

A New Day Dawns

A long-term vision for a thriving
Lāhui brings a new strategic direction
to Kamehameha Schools





OUR PATH FORWARD

by Livingston "Jack" Wong
Chief Executive Officer

The launching of our Strategic Plan 2020 last July was guided by deep reflections on the life and legacy of our founder, Ke Ali'i Bernice Pauahi Bishop, and her loving husband, Charles Reed Bishop; the long, successful history of our schools; the enduring commitments of our Kamehameha haumāna, mākua, alumni, limahana (staff) and 'ohana; the many blessings of Ke Akua; and these words from our namesake, Kamehameha 'Ekahi:

I mua e nā pōki'i, a inu i ka wai 'awa'awa – 'a'ohē hope e ho'i mai ai.

Go forward young brothers and sisters, and drink of the bitter waters, for there is no retreat.

This has great meaning for us today.

In our new Vision 2040 and SP 2020, we set forth a bold vision of a thriving Lāhui where, within one generation, all Native Hawaiians are achieving post-secondary educational success. Yes, some might argue that this is too bold – that it seems a mere platitude, or a distant, feel-good dream that one can aspire to, but not realistically expect to achieve. I disagree!

We absolutely can and should expect educational and lifelong success for all of our Native Hawaiian keiki. We have a strategic plan that establishes a very clear path forward toward this promise that our founder had envisioned for her people; so much so that she dedicated and entrusted everything that she had toward that end.

However, this path forward is not an easy one. It requires many new things from our organization, from each and every one of us, and the changes have already begun. It requires that we recognize that we cannot do this alone – we are revising our approaches and processes in working with others, both within our organization and our partners beyond. It requires us to strengthen our Native Hawaiian identity, as an organization and as a people, for our identity is what will distinguish our classrooms, workplaces, and communities to be the best the world has to offer. It also requires us to transform to become a high-performing Native Hawaiian organization that is efficient, accountable, and driven by measurable outcomes.

We have started this as we accelerated and deepened our resource planning process, always reminded by the visions of how our decisions affect our keiki, who should not be expected to wait. And emphasized through these challenging times of change, our Christian and Hawaiian values have even deeper meaning and daily utility.

In our first six months of implementation, foundations are being laid and the transformation is in motion. The work has been hard and the waters have sometimes been bitter. For this, I am extremely proud of our faculty, staff, and leaders as they have boldly embraced our new paradigm, worked with courage through the uncomfortableness of change, committed to our plans, our founder, and our beneficiaries.

I truly believe that everyone has something to contribute and many of you have personally expressed to me how deeply you care, how ready you are to help. We welcome, and we need your partnership and we look forward to more of you joining us on this path to see that every one of our Native Hawaiian keiki succeeds.



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KVOK: The Radio Voice of
Kamehameha Schools

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I Mua exists to inform alumni,
parents, students, staff and
friends of Kamehameha Schools
of current educational and
endowment programs, to
generate interest in and support
for those programs and to help
alumni maintain close ties to the
institution and to each other.

ON THE COVER

Kamehameha leaders gather for a
dawn 'aha 'awa assembly marking
their commitment to leading the
KS strategic plan over the next five
years.



Ryan Witthans KSH'16
presents his Senior
Legacy Project.

MĀLA KALU'ULU NAMED WINNER OF MAHI'AI MATCH-UP CONTEST

Māla Kalu'ulu, Inc., a business co-op engaged in holistic agriculture production, research and education, was announced as the 2015 Mahi'ai Match-Up Agricultural Business Plan Contest winner at a fundraising gala held in February 2015.

Co-op owners Dana Shapiro, Mailani Souza and Noa Lincoln, who took home the \$25,000 first-place prize, noted plans to cultivate two primary crops: 'ulu (breadfruit) and 'ōlena (turmeric).

The second-place winner, Counter Culture Foods, received a prize of \$15,000. Proprietors Jay Bost and Rob Barreca presented a seed-to-countertop plan in which they'd offer raw, probiotic kimchi and tempeh as their primary products.

Along with the cash prizes, both businesses received an agricultural lease from KS with up to five years of waived rent, and start-up seed money from the Pauahi Foundation.

Mahi'ai Match-Up is a partnership between KS and the Pauahi Foundation. Lead sponsors Ulupono Initiative and American Savings Bank, along with numerous others, generously joined in to help make the contest and gala possible.

"The contest focuses on increasing food production for the local market by funding innovative farmers and providing them with the tools they need to exceed," said former Pauahi Foundation Executive Director Keawe Liu.



Souza (left) and Shapiro check on an 'ōlena crop. Their business model focuses on the cultivation of 'ōlena (turmeric) and 'ulu.



The owners of Māla Kalu'ulu – Mailani Souza, Dana Shapiro and Noa Lincoln (not pictured) won the \$25,000 first-place prize presented to them by former Pauahi Foundation Director Keawe Liu (far left) and Vice President of Community Engagement and Resources Kā'eo Duarte (far right) at a fundraising gala held in February 2015.

CALDARONE NAMED DIRECTOR OF REAL ESTATE PLANNING

In February 2015, Kamehameha Schools named Giorgio Calderone director of Real Estate Planning, a newly created position in the trust's Commercial Real Estate Division. He is responsible for developing portfolio, regional and market-area plans that enhance economic and non-economic strategic returns for KS.



Giorgio Calderone

Over the past 10 years, Calderone has served as regional manager of KS' Land Assets Division, overseeing residential

and agricultural initiatives and heading up Kamehameha's utility-scale sustainable energy projects.

Prior to joining the commercial real estate team, he was involved in a variety of key initiatives for KS including the award winning 2008 North Shore Plan and 2009 Strategic Agricultural Plan.

Calderone holds a bachelor's degree in environmental science from the U.S. Military Academy and a master's degree in business administration from the University of Hawai'i's Shidler School of Business.

KS GARNERS GREEN EVENT AWARD, EARNS REBATE

In March 2015, Kamehameha Schools' energy-efficient efforts earned the organization \$128,662 in rebates from Hawaii Energy, the ratepayer-funded conservation and efficiency program that serves the counties of Hawai'i, Maui and Honolulu.

The rebate was awarded for energy-saving initiatives at KS Kapālama, KS Hawai'i, and the KS commercial property 660 Ala Moana. They include upgraded air conditioning systems, wise window tinting, and longer-lasting energy-efficient lights.

The incentive money went to KS' facilities development and operational budgets to help fund capital improvement projects, including the installation of more energy-efficient equipment.

A few months later in July, KS garnered a state Green Event Award for incorporating 25 eco-friendly practices at its annual Sustainability Council retreat. The green practices included paperless communications, reusable drinking containers, and holding the retreat within walking distance of KS offices in Honolulu.

Gov. David Ige presented the award to KS Sustainability Manager Amy Brinker and Community Engagement and Resources Director of Statewide Operations **Sydney Keli'ipule'ole KSK'69**



KS Community Engagement and Resources Director Sydney Keli'ipule'ole KSK'69 and KS Sustainability Manager Amy Brinker accept the Green Event Award from Gov. David Ige at the state Capitol on July 17, 2015.

at the 2015 Hawai'i Green Business Awards held at the State Capitol.

"This award is significant because it shows that Kamehameha Schools can successfully implement waste reduction, transportation and other strategies for many events it organizes," Brinker said.

The Green Event Award is presented by the Hawai'i Green Business Program, which is supported by the State Department of Business, Economic Development and Tourism, the State Department of Health, and the Honolulu Board of Water Supply.

NAKAO NAMED DIRECTOR OF TALENT MANAGEMENT

In March 2015, Tammy Nakao joined Kamehameha Schools as the director of Talent Management in the Human Resources division.



Tammy Nakao

Her kuleana includes equipping managers and leaders with the training, tools and resources to lead organizational change, manage performance systems that align workforce goals with KS' strategic priorities, and drive workforce engagement.

Nakao came to KS from Hawaiian Electric Company where she served most recently as director for Organizational Development. She was responsible for overseeing the development of programs intended to build organizational effectiveness and align performance with the strategic direction of the company, including activities in succession planning, performance management, employee engagement, and employee and leadership development.

She holds a bachelor's in business administration from the University of Hawai'i at Mānoa and a master's in organizational change from Hawai'i Pacific University.

STATE APPROVES KS IMPORTANT AGRICULTURAL LANDS DESIGNATION

At a public hearing in March 2015, the State Land Use Commission approved a Kamehameha Schools petition to designate 9,592 acres of its O'ahu land as Important Agricultural Lands (IAL). The land includes 9,171 acres in Kawailoa and 421 acres in Punalu'u.

"The underlying purpose of IAL legislation is consistent with the goal-based strategy and vision of the Kamehameha Schools Strategic Agricultural Plan – to conserve and protect agricultural lands," said Community Engagement and Resources Director of Statewide Operations **Sydney Keli'ipule'ole KSK'69**. "We believe the approval of our petition moves us another step closer toward food sustainability for Hawai'i."

The special state designation, established in 2005, was created to conserve and protect agricultural lands, promote diversified agriculture, increase agricultural self-sufficiency, and assure the availability of suitable agricultural lands in Hawai'i.

Kamehameha Schools sought the designation for two reasons: to preserve agricultural lands so that the lands continue to provide food and sustainable energy for Hawai'i's people; and to increase the production of fruits, vegetables, meat and other food products

on its lands for the local market.

In addition to its IAL lands on O'ahu, KS has an additional 190 acres of Important Agricultural Lands located on the north shore of Kaua'i.



The State Land Use Commission approved a Kamehameha Schools request to designate 9,592 acres of its O'ahu land as Important Agricultural Lands, including 9,171 acres in Kawailoa.

KSM AND KSK NEWSPAPERS EARN TOP STATE JOURNALISM AWARDS

Kamehameha Schools Maui's "Ka Leo o Nā Koa" and Kamehameha Schools Kapālama's "Ka Mō'ī" campus newspapers took home a combined 28 awards – including five Best in State honors – at the 2015 Hawai'i High School Journalism Awards competition held in April.

"Ka Leo o Nā Koa" had a strong showing in the competition, placing third overall. Of the 21 total award categories, the KS Maui newspaper finished in the private school division's top three in 17 of them – first place in five, second place in five and third place in seven.

They also took second in the state in two categories – single issue and photo essay – while being named Best in State in news writing, feature writing, sports writing and multimedia story presentation.

"Ka Mō'ī" won the Best in State award in the profile writing category, where it also won top honors in the private school

division. The paper also took third in the private school division in the single issue and feature writing categories.

Prior to the Hawai'i awards competition, KS Maui's **Maile Sur KSK'15** was named the Journalism Education Association State Journalist of the Year and traveled to Denver for the national competition. While there, Sur also won a Superior Award for photo portrait.

Also at the national convention, "Ka Mō'ī" staffers Callan Medeiros KSK'16 and Cassidy Keola KSK'16 won Honorable Mention awards in the commentary writing and sports writing categories,



Staff members of KS Maui's "Ka Leo o Nā Koa" and KS Kapālama's "Ka Mō'ī" gather to showcase the 28 awards captured at the 2015 Hawai'i High School Journalism Awards competition.

respectively.

Kudos to KS Maui journalism adviser **Kye Haina KSK'78** and KS Kapālama adviser Lionel Barona for pushing these haumāna to higher achievements.

NAINOA THOMPSON VISITS KS TO DISCUSS MĀLAMA HONUVA VOYAGE

In May 2015, Master Navigator Nainoa Thompson, president of the Polynesian Voyaging Society, met with Kamehameha Schools Kapālama High School science students enrolled in the Mālama Honua science class, engaging in a two-hour conversation about the Mālama Honua Worldwide

Voyage and its impact on students and the Lāhui.

During the meeting, Thompson shared that although he was an integral part of the voyage, he was not "the voyage," and noted how the worldwide voyage is not solely about a boat sailing around the world, it is

a communal concept about sustainability and cultural empowerment. He also shared that the Mālama Honua voyage was just a seed for more voyages within the Hawaiian community.

"These voyages could be anything from opening a sustainable business to making a commitment to sustainable agriculture," said KS Kapālama's **Kai Hoshijo KSK'15**. "Regardless of the action, he made it clear that these voyages have the potential to define where the Hawaiian culture veers toward because each voyage and each individual holds a lot of power."

The Mālama Honua course, led by high school Science Department Head **Chris Blake KSK'91**, utilizes historical, cultural, environmental, and technological elements to analyze what the phrase "Mālama Honua" means in relation to each individual. It is a full-circle type of learning where students acquire knowledge from the past to prepare for the future and to implement in the present.

Haumāna of KSK's year-long elective science course, Mālama Honua, enjoy a visit with Polynesian Voyaging Society President Nainoa Thompson (third row, far left).



