panel on the right identifies past champions. There is also a section for “Recent Articles” that includes job openings and news by sport. See <https://www.oiasports.com/sports/softball>. The OIA website is somewhat dated and there are portions that are a 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.

SPORT PICKS	SOFTBALL	CHAMPIONS
<div>FALL WINTER SPRING</div> <ul style="list-style-type: none"> Baseball, Varsity Flag Football Golf Judo Softball, Varsity Surfing Tennis Track & Field Volleyball, Boys Water Polo 	<p>Sport Advisor: Andrew Moody, Athletic Director, Nanakuli High School (808) 305-7718</p> <p>2024-25 OIA Softball Schedule updated 4/15/25</p> <p>Standing as of 4/15/25</p> <p>Playoff Brackets</p> <p>Admission to Championship Playoffs (Effective SY 2025-26) \$10.00 General Admission</p> <p>RECENT ARTICLES</p> <p>McKinley High School Athletic Department is currently looking for a</p>	<p>Year/School/Coach</p> <p>Division I</p> <ul style="list-style-type: none"> 2025 Milliani Rose Antonio 2024 Milliani Rose Antonio 2023 Campbell Michael Hermosura 2022 Kapolei Keoki Behic/Enson Quepo 2019 Campbell Michael Hermosura 2018 Campbell Michael Hermosura 2017 Milliani Rose Antonio 2016 Kapolei Tony Saffery 2015 Milliani Rose Antonio 2014 Milliani Rose Antonio 2013 Campbell Michael Hermosura 2012 Campbell Michael Hermosura 2011 Campbell David Perreira 2010 Milliani Rose Antonio 2009 Roosevelt Clay Okamura 2008 Milliani Rose Antonio

There is also a separate section for updated daily schedules for whatever sports are currently participating. For example, on August 26, 2025, the OIA schedule reads as follows:

[Jews](#) | [Schools](#) | [SCHEDULES](#) | [Sports](#) | [About OIA](#) | [Contact Us](#)

OIA SCHEDULES

For a daily schedule of events click on this link to scoringlive.com

OR Check this OIA Event Calendar. *Dates, Times, and Venues Subject to Change*

< > Aug 2025 – Aug 2026

26 AUG, TUE

27 AUG, WED

3 SEP, WED

5pm OIA Division 2 Girls Volleyball JV, White, Varsity(Kailua @ Kai

5pm OIA D2 Girls Volleyball JV, White, Varsity (Kaiser @ Leilehua,

Showing events until Aug 25, 2026. [Look for more](#)

The OIA is also charged with ensuring that athletic facilities and locker rooms are gender equitable when they facilitate a competition. It was described to me that the OIA does not independently host games and in the playoffs the typical structure is that the team with the better record or higher standing will host the playoff games. It is then expected that the visiting team will be provided access to a locker room by the home team and use the same facilities as used by everyone for the sport. For example, when Campbell High School hosts a playoff game, the visiting team is provided a locker room with a functioning bathroom, and which is usually used by a Campbell High School team that is out of season.

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. On this front, I was focused on affirmative efforts by the OIA to manage publicity. While the OIA technically has a Twitter/X account, it has not posted to it; it does not appear the OIA has an Instagram presence. Rather, each school manages its own social media accounts. (I do not know if the parties were focused on other social media accounts and Exhibit B is not specific in that regard.)

As described in the 2025 Interim Report, I was informed that the local cable provider, Spectrum, currently chooses which sports it televises but the OIA requested that it provide equal access to boys' and girls' sports. I will continue to monitor this issue during this upcoming season. The OIA indicated it has little control over what Spectrum ultimately televises but is working to improve upon any gender inequities found and will continue to advocate with Spectrum.

Finally, Section E(5) of Exhibit B states that the OIA "shall revise its Transportation Subsidy policy regarding travel to game sites for teams designated as the home team to include an equivalent subsidy for girls' water polo and girls' varsity softball. The IE shall determine if any additional sports should be included in the OIA's Transportation Subsidy policy to ensure gender equity." It is not clear that this Transportation Subsidy policy remains in place, and Campbell High School did not receive any funding from the OIA in 2024-25.

III. UPCOMING EFFORTS BY THE INDEPENDENT EVALUATOR

Beginning in the 2024-25 academic year, I began collecting team rosters and interviewing head coaches promptly at the end of the fall competitive seasons in early December. This approach provided more complete roster information that could be shared in the Interim and Annual Reports, as well as allowing for the coaches and related staff to share more timely information related to their sport and season. That same practice will be followed in 2025-26.

In early December I will again travel to Campbell High School to conduct applicable training and interview fall coaches and related support staff,²⁶ as well as making myself available for

²⁶ In December 2024, my training focused on the requirements for counting athletes for participation purposes, as this was a challenge in 2023-24. I anticipate focusing on another component this December, e.g., the equity of equipment and supplies, so that the participants can better understand and cooperate with AD Pico around his annual request for equipment inventories.

additional meeting requests with Campbell High School community members, e.g., students, other athletics staff, administrators.

During this visit I will also take part in related meetings at the request of the DOE, OIA, and/or Specialist Takahara-Dias. In December 2024, this included separate meetings with the Superintendent and his leadership team,²⁷ as well as the above-referenced meetings with the OIA's Gender Equity in Athletics Round Table and the Gender Equity in Athletics Work Group. I also took part in a meeting specific to discuss the start and logistics of girls' flag football prior to its inaugural season. I would be more than happy to meet with these and other groups again, with the anticipated focus of all meetings being Title IX compliance and/or future efforts of the DOE, OIA, and Campbell High School.

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 the start of the girls' flag football program, not only for Campbell High School, but all the participating schools and student-athletes. 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.

²⁷ To his credit, Superintendent Keith Hayashi has asked for twice annual update meetings with him and his leadership team during my visits to O'ahu to stay involved and support the efforts of the DOE.