KSK'S HIRAYAMA NAMED PRESIDENTIAL SCHOLAR

In May 2015, Kamehameha Schools Kapālama senior **Sierra Hirayama KSK'15** of Kāne'ohe was one of two Hawai'i students to be named to the 51st class of United States Presidential Scholars, one of the nation's top honors for high school seniors.

Each class of presidential scholars is comprised of one young man and one young woman from each state, the District of Columbia, Puerto Rico, and from U.S.



Sierra Hirayama KSK'15 shares her thoughts about her unconventional and "divergent" class during her valedictorian speech at KS Kapālama's commencement ceremonies in May 2015.

families living abroad. Fifteen students are also chosen at-large and 20 are named U.S. Presidential Scholars in the arts.

Currently a freshman at Stanford University, Hirayama received an expense-paid trip to Washington, D.C., in June 2015 and was presented with a U.S. Presidential Scholars medallion at a ceremony sponsored by the White House.

While at Kapālama, Hirayama – the 2015 KSK valedictorian – was an accomplished all-around student. She was a member of the campus' speech and debate team as well as its water polo and kayaking teams. She also co-founded "Kids for Kids," a campus club that encourages students to volunteer for community events with school-aged children.

And since middle school, she has taken part in the STEMPREP Project summer science program put on by The Distance Learning Center, a nonprofit dedicated to increasing the number of minorities in science, technology, engineering and mathematics fields.



Gates Millennium Scholar Kūpa'aikekaiao Vincent Thomas KSH'15 showcases the many accolades he earned during the 2014-2015 school year

KS HAWAII'S THOMAS NAMED GATES MILLENNIUM SCHOLAR

In Spring 2015, Kamehameha Schools Hawai'i's **Kūpa'aikekaiao Vincent Thomas KSH'15** was named a 2015 Gates Millennium Scholar. He received a prestigious scholarship that not only covers the cost of college but also helps pay for graduate school, up to and including a doctorate.

Thomas' story is one of perseverance, as he overcame Asperger's syndrome, a form of autism that creates challenges in social interaction and nonverbal communication. His language and vocabulary development was severely delayed until age 4 and he had a one-on-one skills trainer from preschool through sixth grade to help him with social prompts and communications skills.

When he was accepted in the seventh grade to KS Hawai'i, he began to move on without that assistance.

Thomas' father Terry Thomas credits the environment at KS Hawai'i for helping his son move forward and thrive, providing support and acceptance in an environment that would have otherwise been a challenge.

Thomas, who is pursuing his studies at the University of Colorado at Boulder, earned a number of additional scholarships, including a Pauahi Scholars Liko Lehua Award and a CU Boulder Chancellor's Award. In addition to being an outstanding student, Thomas participated in paddling and cross country, along with the Hawai'i State Engineering and Science Fair, and was named class salutatorian.

The 2015 graduate is the third KSH student to earn the scholarship. The others were **Bram Paikuli KSH'14** and **Shariyah Campbell KSH'10**.

KS Surf Team Wins Second Straight National Title

In June 2015 the Kamehameha Schools surf team, comprised of Warriors from both the KS Kapālama and KS Maui campuses, won its second consecutive national championship, taking home the 2015 National Scholastic Surfing Association (NSSA) Interscholastic Championship at Salt Creek, Dana Point, CA. The hui, led by Head Coach Lea Arce, finished just four points ahead of San Clemente High School in the final standings, posting 94 total points. Team members gathered for a photo on stage following the competition: **Front Row: (from left)** – Jacob Maihui KSK'17, Julian Williams KSK'18, Paliku Victorino KSK'15, Nakoa Sabate KSK'15, **Back Row (from left)** – Head Coach Lea Arce, Imai Devault KSM'15, Nathan Hester KSK'16, Charlie Akao KSK'15, Kuio Young KSK'17, Cayla Moore KSK'15, Kealohi Sabate KSK'15, Kahia Walker KSK'16, and Assistant Coach Isaiah Walker.





ALAIASA NAMED KAMEHAMEHA SCHOOLS KAPĀLAMA HIGH SCHOOL PRINCIPAL

Sheena Alaiasa joined Kamehameha Schools Kapālama in June 2015 as the new high school principal, replacing longtime KSK administrator **Julian Ako KSK'61** who retired after more than 35 years of service.



Sheena Alaiasa

Prior to joining KS, Alaiasa served as principal at Castle High School. Alaiasa spent the last two years at Castle implementing a redesign of its programs which resulted in an increase in student success rates and a decrease in adverse student behavior – accomplishments she credits to her strong connection and work with community.

She was named 2014 Middle Level Principal of the Year by the National Association of Secondary School Principals following her four-year stint as head of King Intermediate School and prior to that served as vice principal at He'eia

Elementary School from 2004-2008.

Alaiasa's career as a teacher spans from pre-kindergarten through high school. She credits her time in the classroom and in administration with preparing her for the role of po'o kumu o ke kula ki'eki'e (high school principal).

Born in Mangakino and raised in Turangi, New Zealand, Alaiasa received a bachelor's in elementary education from Brigham Young University-Hawai'i before earning a master's in education administration from the University of Hawai'i at Mānoa.

BOSHARD SELECTED AS KS HAWAII KAHU

Brian "Kaunaloa" Boshard KSK'77 was named the new kahu (chaplain) at Kamehameha Schools Hawai'i in June 2015. He replaces Ruth Farrell who left KS Hawai'i in December 2014 after two years of service.



Brian "Kaunaloa" Boshard KSK'77

Boshard has been an ordained minister with the United Church of Christ in Hawai'i since 1998 and for the past four years has directed the Transitional Learning Center

for at-risk youth at Kealakehe High School. He served for over 15 years with the Hawai'i State Department of Education as a certified secondary teacher.

Boshard earned bachelor's degrees in business administration and economics, as well as a teaching certificate from the University of Hawai'i at Hilo. He later earned a Master of Science degree in kinesiology with a focus on adaptive physical education from the University of Hawai'i at Mānoa before acquiring a master's in global leadership at Fuller Theological Seminary in Pasadena, California.

ENERGY AND AGRICULTURE TO COEXIST IN KAWAIILOA

In June 2015, global renewal energy group SunEdison announced plans to construct a 50-megawatt solar farm on Kamehameha Schools land in Kawaiiloa on the North Shore of O'ahu by the end of 2016.

In addition to providing sustainable energy, the hillside farm will also serve as sustenance for sheep that will graze on grass surrounding the solar panels. The project is expected to generate enough electricity to power 16,000 homes and save electricity rate payers \$221 million over 22 years.

Sixth-generation cattle ranch operation Kualoa Ranch was selected to oversee the sheep-grazing operation component of the innovative project which optimizes the use of land for public benefit.

In an effort to accomplish its 2009 Strategic Agricultural Plan objectives, KS has been working to develop dual

use of the land to integrate renewable energy with local agriculture in order to benefit Hawai'i's food self-sufficiency and renewable energy goals.

"The focus of our Strategic Agricultural Plan was to adopt a multiple-use land management strategy at Kawaiiloa," said **Kapu Smith KSK'75**, senior KS land asset manager. "This strategy incorporates multiple renewable energy projects along with mixed agricultural usage."

A 2014 report by the University of Hawai'i College of Tropical Agriculture and Human Resources confirmed that installing solar panels with grazing sheep presents an opportunity for economic diversification by

pairing energy production with local food production.

The report also determined that sustainable energy and sustainable agriculture can work very well together with thoughtful planning. In addition, the study documented a market demand for lamb meat on O'ahu.



NAE'OLE-WONG SELECTED AS PO'O KULA FOR KS HAWAI'I

Kāhealani Nae'ole-Wong KSK'87

was appointed as po'o kula (head of school) for Kamehameha Schools Hawai'i in July 2015. She served as the campus' assistant head of school as well as the interim head of school for two months before her appointment.



M. Kāhealani Nae'ole-Wong KSK'87

In her role as assistant head of school, Nae'ole-Wong led K-12 campus curricular efforts associated with the Working Exit Outcomes (WEO) framework, Standards Based Kula Hawai'i and the Danielson Framework. She has worked with KSH and tri-campus administrators and kumu to create a curriculum development infrastructure which results in the integration of Hawaiian school and 21st-century skills.

Nae'ole-Wong has served the KS Hawai'i 'ohana since 2003, first as a high school career academy coordinator then serving for eight years as po'o kumu o ke kula ha'aha'a (elementary school principal) before stepping into the assistant head of

school role in 2013.

Prior to joining KSH, she served as the vice principal for Waiākea Elementary, Mountain View Elementary and Waiākea High School along with various capacities with Ke Kula Kaiapuni Hawai'i.

Nae'ole-Wong received her bachelor of arts in Hawaiian studies from the University of Hawai'i at Hilo, and two master's degrees in curriculum and instruction and education administration from the University of Hawai'i at Mānoa.

CLEVENGER NAMED DIRECTOR OF INTERNAL AUDIT

In August 2015, **Dustin Clevenger KSK'00** was selected as Kamehameha Schools' new director of Internal Audit. He replaces Darrel Hoke who was recently selected as the organization's executive vice president of Administration.



Dustin Clevenger KSK'00

Kamehameha's Internal Audit department reports to and is accountable for assisting the Board of Trustees in the effective execution of their fiduciary responsibilities

through independent, objective assurance and consulting activities designed to add value and to improve the effectiveness and efficiency of KS' risk management, internal control and governance processes.

Clevenger comes to Kamehameha after serving as the internal audit manager for James Hardie Industries PLC, where he was responsible for planning, managing, and execution of financial, regulatory, compliance and operational audits.

Clevenger carries a bachelor's in business administration with a concentration in accounting from Boston University's Questrom School of Business.

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KS KAPĀLAMA STUDENT SELECTED FOR TITLE ROLE IN DISNEY FEATURE

In October 2015, Walt Disney Animation Studios announced Auli'i Cravalho KSK'18 has been cast in its movie "Moana" as the voice of the title character.

With hundreds auditioning for the part, across the Pacific islands, Cravalho was invited to audition after the film's casting director remembered the Mililani native from an unrelated audition she had done earlier.

"Auli'i demonstrated a certain fearlessness in her auditions and call-backs," said Director John Musker. "She has a playful, mischievous wit. She can project vulnerability, she doesn't seem intimidated at all by the challenges ahead, and her Polynesian background has helped shape her connection to family, hard work and music. These are all qualities she shares with Moana."

"Moana" is an animated adventure about a spirited teenager who sails out on a daring mission to prove herself a master wayfinder and fulfill her ancestors' unfinished quest. During her journey, Moana meets the once-mighty demi-god Maui (voiced by Dwayne "The Rock" Johnson), and together, they traverse the open ocean on an action-packed voyage, facing enormous fiery creatures against impossible odds.

"Moana" is scheduled to sail into United States theatres on Nov. 23, 2016.



KSK sophomore Auli'i Cravalho has been cast in the Disney movie "Moana" as the voice of the title character.



The cast of students who will be embarking on this pioneering adventure for Kamehameha Schools.

KS HAWAI'I CAST SELECTED FOR THEATER FESTIVAL IN SCOTLAND

In October 2015, Kamehameha Schools Hawai'i announced 20 haumāna who were selected to travel to Scotland next August to participate in the 2016 American High School Theater Festival (AHSTF) at the Edinburgh Festival Fringe – the world's largest performing arts festival.

The troupe plans to perform an adaptation of an earlier hō'ike based on the saga of Hina and Kapepe'ekauila making it the first time that hula and 'ōlelo Hawai'i (Hawaiian language) will be presented at this international festival, which has roots that date back to 1947.

Along with it being the first time performing off-island for the program, KS Hawai'i will be the first Kamehameha Schools campus, as well as the first Hawai'i high school not located on O'ahu, to perform at the prestigious festival.

"As we look to the many tasks necessary to prepare for the journey, it is not difficult to feel overwhelmed and fearful," said Makana Waikiki KSH'17, who along with cast mate Ku'uhiapo Jeong KSH'18 came up with "Ka Lei Hāweo'ula O Ke Ao Hou" (The lei of the new beginnings of the new realm) as the theme for the trip.

"But as our kūpuna (ancestors) watched the foreboding red sky gradually lighten into day, we look to this experience as the dawn of a new chapter of life and learning," Waikiki said.

Members of the KS Hawai'i cast include Daylan-Blake Kalai '17, Damien

Stack '18, Hansel Kaaumoana '17, Jameson Sato '18, Kaeo Cachola '18, Alya Kanehailua '17, Tiari Faagata '18, Shariah Olomua '17, Kamalanai Kekuewa '17, Sierra Gleason '18, Tienielle Nagareda '17, Leiana Clark '18, Hiwa Brown '18, Pomai Longakit '17, Alexia Iwamoto '18, Makana Waikiki '17, Kekuahiwi Woods '19, Kuuhiapo Jeong '18, Chalet Tauati '18 and Kayla Enanoria '20.

The group is fundraising to support for the high cost of traveling to and attending the two-week festival, estimated at \$213,000. Funds raised through their Hō'ike that is presented in March, will be applied to the fundraising efforts.

Supporters are encouraged to contact Choral Director **Herb Mahelona KSK'85** at 808-982-0741 or theater kumu Eric Stack at 808-982-0713 for information on fundraising activities and other sponsorship opportunities.

A graphic was created to symbolically represent the trip.

It depicts Hina, the wife of Hakalanileo of Hilo, watching from the cliffs of Hā'upu on Moloka'i where she has been abducted by the chief Kapepe'ekauila. Above, the canoes of her sons, Niheu and Kana and their warriors arrive to rescue her and battle against Kapepe'ekauila.



KAMEHAMEHA SCHOOLS

PROGRAMS AND SERVICES

Kamehameha Schools offers a variety of educational programs and services for learners of all ages across the state. Refer to the list to find the program that is right for you and your 'ohana.

PROGRAM NAME	PROGRAM DESCRIPTION	APPROXIMATE APPLICATION WINDOW
K-12 campus program	Traditional K-12 program at campuses located on O'ahu, Maui and Hawai'i Island	August-September
Preschools	30 preschools located statewide offering classes for 3- and 4-year olds	November-January
Kāpili 'Oihana Internship Program	Assistance to connect college students with summer internship opportunities across Hawai'i	February
Explorations Series - Ho'omāka'ika'i - Ho'olauna - Kūlia I Ka Pono	One-week summer boarding programs offered to non-KS campus students entering grades 6-9 which introduce keiki to foundational Hawaiian values and practices through hands-on activities	January - mid-February
Summer School	Summer courses offered to students entering grades K-12 at our Hawai'i campus and grades 1-12 at our Kapālama campus	January - mid-February
Kipona Scholarship	Need-based scholarships for kindergarten-aged children attending or enrolling in participating private schools	January - February
Kamehameha Scholars	Year-long complementary college and career guidance program offered to non-KS campus students	March
Post-High Scholarships	Need- and merit-based scholarships for college students	January - April
Pauahi Keiki Scholars	Need-based scholarships for children attending approved, non-KS preschools	January - April
Pauahi Foundation	Privately-funded scholarships for college students	February - March
First Nations' Futures Program	Year-long fellowship that develops indigenous leaders in the fields of natural and cultural land stewardship	April - May

To receive updates when application windows open, sign up for our Direct Mail List at ksbe.edu/directmail and choose the interest categories that are important to you.



KAMEHAMEHA SCHOOLS®

Kamehameha Schools' policy on admissions is to give preference to applicants of Hawaiian ancestry to the extent permitted by law.

A New Day Dawns

A long-term vision for a thriving Lāhui brings a new strategic direction to Kamehameha Schools





On July 29, 2015, the sun rose on a new day at Kamehameha Schools.

That morning, more than 70 leaders from across the organization came together at dawn for a traditional ceremony at the Ka’iwakiloumoku Hawaiian Cultural Center and a chapel blessing at the Bishop Memorial Chapel. The ceremonies marked the official launch of the Kamehameha Schools Strategic Plan 2020 (SP2020), signifying the leaders’ commitment to leading the plan over the next five years.

Kamehameha’s new five-year strategic plan is expected to be the first in a series of five-year plans – each with its own set of goals and objectives – that over the next 25 years will outline how Kamehameha Schools will accomplish its vision for a thriving Lāhui.

Vision 2040 – set by Kamehameha trustees and based on feedback gathered from strategic planning sessions with community members, stakeholders and KS leaders and educators – centers on a thriving Lāhui identified by significantly higher rates of success in postsecondary education, career and leadership.

Vision 2040 also speaks to learners being grounded in Hawaiian and Christian values, and those values were clearly on display at the launch ceremonies for SP2020.

Kamehameha Schools Chief Executive Officer Jack Wong was the first to be served at the ‘aha ‘awa assembly, followed by members of his new executive core team which has been given the name ‘Aha Kūlia, which means a council that strives or makes great effort (see page 18).

Across its many uses, ‘awa is associated with relationships: an occasion where

‘awa is served provides an opportunity to express thoughts and feelings to either strengthen bonds or address issues.

Following the ceremony, leaders formed a procession to the chapel, where the SP2020 document was placed on the altar as a ho’okupu to Ke Akua in honor of KS founder Princess Bernice Pauahi Bishop and blessed by KS Kapālama Kahu **Kordell Kekoa KSK’80** and KS Maui Kahu **Kalani Wong KSK’74**.

“This event was to help us commit ourselves to a strategic plan that is going to launch our next five years,” Wong said. “It’s important that we did it first as a Native Hawaiian school with a traditional ceremony, with Pauahi in our hearts and minds, and in our chapel with God, to make sure we started off these next five years the right way.”

SP2020’s goals are bold and noble, challenging Kamehameha Schools to seek and strategize innovative ways of assisting all Native Hawaiian learners, putting the needs of the Lāhui squarely front and center. The plan seeks to align Kamehameha’s educational, financial and organizational

strategies toward the same objective: to significantly increase the success rate of Native Hawaiians in college, career and leadership pursuits.

“SP2020 is a kāhea (call) to widen our perspective and deepen our understanding of the broader educational system and communities that provide for our keiki and ‘ohana,” Wong said. “This requires us to pay extra attention to what is happening around us and to ensure that our plans and actions are effective in achieving our strategic goals and advancing our Lāhui toward Vision 2040.”

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SP2020’s goals are bold and noble, challenging Kamehameha Schools to seek and strategize innovative ways of assisting all Native Hawaiian learners, putting the needs of the Lāhui squarely front and center.



Ten Actions for Fiscal Year 2015-16 that Support Strategic Plan 2020 and Vision 2040

KAMEHAMEHA SCHOOLS VISION 2040 STATEMENT

Within a generation of 25 years, we see a thriving Lāhui where our learners achieve postsecondary educational success, enabling good life and career choices. We also envision that our learners will be grounded in Christian and Hawaiian values and will be leaders who contribute to their communities, both locally and globally.

Kamehameha Schools must play a significant role in this thriving Lāhui, particularly in improving educational outcomes that lead to postsecondary educational attainment. Through our schools, we will provide high-impact, high-quality, well-rounded educational experiences comparable with the best the world has to offer. We will continue to serve and respond to a diversity of needs, as schools of choice for Native Hawaiian families.

Our involvement in the community will be characterized by proactive engagement for improved outcomes for Native Hawaiians. We will listen to and collaborate with community members and organizations that share our vision to strengthen Native Hawaiian leadership, influence, and economic, physical and emotional well-being.

We are committed to helping our learners succeed along their education pathway, and we will focus primarily on partners, programs, and collective impact approaches that serve our learners in areas of greatest economic need.

FIVE GOALS OF THE KS STRATEGIC PLAN 2020

SP2020 includes five key goals that will guide the organization for the next five years

1. Network of Native Hawaiian Schools

Deliver world-class, culture-based education through a network of Native Hawaiian schools, inclusive of our KS schools and Native Hawaiian charter and immersion schools.

2. Improved Educational System

Contribute to communities' collective efforts to improve our education systems for Native Hawaiian learners to achieve the Educational Pathway Milestones.

3. Native Hawaiian Identity

Cultivate a strong Native Hawaiian identity to instill confidence and resiliency in our learners and to inform decision making and actions within our organization, for the improvement of the well-being of the Lāhui.

4. High Performing Native Hawaiian Organization

Execute as a high-performing mission-driven Native Hawaiian organization with strong leadership, efficient processes and systems, and successful strategic partnerships.

5. Impact-Driven Resource Management

Prudently optimize the strength, breadth, and strategic alignment of our resources with an organization-wide focus

EDUCATIONAL PATHWAY MILESTONES

Education is a process. Along the educational pathway, there are significant milestones that help to predict how a learner will fare in life. Drawing on research and expertise from multiple campuses and divisions, Kamehameha Schools has chosen six milestones that can serve as a catalyst for success in college, career, and leadership. Ultimately, our success as an organization hinges on our ability to help all Hawaiian learners reach these milestones and succeed in an increasingly competitive world.

Six educational pathway milestones:

- Ready for Kindergarten
- Reading at grade level or higher in Grade 3
- Academically prepared in Grade 8
- Graduated from high school on time and prepared for the next step
- Completed postsecondary education/training
- Demonstrated local and global servant leadership and cultural engagement

- Excerpts from the Kamehameha Schools Strategic Plan 2020. To read the entire plan please visit www.ksbe.edu/sp2020/

TEN ACTIONS FOR 2015-2016

Kamehameha Schools has announced these ten initial actions – two for each of the five major SP2020 goals – that will focus the organization's work over fiscal year 2016.

Action	Specifics	Tie to SP2020
1 Integrate as one KS school system	<ul style="list-style-type: none"> • Complete a comprehensive, system-wide plan for all three campuses. • Focus on postsecondary educational success and world-class outcomes. 	Goal One: Network of Native Hawaiian schools
2 Launch the network of Native Hawaiian schools	<ul style="list-style-type: none"> • Reach basic agreements with participants on a framework for the network. 	
3 Unleash the regional structure	<ul style="list-style-type: none"> • Embed regional approach in KS operations (e.g., programs/lands in-service). • Build out three regions (two existing, one new) with staff, plans, and targets. 	Goal Two: Improved educational system
4 Formalize key statewide relationships	<ul style="list-style-type: none"> • Reach basic agreements with UH and DOE on statewide relationship. • Initiate one pilot project with UH to advance shared outcomes. 	
5 Normalize 'Ōlelo Hawai'i throughout KS	<ul style="list-style-type: none"> • Initiate Hawaiian language program for staff. • Coordinate 'Ōlelo Hawai'i program with ongoing educational initiatives on each campus. 	Goal Three: Native Hawaiian identity
6 Adopt cultural principles	<ul style="list-style-type: none"> • Finalize Hawaiian cultural principles for org-wide implementation. • Incorporate principles in operational plans (including education and lands). 	
7 Reorganize our leadership	<ul style="list-style-type: none"> • Realign leadership at the group and divisional level. • Establish cross-functional leadership teams throughout the organization. 	Goal Four: High-performing Native Hawaiian organization
8 Align and inspire our workforce	<ul style="list-style-type: none"> • Initiate employee engagement program. • Build positive, inspired work environments through improved leadership and manager skills. 	
9 Adopt enterprise resource management system	<ul style="list-style-type: none"> • Implement finance and impact models for planning, evaluation, data, and reporting. • Adopt portfolio approaches and reporting to educational spending and investments. 	Goal Five: Impact-driven resource management
10 Build an advancement office	<ul style="list-style-type: none"> • Develop advancement plan to align funding needs, feasibility, philanthropy in all forms, alumni engagement, role of Pauahi Foundation, and infrastructure. • Articulate advancement culture/mindset. 	

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“SP2020 represents a five-year horizon of profound and unprecedented change,” said KS Executive Cultural Officer Dr. **Randie Fong KSK’78**, whose Ho’okahua Cultural Vibrancy department organized and led the ‘aha ‘awa. “The early morning hours before the sun rises are a time of transition: the breaking of a new day symbolized a new era – huliau – a new current and trajectory for the Lāhui.”

Halfway through the plan’s first year, CEO Wong and his executive team have developed multiyear action plans, followed by annual operating plans and budgets to align with the new strategic direction. These planning efforts have resulted in high ambitions and expectations of significant change at all levels of the organization.

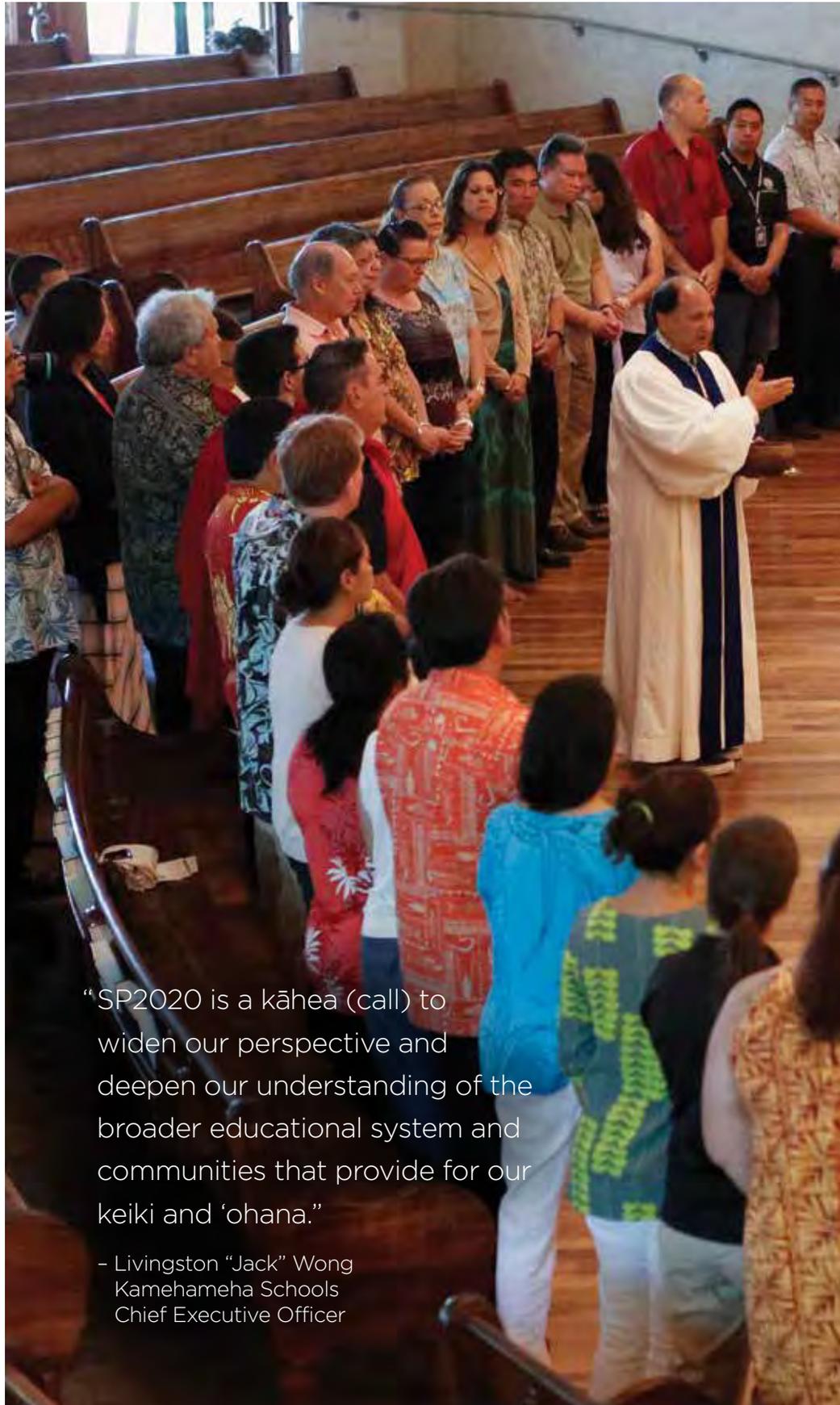
Wong, who has spent many late nights over the past year at Kamehameha’s Kawaiaha’o Plaza headquarters, described the early stages of plan implementation as intense, challenging and exciting.

“With enterprise-level strategies in place, we’ve been able to maintain a laser focus around our Ten Actions for fiscal year 2016, which serve to align and integrate our highest priorities across the organization,” Wong said. “I commend all of our employees for picking up the paddle and actively seeking their part in this journey.”

Realizing that Kamehameha Schools cannot address Vision 2040 alone, Wong said early work on the plan has included recommitting and formalizing relationships with key statewide educational providers such as the University of Hawai’i (see page 22).

“Our partnership with the University of Hawai’i system demonstrates shared goals, shared actions, and a wealth of resources to benefit our students,” he said. “We are learning that coordination and synergy to help our students prepare, enroll and persist to postsecondary success are not always adequate, as evidenced in subpar college completion rates for Native Hawaiians.

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“SP2020 is a kāhea (call) to widen our perspective and deepen our understanding of the broader educational system and communities that provide for our keiki and ‘ohana.”

- Livingston “Jack” Wong
Kamehameha Schools
Chief Executive Officer



Kamehameha Schools reorganizes under 'Aha Kūlia

Kamehameha's Strategic Plan 2020 (SP2020) seeks to align KS' educational, financial and organizational strategies toward the same objective: to significantly increase the success rate of Native Hawaiians in college, career and leadership pursuits.

Implementation of SP2020 began on July 1, 2015, and Kamehameha's organizational structure has evolved to best meet the needs of Native Hawaiian learners and the Lāhui through implementation of the plan.

Kamehameha's organizational structure is now comprised of seven major operating groups, with the leader of each group reporting directly to the chief executive officer.

The CEO and his seven direct reports comprise 'Aha Kūlia, which means a council that strives, or makes a great effort. The seven groups are Education, Administration, Communications, Community Engagement and Resources, Finance, Legal, and Strategy and Innovation.



Chief Executive Officer

Livingston "Jack" Wong

The CEO is responsible for the leadership, administration, management and effectiveness of Kamehameha Schools' operations,

including planning, coordinating, and directing the implementation of the KS strategic plan, all other strategic plans and the policies, goals, and objectives set by the trustees.

A longtime Kamehameha Schools attorney, Wong served as the schools' interim CEO following the retirement of **Dee Jay Beatty** Mailer **KSK'70** in April 2014. Wong so impressed Kamehameha trustees during his interim term that in September 2014 he was named the chief executive officer for Kamehameha Schools.



Education Group

Holoua Stender, Ed.D.
Executive Vice President

The Education Group delivers educational programs, services and support at KS' campuses

and preschools, in community and cultural programs, and through networks and systems work.

Stender was named executive vice president in May 2015 and comes to his new role after serving as the po'o kula (head of school) at Kamehameha Schools Hawai'i. Prior to that, he spent 32 years in a variety of positions at Kamehameha Schools Kapālama, including serving as principal of the elementary school.



Administration Group

Darrel R. Hoke
Executive Vice President

The Administration Group oversees key enterprise-wide administrative services and functions including human

resources, information technology, facilities, enterprise risk and safety, and educational support.

Hoke was named executive vice president

of Administration for Kamehameha Schools in April 2015 after a 13-year stint as the organization's director of Internal Audit. In that capacity he helped KS trustees carry out their fiduciary responsibilities and gained extensive knowledge of the framework of KS' operating budget that supports three K-12 campuses, 30 preschools, multiple community education programs and collaborations, and a spectrum of administrative functions.



Communications Group

Kevin N. Cockett KSK'84
Vice President of Communications and Chief Communications Officer

The Communications Group protects and advances KS' brand and builds positive relationships with key stakeholders through its three divisions: Creative Services, Communications, and Community Relations.

Cockett was named to his position in June 2015 and came to KS after running his own communications firm Cockett Communications. He is a 23-year veteran of the communications industry with prior stints as a senior vice president at Communications Pacific Inc., and as a public relations manager for Best Buy Inc.



Community Engagement and Resources Group

Kā'eo Duarte, Ph.D.
Vice President

Community Engagement and Resources uses a systems- and community-based approach to design and implement education, outreach, and land strategies that address specific needs in nine regions statewide.

Duarte began his new role with KS in April 2015. He oversees the new operating group that emerged as a result of Kamehameha's SP2020. Duarte's group oversees KS resources - including more than 360,000 acres of agricultural and conservation lands - community resource centers, and sustainability initiatives. Prior to being named VP, Duarte served as KS' senior director for its West Hawai'i Region.



Finance Group

Scott Topping
Executive Vice President of Finance and Chief Financial Officer

The Finance Group oversees the financial resources of the organization, including managing the KS' endowment fund and providing enterprise-wide infrastructure for financial decision-making, accounting and cash management.

Topping began with Kamehameha Schools in June 2015 after serving as the executive vice president and chief financial officer of Hawaiian Holdings, Inc., the parent company of Hawaiian Airlines. Topping also spent 16 years with Southwest Airlines, rising to vice president/treasurer and earning a reputation for "out of the box" thinking and proactive risk management.



Legal Group

Eric H. Sonnenberg
Vice President of Legal Services and General Counsel

The Legal Group defends the will of Ke Al'i'i Pauahi; enables the lawful, ethical advancement of KS' mission; and provides centralized legal services through its five divisions: Office of the Vice President, Education, Endowment, Tax and Compliance.

Like CEO Wong, Sonnenberg is a longtime KS attorney who first arrived at Kamehameha in 2000 as an in-house attorney. From 2004 until 2014, he served as the director of Kamehameha's Trust and Tax Administration division, overseeing tax, compliance and fiduciary services. He began his new role as vice president and general counsel in late 2014.



Strategy and Innovation Group

Lauren S. Nahme
Vice President of Strategy and Innovation

The Strategy and Innovation Group provides reporting on enterprise performance and support for strategic implementation, strategic innovation/development, and knowledge management.

Nahme, whose primary kuleana is to ensure the successful implementation of SP2020, was named vice president in April 2015. She began her KS career in 2006, serving as the organization's controller. In January 2010, she began serving as the KS director of Strategic Planning and Implementation providing direct support to the chief executive officer on strategic planning efforts.

The CEO and his seven direct reports
comprise 'Aha Kūlia, which means a council
that strives, or makes a great effort.





KS EDUCATIONAL SYSTEM REORGANIZED

Five groups form the new system, all reporting to Executive Vice President of Education Dr. Holoua Stender

**‘O ke kahua ma mua,
ma hope ke kūkulu.**

First lay the foundation,
then create the building.

- ‘Ōlelo No‘eau

Standing on the foundation of its mission to improve the capability and well-being of people of Hawaiian ancestry, and with the KS Strategic Plan 2020 (SP2020) as its guide, the new Kamehameha Schools Education System team is poised to meet the ever-changing educational needs of Native Hawaiians throughout the state.

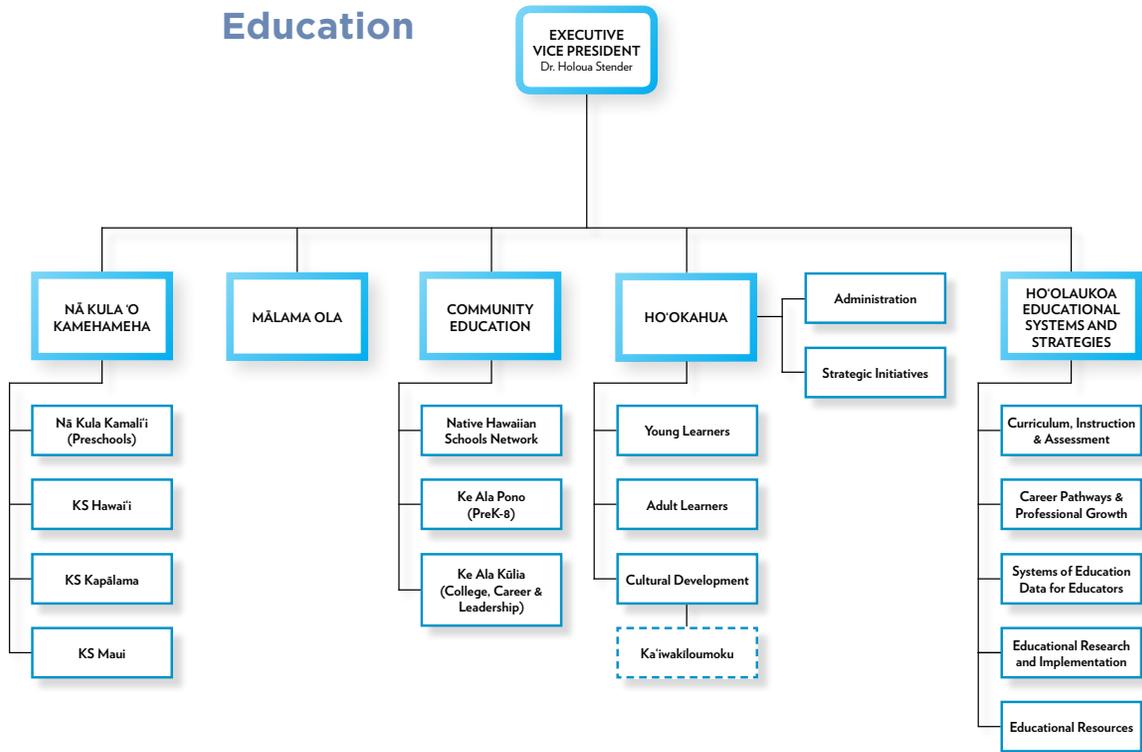
Dr. Holoua Stender announced the reorganization of Kamehameha’s educational efforts in August 2015. The KS Education Group delivers educational programs, services and support at KS’ campuses and preschools, in community and cultural programs, and through networks and systems work.

With Stender at the helm, five education departments now comprise the new education system at Kamehameha, including Nā Kula ‘o Kamehameha (KS K-12 campuses and preschools), Community Education, Ho’okahua (Hawaiian Cultural Vibrancy), Ho’olaukoa Educational Systems and Strategies, and the newly created Mālama Ola (Student Well-being, Safety and Health Services department).

These five departments now come together to create an integrated education system preparing all of Kamehameha’s keiki and ‘ōpio for lifelong learning through educational and cultural pathways that will prepare them for college and careers.

Working alongside Stender are the leaders in the new education system, who will work to achieve Kamehameha’s goals and outcomes as detailed in the SP2020 document in support of Vision 2040, which sees a thriving Lāhui characterized by significantly higher rates of success in postsecondary education, career and leadership.

Education



The Education Group team leaders are:

Wai'ale'ale Sarsona – *Managing Director of Community Education*

Phyllis Unebasami – *Managing Director of Ho'olaukoa Educational Systems and Strategies*

Dr. Randie Fong KSK'78 – *Executive Culture Officer, Ho'okahua-Hawaiian Cultural Vibrancy department*

Dr. Rod Chamberlain – *Ke Po'o o Nā Kula (Head of Schools), Nā Kula 'o Kamehameha (Three K-12 campuses and 30 preschools)*

Dr. Kenny Fink – *Director of Mālama Ola*

“These outstanding education leaders bring innovative and inventive ideas to help create our new KS-wide education system,” Stender said. “We are currently working closely together

to complete our education SP2020 tactical plans and lay a firm foundation for the new KS school system.”

“The education team’s background and experience pulls together all key functions of our educational system,” Sarsona said. “Being part of this larger system affords the opportunity for us to be grounded in culture-based education and to have continuity among services.”

Unebasami said that as KS heads into a new era of system-wide education, she is confident that the new organizational structure will benefit the thousands of learners that KS serves as well as the educators who provide that service.

“Sharing wisdom in order to deepen our educator’s understanding of our current efforts is essential to an educator’s success,” Unebasami said. “Deepening their understanding and providing insights on where to focus our efforts for innovation and improvement will allow us to continue to meet the aspirational goals of our students.”

“A key component of SP2020 is to form a Native Hawaiian Schools Network inclusive of Native Hawaiian-focused charter and immersion schools and Kamehameha campuses,” Stender said. “The network, which was launched in October 2015, will endeavor to weave Hawaiian cultural education and world views with world knowledge and best practices in 21st-century education. This is truly an exciting and innovative time for education in our pae ‘āina.”

From left, Phyllis Unebasami, Dr. Rod Chamberlain, Dr. Holoua Stender, Dr. Kenny Fink, Wai'ale'ale Sarsona, Dr. Randie Fong KSK'78.





Left, KS CEO Jack Wong and UH-Mānoa President David Lassner.

KAMEHAMEHA SCHOOLS AND UNIVERSITY OF HAWAI‘I ANNOUNCE EDUCATIONAL PARTNERSHIP

Both institutions are looking to increase Native Hawaiian post-high educational success

According to University of Hawai‘i research, only 3 percent of Native Hawaiian students transfer out of the university’s community college system to continue on at UH Mānoa.

And, of all the Native Hawaiian students who enroll at the university, only half of them graduate on time.

A new partnership, announced in September 2015, is hoping to address these statistics and increase the post-high success of Native Hawaiian students.

Hui Ho‘opili ‘Āina (HHA) is a new partnership between Kamehameha Schools (KS) and the University of Hawai‘i system (UH), aimed at improving Native Hawaiian student success while creating a sustainable Hawai‘i.

“The purpose of this statewide partnership is to increase Hawaiian student success at the post-secondary level while advancing Hawaiian culture, language and knowledge,” said Kamehameha Schools CEO Jack Wong.

“Through this multifaceted collaboration, early college work is a top priority, offering Native Hawaiian students opportunities to earn college credits in high school and increasing rates of post-secondary enrollment and completion. Other aspects of this work include ‘āina, Hawaiian culture, and language-based pathways.”

At the heart of HHA, is the desire of both organizations to foster crucial community collaborations with like-minded institutions to achieve mutual educational goals for their beneficiaries, using data to inform progress.

“This partnership is an important step in fulfilling our commitment to developing community partnerships that advance our indigenous-serving goals while developing Native Hawaiians for leadership roles in the University of Hawai‘i’s 10 campuses and the community,” said UH President David Lassner.

As part of both organizations’ strategic plans, UH and Kamehameha Schools are committed to community engagement and partnerships that will result in increased access and success of Native Hawaiian post-secondary students.

“The goal of our vision for 2040 is a thriving Lāhui within a generation,” Wong said. “With 14,000 Native Hawaiian students matriculating through the UH system each year, it is our kuleana to create the opportunity for each of those students to realize their fullest potential and to emerge as leaders for the next generation.

“Together with UH, this collaboration affirms our dedication to our Native Hawaiian students by creating a pathway to college that will prepare them to complete a higher education.”

For the UH, the partnership aligns with the university’s mission of being a foremost indigenous-serving institution and advancing sustainability.

“It really is about leveraging the investments that we’re both making toward our common interests,” Lassner said. “We are both committed to the success of Native Hawaiian students and to the preservation and support of Native Hawaiian culture and language and the environment. These are values that we share.”

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UNIVERSITY
of HAWAI‘I
MĀNOA



KAMEHAMEHA SCHOOLS AND CHAMINADE PARTNERSHIP TO FOCUS ON NATIVE HAWAIIANS IN STEM FIELDS

By 2020, 65 percent of all jobs in the economy will require postsecondary education and training beyond high school.

To prepare Native Hawaiian students pursuing degrees specifically in the Science, Technology, Engineering and Math (STEM) disciplines, Chaminade University of Honolulu (CUH) and Kamehameha Schools have formalized a partnership of agreement supporting students' aspirations to enter the those fields upon graduation.

"Chaminade University as a Catholic Marianist university is committed to providing access to education for Native Hawaiians and others of Pacific Island descent," said Chaminade University President Brother Bernard Ploeger.

"Among the programs and curricula offered, supported by dedicated faculty and staff, are those designed to support a strong Hawaiian STEM nation. Marianist characteristics clearly align with Native Hawaiian cultural values around faith, family, education, justice, service and change. It is a privilege to work in partnership with Kamehameha Schools to achieve this vision."



"This landmark partnership will ensure Native Hawaiian students who are interested in pursuing STEM-related careers will have a solid foundation," said Kamehameha Schools CEO Jack Wong.

"Collaborating with a Native Hawaiian serving institution like Chaminade aligns with our strategic direction to improve post-high outcomes for Hawaiian students. Together, we see a workforce, prepared and poised to contribute to and lead their communities – locally and globally.

"This partnership is critical for us. Our relationship with Chaminade is not new, but formalizing our work together going forward allows us to take our relationship to the next level."

The agreement between KS and CUH aligns directly with Goal 2 of Kamehameha's Strategic Plan 2020 (SP2020) – to formalize key statewide partnerships. This educational collaboration creates unprecedented leadership in industry opportunities for Native Hawaiian students attending CUH seeking STEM-related degrees

The partnership is rooted in five key areas – scholarship support, curriculum initiatives, research, outreach and wrap-around services and support.

KS Vice President of Strategy and Innovation Lauren Nahme said she sees Chaminade University as a vital post-high incubator toward four-year completion and readiness for career or further studies.

"Both academic and non-academic support such as tutoring, mentoring, financial support, internships and research opportunities will be integral to ensure programmatic strength and student success."

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The educational partnership is rooted in five key areas: scholarship support, curriculum initiatives, research, outreach and wraparound services and support.

KS CEO Jack Wong (front, left) and Chaminade President Brother Bernard Ploeger sign a partnership agreement to increase post-high success of Native Hawaiians majoring in STEM fields. Also on hand at the signing ceremony, held in September 2015, were, from left: CUH Dean of Natural Sciences and Mathematics Helen Turner, KS trustees Micah Kāne KSK'87 and Lance Wilhelm KSK'83, CUH Native Hawaiian Partnerships Director RaeDeen Keahiolalo-Karasuda KSK'81, CUH Board of Regents members Vaughn Vasconcellos and Patrick Yim, and KS VP of Strategy and Innovation Lauren Nahme.



KS CULTIVATES A COLLEGE AND CAREER MINDSET AMONG ALL LEARNERS

A college degree will soon replace a high school diploma as a minimum qualification for jobs. Recent studies show that by the year 2018, 65 percent of professions in Hawai'i will require a postsecondary degree or credential.

With that in mind, Kamehameha Schools has shifted its educational focus to prepare Hawaiian learners for postsecondary success, enabling them to make positive life and career choices. This theme is at the heart of KS' Vision 2040 which seeks to build a thriving Lāhui within a generation of 25 years.

“Higher education leads to higher achievement. We are committed to maintaining a laser focus on educational outcomes. We believe Kamehameha Schools can and must lead in providing high-quality educational experiences for Native Hawaiian children and their families.”

- Jack Wong
Kamehameha Schools CEO

VISION 2040

Within a generation of 25 years, we see a thriving Lāhui where our learners achieve postsecondary educational success, enabling good life and career choices. We also envision that our learners will be grounded in Christian and Hawaiian values and will be leaders who contribute to their communities, both locally and globally.



“We have integrated our campus, community education, and cultural programs into a single KS Education System to develop and implement a career and college mindset in all Kamehameha learners,” said Holoua Stender, KS' executive vice president of Education.

“This focus will be incorporated into our preschool, K-12, summer school, community education and college bridge programs. Our desire is to cultivate Hawaiian servant leaders who are rooted in their Hawaiian and Christian values and making meaningful contributions to the world.”

Kamehameha's first step in creating this transformational change was developing its Strategic Plan 2020 (SP2020) which took effect in July 2015. SP2020 contains plans of action that will help Kamehameha Schools embody its vision.

The plan sets short-term goals toward the vision, based on the two primary reasons for the change: continued gaps in educational achievement, and the projected growth of the Native Hawaiian population.

Gaps in Educational Achievement
Raising a child is a long journey. In order to prepare that child for success in life, certain educational milestones must be achieved along the way. There are significant gaps between Hawaiian and non-Hawaiian students as they strive to meet each milestone.

Only about 54 percent of Hawaiian preschoolers are kindergarten-ready, 62 percent read at their grade level or higher in the third grade, 49 percent are academically prepared in the eighth grade, and 25 percent graduate on time ready for postsecondary pursuits.

But the most significant statistic of all is that only 14 percent of Hawaiian students successfully complete postsecondary education or training.

Native Hawaiian Population Growth

Kamehameha Schools currently serves about 14,000 school-age children in

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KS Kapālama Class of 2015 members, from left, Shannon Velligas, Jason Lau, Sarah Champayn Look, Kalawai'a Fano and Makayla Koholua sport their favorite college T-shirts.



ALOHA IS AT THE CORE OF HAWAIIAN LANGUAGE CLASSES FOR KS STAFF MEMBERS

Ho’okahua Cultural Vibrancy staff members **Ke’ala Kwan** and **Keoni Kelekolio** had one key word of advice for their Kamehameha Schools colleagues who were busy registering for their first ‘Ōlelo Kahua Hawaiian Language Foundations class last fall: relax.

Or, as one might say in ‘ōlelo Hawai’i, “mai hopohopo.”

Registration began in September 2015 for the classes, which were offered to all regular and limited-term staff members based at Kawaiaha’o Plaza or other non-KS campus sites. The mandatory classes are expected to be rolled out to all Kamehameha employees by next fiscal year.

“We had a few calls from staff members who were a little anxious about what these classes would entail,” said Kelekolio, Ho’okahua’s director of Hawaiian Language Advancement and a former Hawaiian language professor at the University of Hawai’i at Hilo.

“But we reminded them that these are introductory classes that are designed to be low-anxiety and fun. The sessions are intended to feel relaxed, comfortable and full of aloha – creating a safe environment for learners.”

The language class initiative supports Goal 3 (Native Hawaiian identity) of the KS Strategic Plan (SP2020) and specifically Action 5 of the Ten Actions for 2015-2016,



KS Cultural Specialist Keiki Ka’ōpua leads an ‘Ōlelo Kahua class.

which seeks to normalize ‘ōlelo Hawai’i throughout Kamehameha Schools.

There are a total of nine units and themes which will be covered during the fiscal year. By June 2016, participants will have learned over 70 words, five sentence patterns, and relevant cultural information to enable elementary-level language use, defined as occasional use of Hawaiian names, terms and simple phrases.

In essence, the classes represent a professional and cultural development opportunity for staff and a major signal that

Kamehameha Schools is indeed committed to its Native Hawaiian identity as a Hawaiian organization.

Staffers were informed the classes would not have tests, grades would not be issued, and that immediate fluency in ‘ōlelo Hawai’i was not the goal. Successful completion of the program is determined by participation, and staff will be evaluated as part of their regular yearly performance evaluations.

“We want our staff members to

continued on page 58



Kamehameha Publishing staff members Davi Kunishige (left) and Lan Tu enjoy their ‘Ōlelo Kahua class.

“This initiative says a lot about Kamehameha Schools. It’s a big step toward realizing Kula Hawai’i and toward becoming that high performing Native Hawaiian organization that we’ve been envisioning through our strategic planning efforts.”

– Keoni Kelekolio, Ho’okahua’s Director of Hawaiian Language Advancement

SENIOR LEGACY PROJECTS HELP STUDENTS PREPARE FOR COLLEGE AND CAREER SUCCESS

A new KS Hawai'i tradition, the Senior Expo, allows students to showcase their work and perseverance

A Senior Legacy project is a graduation requirement for all seniors at Kamehameha Schools Hawai'i.

The projects provide students an opportunity to give back to their community through service learning projects or by applying academic knowledge and critical thinking skills to address genuine community needs.

For the second year in a row, students have had an opportunity to showcase their projects to the school and surrounding community via a Senior Project Expo event, which last year was held on campus in December.

The expo is a chance for underclassmen, 'ohana and interested community members to learn more about the projects that have been developed or are being planned, and the impact each one has on the surrounding community.

"The Senior Expo is as much a showcase as it is a celebration of the hard work, dedication and time that the students have put into their work," said Clint Anderson,

KS Hawai'i's dean of studies.

Anderson said the projects are indicative of the knowledge students gained not only at school, but also at home through their 'ohana.

KS Hawai'i High School currently features two academies – Humanities and STEAM (science, technology, engineering, arts and mathematics). Within those two academies, there are eight identified pathways.

Student projects are developed in areas that align with academy pathways:

- Business and Leadership
- Construction
- Engineering and Design
- Health Services
- Human Services
- Performing Arts
- Science and Natural Resources
- Visual Arts

The types of projects that students undertake vary tremendously.

There are one-time research projects as well as annual events which are passed on from a graduating student to an underclassman, the event growing in scale and scope each year.

Students can also invite community members to take part in the event or research that they're planning to undertake.

Recent projects from the Health Services pathway have raised funds for the Pauahi Foundation to help fund post-secondary scholarships.

In 2013, **Bree Kaneakua KSH'13** launched the "Walk for Pauahi" event, which invited the community to take part in a healthy event and asked for a modest entry fee, which was donated to the Pauahi Foundation.

Future iterations would build upon the event, incorporating additional health components.

This year, Ryan Witthans KSH'16, who participates in the Business and Leadership pathway, will add on to the event by adding on a more competitive "5K Run for Pauahi," with proceeds continuing to benefit the Foundation.

The event will take place on March 26, 2016.

Witthans said he believes by adding on this component, he'll be able to attract a thriving running community, bringing more participation which will benefit the Foundation.



KSH senior Kaluhikaua Ka'apana's senior project is focused on developing a curriculum for a Hawaiian culture-based learning activity day for 'Aha Pūnana Leo preschool students.



The Senior Expo invites underclassmen, parents and community members to walk around and learn more about each senior’s legacy project, the research they’ve conducted or what they plan to do to complete it.

Visual Arts pathway students Trenton Kuamo’o KSK’16 and Ethan Macanas KSK’16 coded and designed a Hawaiian video game based on the life of Kamehameha I. In doing so, they created an immersive, virtual experience for users.

Human Services pathway student Kaluhikaua Ka’apana KSK’16 shared her plans for a ‘Aha Pūnana Leo Lā Pilina, an event that will enable preschoolers to learn from ‘ōlelo Hawai‘i (Hawaiian language) level five students at KS Hawai‘i.

An aspiring immersion teacher, Ka’apana showed how her project not only provides a great learning ground for her future aspirations, but how it also serves Kamehameha’s larger Native Hawaiian

identity goals as stated in its SP2020 document.

“What I have learned so far from doing my senior project is the importance of integrating Hawaiian language and culture into our education, and how building a relationship between a Hawaiian immersion school and Native Hawaiian school is beneficial to the education of the haumāna in both schools,” Ka’apana said.

The lessons learned through the senior projects serve a larger purpose than being just a graduation requirement.

Business and Leadership pathway student Luke Taniguchi KSK’16 described how students experience leadership roles

through their work, whether that be producing a newsletter, leading students on a trip to experience Makahiki in Waimea or organizing a new school dance.

“We focus on taking our own projects and filling that leadership role, making our deadlines and everything else that you need to follow as a part of that role,” Taniguchi said.

By culminating their high school experience in a project-based learning exercise, students develop these valuable independent learning skills that will help them as they take their next step onto college and career success.





KA ULU ALOHA PROGRAM HELPS TRANSITION KS KAPĀLAMA SEVENTH GRADERS TO MIDDLE SCHOOL



The transition from elementary to middle school can be a tough one for preteen students. But with an influx of new students who hail from cities across the state, entering the seventh grade can be even more intimidating at Kamehameha Schools Kapālama.

To assist with this transition, KSK Middle School staff debuted “Ka Ulu Aloha,” a series of three-day residential orientations for incoming seventh-grade haumāna. Split into four different sessions, from July 19 through August 1, 2015, students moved into the middle school dorms for three jam-packed days of learning about life on their new campus.

Meaning “to inspire with love,” Ka Ulu Aloha strengthens Native Hawaiian identity and improves the educational system in the middle school, where 55 percent of seventh graders are new invitees to KS.

“Ka Ulu Aloha has brought our kula



waena (middle school) vision of nurturing student voices to life,” said Ka Ulu Aloha Program Director and middle school librarian Nozumi Ozaki. “The program has helped our incoming seventh-graders to make a connection and see their role in making our kaiā’ulu (community) a healthy, happy and thriving place.”

Incoming boarding students were flown in the day before each session began, affording them an extra night to learn their new surroundings. The first day began with a gathering at the piko (spiritual center) of the middle school, giving the students a foundational understanding of the campus.

After allowing time for the O’ahu students to move into the dorms, the group utilized Keawe Gym for icebreaker activities to get to know their new classmates. A tour of the campus, their first lunch at Kalama Dining Hall and some recreational time followed before the students jumped

into activities to learn about their new campus.

Two of the main Hawaiian cultural activities were trips to Keanakamanō (the native garden at the Kapālama campus entrance) and the schools’ Ka’iwakiloumoku Hawaiian Cultural Center, to learn from KS cultural specialists.

During the session at Keanakamanō, students got a tour of the garden, played Hawaiian games, and gained a sense of place in the ahupua’a of Kapālama. Up at Ka’iwakiloumoku, the students learned to make kähili and worked in the garden located below the facility.

Back on the middle school campus, the students studied the names of the buildings and the mo’olelo (story) and characteristics of the people they were named after. They also gained an understanding of the pahu (drum), the metaphoric representation of the middle

school’s vision to “nurture student voices.”

Throughout the three days, students also were issued their school laptops, learned to balance study skills and work habits, wrote letters to their future selves, and had time to launa with their classmates, with activities ranging from making s’mores to slip-n-slide.

At the end of each session, the group returned to the piko for a panina (conclusion), where ‘ohana were invited to join their keiki to see what they had learned.

After sharing oli and stories from their three-day journey, the students returned home for the final weeks of summer leading to the start of their 2015-16 school year.

Below: KS Kapālama’s three-day residential orientation program Ka Ulu Aloha – to inspire with love – acclimated 320 new students, existing students and boarders to their new academic surroundings and immersed them in their native culture.

“The program has helped our incoming seventh graders to make a connection and see their role in making our kaiā’ulu (community) a healthy, happy and thriving place.”

– Nozumi Ozaki,
program coordinator,
Ka Ulu Aloha



“We’ve also learned that we can better utilize existing resources if we just work differently and always keep the goals for our students in mind. This partnership requires a willingness to see and address the real challenges our students face – and the humility to



accept that such challenges are sometimes created by our systems. Realizing that we can control these systems is key as we seek to significantly improve the postsecondary success of our haumāna.”

Wong said the UH relationship is an example of other willing and capable partners who are motivated by Kamehameha’s new strategic plan and see the benefit in working together.

“We’re reconnecting with our alumni, other education providers, community members, and business partners who see potential benefits of working together for our students and for Hawai‘i,” Wong said.

“Working together is necessary in growing our ability to support students toward success. Resources that feed all of us are continually challenged and not always within our control. Leaders who manage public and private resources will need to do more with less, and that needs to start with us at Kamehameha Schools.”

Wong pointed to last summer’s Keomālamalama Native Hawaiian Education Summit, held at the Ka’iwakiloumoku Hawaiian Cultural Center, as an example of Kamehameha’s commitment to ‘ōlelo Hawai‘i and ‘ike Hawai‘i as called for in one of SP2020’s five major goals. The summit featured a panel of leaders from educational institutions across the islands, with thought leaders and expert practitioners discussing shared goals in the field of Native Hawaiian education.

“Our commitment to ‘ōlelo and ‘ike Hawai‘i is a high priority, and we’ve seen

clear actions and progress toward establishing a deeper Native Hawaiian identity within Kamehameha Schools,” Wong said.

So deep is that commitment that Kamehameha Schools has instituted ‘ōlelo Hawai‘i classes for staff members that have served not only to teach the language but also to help employees form stronger connections with one another and with the Native Hawaiian culture in a collective and enjoyable way.

Wong said that while progress toward SP2020 goals is underway, the work of Kamehameha Schools has just begun.

“Ongoing planning and alignment will continue across our education system as all of our KS preschools, campuses, and community education program areas develop a cohesive plan together,” he said.

“I’m also looking forward to the collective work ahead with both existing and new partners, such as Native Hawaiian-focused charter schools, ali‘i trusts, the State Department of Education, and other Native Hawaiian-serving organizations.”

Wong said he’s cautiously optimistic about Kamehameha’s movement in the first year of SP2020.

“I’m cautious because our vision and challenges are immense, and our work to make significant and sustainable change is dependent on complex interconnections between people, policies, and resources from various sources.

“But I’m optimistic because I believe in our organization, our people, our partners, and our commitment to do great things for our keiki and communities.”

Looking forward, this union will also be an important component in UH’s Hawai‘i Graduation Initiative and one of its goals of increasing the participation and graduation rate of Native Hawaiian students and preparing them for success in the workforce.

“This collaboration presents a unique opportunity to bridge the gap between a K-12 education and college attainment and completion for Native Hawaiian learners,” Wong added.

“With a solid foundation in place for students and families to realize their dreams of a college education, we’re preparing them for sustained success in school and beyond.”

“This partnership proposes to laser-focus its efforts in the development of a cohort of Hawaiian STEM leaders and professionals,” said **RaeDeen Keahiolalo-Karasuda KSK’81**, Chaminade’s director of the Office of Native Hawaiian Partnerships.

“Together we envision a Hawaiian STEM renaissance with the production of new leadership of highly qualified STEM professionals from the Hawaiian community for the Hawaiian community. A Hawaiian sense of place steeped in Hawaiian cultural practices will be the foundation on which the cadre of 21st-century STEM professionals will be built.

“This partnership will change the Lāhui. What we want to see, is a cadre of 100 Native Hawaiian scientists who can essentially take over the landscape, be voices at the table, influence policy and change practices.”

While the details of the partnership are still in development, Chaminade, a designated Hawaiian-serving institution by the U.S. Department of Education, and Kamehameha look forward to creating a “STEM nation” – a hui of STEM scholars poised to change Hawai‘i’s STEM landscape in the 21st century.

"We have a bright future ahead of us with students like Maile, who puts others before herself, looking at the greater whole, looking at our community, globally minded, and a Hawaiian leader who's willing to take charge and willing to take the lead."

- JAY-R KA'AWA, PRINCIPAL, KS MAUI

KS MAUI'S MAILE SUR BOTH WROTE AND MADE THE HEADLINES

When Kamehameha Schools Maui's **Maile Sur KSK'15** joined the staff of "Ka Leo o Nā Koa" during her junior year, the student newspaper was already established as one of the premiere high school newspapers in the state.

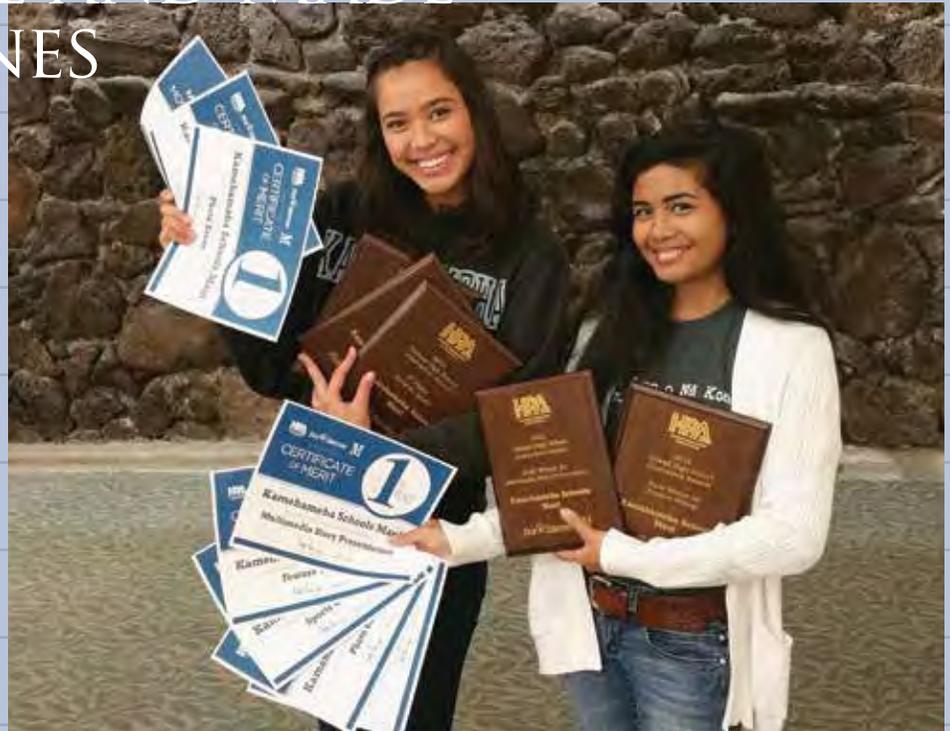
But it wasn't enough for Sur to just become a part of something great. That's not the way she operates. Instead, she pushed the publication, and herself, to new heights.

In just two years, Sur won Hawai'i state high school Journalist of the Year honors, became the first "Ka Leo o Nā Koa" student to win Most Valuable Staffer twice, won a Superior Award for portrait photography at the Journalism Education Association national convention in Denver, and started up "Nā Koa," an online magazine which is now a quarterly publication added to the newspaper staff's schedule.

Sur was a part of the staff that won first-place honors in the online division of the Hawai'i Publishers Association High School Journalism Awards in 2014, and was the news editor of the paper when it took third overall in 2015.

In those two years, the paper racked up nine state and 26 division category awards. She was also a part of the team that won the "National Decide to Drive" magazine contest in 2014.

"When Maile started with journalism



in her junior year, she was already a go-getter," says KSM Journalism Teacher **Kye Haina KSK'78**. "She came in, she knew what she wanted to do, and she knew what she wanted to get out of the program. By the end of her first year in journalism, she also knew that she wanted to take the program further than it was to cater to her interests, which is more toward the visual arts side – layouts and magazines."

"I've been connected with college professors and I've received scholarship opportunities that without journalism, and without all the hard work, I wouldn't have gotten," Sur said.

But Sur, a Makawao native, isn't only an accomplished journalist.

Sur's strive for excellence also extended to the realm of athletics, where she was a member of the KS Maui girls soccer team that won the Maui Interscholastic League title in 2014, and qualified for the state tournament in 2014 and 2015.

Maile Sur KSM'15 and "Ka Leo o Nā Koa" features editor Destinee Murray KSM'15 fan out the awards garnered by the KS Maui newspaper at the Hawai'i Publishers Association High School Journalism Awards.

Her soccer skills caught the eye of college recruiters, earning her a scholarship to play at Lane College in Eugene, Oregon. Last fall, Sur dual enrolled at Lane College and the University of Oregon, majoring in journalism and advertising.

"We have a bright future ahead of us with students like Maile, who puts others before herself, looking at the greater whole, looking at our community, globally minded, and a Hawaiian leader who's willing to take charge and willing to take the lead," said KSM High School Principal Jay-R Ka'awa.

"It's really gratifying for a principal like me to be able to witness and experience that."



KAMEHAMEHA SCHOOLS TOPS THE NATION IN NATIONAL BOARD-CERTIFIED TEACHERS

Eleven Kamehameha Schools educators achieved certification by the National Board for Professional Teaching Standards in 2015, bringing the number of certified teachers at KS to 67 – more than any other private school system in the nation.

The NBPTS certification, good for 10 years, is the nation’s highest credential in the teaching profession. It is recognized as a mark of distinction similar to the way the medical, architectural, and accounting professions recognize expertise.

“The National Board Certification process is a transformative one for many teachers,” said KS Education Program Designer Camille Romero, the NBPTS-certified educator who shepherds KS teachers through the certification process.

“Not only does it validate many of the excellent practices that they use every day in the classroom, but it also establishes a conscious, reflective practice that causes them to constantly re-evaluate their practices and adapt for the particular group of students in their classroom, now and in the years to come.”

The NBPTS certification, good for 10 years, is the nation’s highest credential in the teaching profession.

Created by teachers, for teachers, National Board Certification is the profession’s mark of accomplished teaching. To date, more than 110,000 teachers in all 50 states and the District of Columbia have achieved National Board Certification.

Research shows that the students of board-certified teachers learn more than students in other classrooms, which is why many states and districts offer incentives for teachers to pursue board certification.



From left, KS Kapālama Middle School physical education teacher Lori Murakami, KSK Elementary School teacher Kristi Gonzales, Literacy Resource teacher Lehua Gerboc-Naulangi, KSK High School social studies teacher Kelly Vuikadavu, KSK Middle School business education teacher Kamaka Parker KSK’99, and KSK HS social studies teacher Kimberly Cabral KSK’01 are among the 11 educators who earned certification by the National Board for Professional Teaching Standards in 2015.

Candidates for certification report spending up to 900 hours to earn certification. Despite the rigors of the process, national board-certified teachers often refer to it as the best professional development they have ever experienced.

In addition to supporting its own teachers through the certification process, KS extends its educational reach by providing candidate support to public school teachers seeking certification as well.

NBPTS certification is achieved through a rigorous, performance-based assessment. As part of the process, teachers build portfolios that include student work, assignments, and a teaching analysis.

The portfolios account for 60 percent of the certification scoring. The remaining 40 percent is based on exams assessing teaching subject areas and strategies.

“When I first decided to become a teacher, I had serious doubts about whether or not I could do the job,” says

KS Maui High School Art Teacher Lori Winterbottom-Guntzel. “Passing the national boards wasn’t only a huge relief, but also validation that I made the right choice in becoming a teacher!”

To ensure that its teachers have the best chance for certification success, previously certified KS educators serve as candidate support providers to the teacher certification candidates.

Here’s a list of KS certified educators who provided encouragement and support to KS’ latest cohort of candidates:

Kim Enanoria
KSH High School Teacher Trainer/Evaluator

Kehau Glassco
KSK High School Social Studies Teacher

Jaylyn Hashimoto-Owara
KSM Curriculum and Assessment Coordinator

Naomi McCall
KSM High School English Teacher

Mario Patino*KSH High School Biology Teacher***Sarah Razee***KSK High School Social Studies Teacher***Natalie Wong***Literacy Curriculum and Assessment Coordinator***Congratulations to KS' newest certified educators from 2015:****KS Maui***Kekaula Campbell – Middle School Counselor**Wendy Doyle – Grade 3 Teacher**Kathleen Frampton – HS Math Teacher**Kyle Fujii – HS Curriculum Coordinator**Lori Winterbottom-Guntzel – HS Art Teacher***KS Kapālama***Kim Cabral KSK'01 – HS Social Studies Teacher**Lori Murakami – MS PE Teacher**Kamaka Parker KSK'99 – MS Business Education Teacher**Kristi Gonzales – Elementary School Teacher**Kelly Vuikadavu – HS Social Studies Teacher***Hulō to KS' other NBPTS-certified educators:****KS Hawai'i***Cyndi Bartels – HS Art Teacher**Joanne Berryman – MS Math Teacher**Dan De Mattos – MS Math Teacher**Heather Fuchigami-Day – MS English Teacher**Ka'ulu Gapero KSK'93 – HS Math Teacher**Cyndi Herron – Curriculum and Assessment Coordinator**Aulii Kirsch KSK'88 – MS Art Teacher**Constance Leyendecker – HS English Teacher**Kawika Rose – HS Math Teacher**Nader Shehata – HS Visual Art, Video Production Teacher*

Gov. David Ige presents an award certificate to certified teacher Kamaka Parker at the state capitol ceremony.

*Laura Tavares – HS English Teacher***KS Maui***Angie Abe – HS Art Teacher**Lory Aiwahi – MS Math Teacher**Lisa Correa – HS Counselor**Lyla Eldredge – ES Teacher**Elizabeth Elliott – ES Librarian**Cynthia Fernandez – Kindergarten Teacher**Jaylin Hashimoto-Owara – Curriculum/Assessment Coordinator**Geri Kimoto – MS Librarian**Jon Kimoto – ES Counselor**Peggy Kono – MS Social Studies Teacher**Sonya Kurisu – HS Math Teacher**Kaulana Molina – HS PE/Health Teacher**Liane Nakamura – ES Teacher**Cheryl Nishida – MS Math Teacher**Candis Nishimitsu – MS English Teacher**Dale Nitta – HS Music Teacher**Kevin O'Brien – HS World History Teacher**Michael Oliver – HS English Teacher**Lesley Ann Pico-Lilio – HS History Teacher**Nalani Pollock – Curriculum and Technology Teacher**Phyllis Sone – HS Computer Technology Teacher**Noelani Yatsushiro – HS English Teacher***KS Kapālama***Daina Enabe – HS Social Studies Teacher**Sherry Kahue – ES Teacher**Jay Kauka KSK'76 – HS Social Studies Teacher**Angla Kung – HS Math Teacher**Charmaine Melchor – ES Teacher**Nalani Naluai – ES Librarian**Leah Nelson – ES Teacher***Campus Education***Arianne Chock – Curriculum and Instruction Design Specialist**Camille Romero – Education Program Designer***Community-Based Early Childhood Education***Nicole Linke – KS Hale'iwa Preschool Teacher***Literacy Instruction and Support***Coral Balubar – Literacy Resource Teacher**Jessica Hickey – Literacy Resource Teacher**Jennifer Muller – Literacy Resource Teacher**Krista Nielson – Literacy Resource Teacher**Mari Sunabe – Literacy Lead Teacher**Jan Tanaka – Literacy Resource Teacher**Lehua Gerboc-Naulangi – Literacy Resource Teacher***POST-SECONDARY SUCCESS****KS Cultivates a College and Career Mindset Among All Learners***continued from page 24*

Hawai'i out of a population of 150,000 Native Hawaiians. That population is expected to grow to nearly 250,000 by the year 2040.

KS has made progress in serving Hawaiian learners over the past 15 years, including building two K-12 campuses, 20 additional preschool classrooms, and supporting nearly 100 community collaborations. But if the trust's strategy does not change now, Kamehameha would be reaching an increasingly smaller share of the population over time.

"We've made much significant progress in past years but there is still much to be done to achieve the state of well-being that Princess Pauahi envisioned," said KS Chief Executive Officer Jack Wong.

"Higher education leads to higher achievement. We are committed to maintaining a laser focus on educational outcomes. We believe Kamehameha Schools can and must lead in providing high-quality educational experiences for Native Hawaiian children and families.

"SP2020 is a call to action to all the great minds and hearts at Kamehameha to work together with our partners and communities to make major, transformative strides toward the vision that we seek for our keiki, our families and our state."

To learn more about KS' Strategic Plan 2020, visit <http://www.ksbe.edu/sp2020>.

KAMEHAMEHA SCHOOLS ANNUAL REPORT

July 1, 2014 - June 30, 2015



TRUSTEE MESSAGE

NEW STRATEGIC PLAN THE FIRST STEP IN MOVING VISION 2040 TOWARD REALITY

Kamehameha trustees feel an urgency to help all Native Hawaiian learners achieve greater success



Kamehameha Schools'

mission is to fulfill

Pauahi's desire to create educational opportunities in perpetuity to improve the capability and well-being of people of Hawaiian ancestry.

This is a significant time for our organization, as July 2015 marked the beginning of our new five-year strategic plan (SP2020). Our new strategic direction is anchored on the mission of Kamehameha Schools: to fulfill Pauahi's desire to create educational opportunities in perpetuity to improve the capability and well-being of people of Hawaiian ancestry.

This mission is unchanging. It gives us focus — and a mandate — to make an even greater impact on Native Hawaiians.

We are fortunate to have the opportunity to build on the tremendous progress of the past, which provides a foundation that allows us to set our sights and expectations even higher.

It is our kuleana as trustees to provide the vision that will position Kamehameha Schools. As trustees acting in our fiduciary and strategic capacities, we feel an urgency to help all Native Hawaiian learners achieve greater success. Our collective mana'o has informed the following vision statement:

Within a generation of 25 years, we see a thriving Lāhui where our learners achieve postsecondary educational success, enabling good life and career choices. We also envision that our learners will be grounded in Christian and Hawaiian values and will be leaders who contribute to their communities, both locally and globally.

This long-term vision — Vision 2040 — provides unified direction not only for the next five years, but also for the next 25 years. Central to Vision 2040 is a thriving Lāhui characterized by significantly higher rates of success in postsecondary education, career, and leadership.

Change at all levels is needed for our Lāhui to truly thrive.

Kamehameha Schools plays an important role in this effort, particularly in providing high-quality educational experiences for Native Hawaiian children and families.

Toward this end, we continue to maintain a laser focus on educational attainment and outcomes such as the Educational Pathway Milestones outlined in SP2020. (To read the complete plan, please visit www.ksbe.edu/sp2020.)



But Kamehameha Schools is not alone in working toward a thriving Lāhui. Strategic collaborations with those that have aligned missions will be key in the years ahead.

As Kamehameha Schools develops into a high-performing Native Hawaiian organization and engages with strategic collaborators, it is important to emphasize the mission-critical attitudes and practices that are essential for our learners and our organization to succeed in an increasingly competitive world:

- Strive for greatness – Kūlia i ka nu‘u
- Work with urgency and discipline – ‘Eleu ma ka hana me ke akahele pū
- Develop strong, effective, and accountable leadership – Kahukahu alaka‘ina
- Build strength – Ho‘oikaika mau
- Be innovative – ‘Imi hakuha
- Be courageous – Kū i koa
- Be focused – Kia mana‘o

We observe these guiding attitudes and practices in Chief Executive Officer Jack Wong, whose thoughtfulness, persistence, and skills have led the organization forward in this time of change.

Central to Vision 2040 is a thriving Lāhui characterized by significantly higher rates of success in postsecondary education, career, and leadership.

This is further reflected in our CEO’s selection of new executives and his forming of his executive leadership council ‘Aha Kūlia.

‘Aha Kūlia members have in turn realigned KS leadership and operating units to ensure that our functions, operations, and outcomes are better aligned to our SP2020 goals.

There are also those who have worked and led Kamehameha Schools for many years and are now retiring or taking on new roles.

For example, Neil Hannahs KSK’69 has been a pillar in our organization and in the community for nearly four decades. For those who have given so much to the mission of Kamehameha Schools, we mahalo you and look forward to new ways of working together toward a thriving Lāhui.

It is the privilege of Kamehameha Schools to serve keiki and ‘ōpio, who will in turn become the leaders to serve and elevate future generations. Even with all the success and accomplishments over the past 128 years, we can – and we must – do even better at serving these future leaders.

Ours is a firm and renewed commitment to serve these future leaders by focusing on the KS mission, Vision 2040, and SP2020.

We offer our profound gratitude to all who have contributed to a successful year at Kamehameha Schools. We are honored to serve with you.

Me ka mahalo nunui,

Kamehameha Schools Board of Trustees

Robert K.W.H. Nobriga KSK’91
Chairman

Corbett A.K. Kalama
Vice Chairman

Micah A. Kāne KSK’87
Secretary/Treasurer

Lance Keawe Wilhelm KSK’83



Kamehameha Schools trustees, from left: Micah Kāne, Robert Nobriga, Corbett Kalama, Lance Wilhelm



FY2015
HIGHLIGHTS



INVESTING IN EDUCATION

Kamehameha Schools invests \$336 million in its campus- and community-based educational programs.

Fiscal year 2015 (July 1, 2014 – June 30, 2015) was the tenth year of the 10-year Kamehameha Schools Education Strategic Plan, adopted in 2005 and based on the Kamehameha Schools Strategic Plan 2000-2015.

Kamehameha’s Education Strategic Plan offered a framework to create long-term, intergenerational change for Native Hawaiians via education. The purpose of the Education Strategic Plan was to improve educational outcomes for greater numbers of Hawaiian children, with a specific emphasis on young learners (ages prenatal to 8) in Hawai‘i.

Over the 10-year course of the education plan, Kamehameha Schools more than doubled the number of learners it served each year, moving from 22,400 learners served in 2005 to more than 45,000 learners served in each of the past five fiscal years.

As the organization moves into a new era, Kamehameha’s guiding document will now be the Strategic Plan 2020 (SP2020), which is the first step toward achieving the organization’s Vision 2040.

(For much more on SP2020 and Vision 2040, please visit www.ksbe.edu/sp2020.)

As of June 30, 2015, the overall fair market value of the Kamehameha Schools

endowment, which includes Hawai‘i real estate and global financial assets, was \$11.1 billion with the endowment achieving a return of 3.9 percent.

For fiscal year 2015, Kamehameha Schools invested \$336 million in its educational spending, consisting primarily of \$172 million on campus-based programs and \$106 million on community-focused programs.

The schools’ trust spending rate was 3.7 percent based on the five-year average value.

In fiscal year 2015, the number of children and families served by Kamehameha’s campus and community programs was 46,079 learners, including a total of 12,209 parents and caregivers in the prenatal to grade 12 community who received training to support their children.

These resources enabled the organization to accomplish the following educational highlights:

KAMEHAMEHA SCHOOLS EARLY LEARNING INITIATIVES

KS served 14,194 keiki and their parents and caregivers through 30 KS-center-based preschools, preschool scholarships, literacy instruction and various educational collaborations.

- Served 1,562 learners in 30 KS preschool sites across the state

- Awarded 2,408 Pauahi Keiki Scholarships totaling \$17.3 million. The Pauahi Keiki Scholars (PKS) program provides need-based scholarships for keiki who attend participating non-Kamehameha preschools.

- Served 532 learners age 0-3 and 570 parents and caregivers through the Hi‘ilani program. Hi‘ilani is an early childhood family education program that serves children prenatal to 36 months of age and their families.

- Awarded 588 Kipona Scholarships (PKS) totaling \$3.3 million. The Kipona Scholarship program offers need-based scholarships to keiki applying to kindergarten at non-Kamehameha private schools.

- Served 2,797 learners in 19 Department of Education schools (K-3 classrooms) in targeted communities participating in the KS Literacy Instruction and Support

In fiscal year 2015, the number of children and families served by Kamehameha’s campus and community programs was 46,079 learners...



program. The Literacy Instruction and Support division provides student services, along with teacher development, that enhance literacy among Native Hawaiian children attending Department of Education schools on Hawai'i, Moloka'i, O'ahu and Kaua'i.

KAMEHAMEHA SCHOOLS GRADES FOUR THROUGH POST HIGH INITIATIVES

KS served 19,773 learners through its enrichment, campus outreach, collaborations, distance learning, and summer school programs.

- The Explorations Series served 3,974 learners. The Exploration Series is comprised of three different summer boarding programs (Ho'omāka'ika'i, Ho'olauna and Kūlia I Ka Pono) each targeted to a specific grade levels. Programs offer an opportunity for haumāna (students) to experience summer activities and huaka'i (field trips) designed to introduce and expand upon Hawaiian cultural traditions and knowledge.

- The Kupa 'Āina program served 2,430 learners. The Kupa 'Āina Summer Bridge program prepares students for success in their first year of college.

- A total of 2,475 Post-High Scholarships awarded totaling \$14.6 million to learners currently attending college.

- Career and Post-High Counseling and Guidance services provided to 2,067

learners. The program supports Native Hawaiian students in achieving a higher education degree, entering the career of their choosing and cultivating their ability to be servant leaders.

- The Kamehameha Scholars program served 716 students. Kamehameha Scholars is a year-round supplementary educational enrichment program with a focus on college and career guidance.

KAMEHAMEHA SCHOOLS CAMPUS PROGRAMS

Kamehameha Schools educated 5,409 learners, including graduating 693 seniors at campus programs on Hawai'i, on Maui and at Kapālama.

- Kamehameha Schools Hawai'i enrolled 1,155 learners and graduated 130

- Kamehameha Schools Maui enrolled 1,072 learners and graduated 118

continued on page 41





ENDOWMENT

KS ENDOWMENT EXCEEDS ITS PERFORMANCE TARGETS

*'A'ohē hana nui ke alu 'ia.
No task is too big when shared by all.*

This fiscal year (July 1, 2014 to June 30, 2015) was an exciting and transformative one for Kamehameha Schools and Pauahi's beneficiaries – a new Vision 2040: ambitious and far-reaching goals for Native Hawaiian education and a thriving Lāhui; rigorous five-year milestones for bringing that vision to fulfillment; and new leadership for steering the organization forward.

SP2020 (Strategic Plan 2020) is the first of those five-year plans, which defines Kamehameha's endowment's objective clearly: "to produce superior risk-adjusted returns comparable with national top-tier endowment funds to provide sufficient resources to fund our strategies."

For fiscal year 2015, the endowment fulfilled its support role for Kamehameha's mission.

The endowment sustained \$336 million in educational spend, representing 97 percent of the financial support for Kamehameha's educational programs. Another \$8.6 million from the endowment was directed to the stewardship of Pauahi's lands.

At the end of the fiscal year, net of these investments in education and 'āina, the endowment stood at \$11.1

billion, up from \$11.0 billion of the prior year.

While supporting current spending needs and growing capacity to support future keiki, the KS endowment also exceeded its performance targets.

This year, the endowment's 3.9 percent return outpaced the 3.0 percent return of its composite market benchmark and the median return of large endowments. Over longer cycles, the outperformance over our KS benchmarks (and versus our peers) has been more pronounced.

That margin of value added over market benchmarks has made a critical difference in the endowment's ability to outperform the Long-Term Investment Objective (CPI + 5 percent), the level needed to support current and future generations of Native Hawaiian learners.

Kamehameha targets 4 percent of the

endowment's value, averaged over five years, to determine the proportion of the endowment that can be spent every year. The remaining returns are reinvested to ensure that educational spending keeps up with inflation over time, promoting intergenerational equity in perpetuity.

For the 10 years ending June 30, 2015, the endowment produced an annualized return of 9.0 percent, exceeding KS's Long-Term Investment Objective of inflation plus 5 percent, which was 5.7 percent for this period.

Long-term performance is built one year at a time, and in FY15, market conditions were challenging for generating returns. For the year, Hawai'i Commercial Real Estate returned 11.7 percent (versus its 13.0 percent benchmark) and the global, diversified Financial Assets portfolio returned 0.9 percent (versus -0.7 percent for its composite benchmark).

Hawai'i Commercial Real Estate, at \$3.2 billion (28 percent of the total endowment portfolio), underperformed the one-year benchmark, but over three- and five-year periods has outpaced its benchmark by comfortable margins.

During the year, Kamehameha Schools sold the improvements at Hawai'i Kai Towne Center while retaining ownership of the land beneath the center. The sale improved overall asset diversification of the Kamehameha Schools endowment assets.

Additionally, KS completed the sale of two blocks in Kaka'ako as part of the district's long term master plan and





substantial completion of the following development projects:

Kolo Phase II – Located in Mō'ili'ili, adjacent to the University of Hawai'i, Mānoa,

For the 10 years ending June 30, 2015, the endowment produced an annualized return of 9.0 percent, exceeding KS's Long-Term Investment Objective of inflation plus 5 percent, which was 5.7 percent for this period.

the Kolo Village Phase II project renovated and transformed a collection of six severely deteriorated walk-up apartment buildings into a vibrant and safe community. Today, Kolo Village is 99 percent occupied, with approximately two-thirds of the units rented to UH students, faculty, and/or staff.

Kapālama Shopping Center – The renovation of this 35,000 square foot shopping center, built in 1959, marked the start of Kamehameha Schools' efforts to revitalize the industrial Kalihi neighborhood and is a catalyst project in the Kapālama Strategic Implementation Plan. The project entailed a variety of significant structural and leasing upgrades.

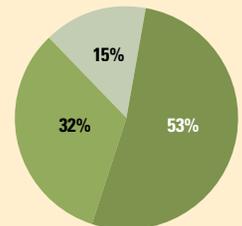
Hale'iwa Store Lots (HSL) – Located in historic Hale'iwa town, the HSL project is a critical component of Kamehameha Schools' North Shore Master Plan. The project resulted in the redevelopment of the former Matsumoto's Shave Ice site (the iconic mom-and-pop shave ice establishment) and the creation of commercial space to support local merchants and reinforce the "mom and pop" nature of small businesses that populate this tightly knit community. The project was recently

awarded the 2015 American Planning Association Hawai'i Chapter annual award in the Environment/Preservation category for demonstrating great innovation to preserve and enhance the historic plantation character, unique Hawai'i culture, and natural environment.

SALT – KS also made substantial progress in the SALT retail project in Kaka'ako, an continued on page 40

Kamehameha Schools Trust Spending Fiscal Year 2015

CATEGORY	AMOUNT
● Campus-based Programs	\$172 million
● Community Education & Scholarships	\$106 million
● Major Repairs, Capital, IT Projects & Other	\$47 million
TOTAL EDUCATIONAL SPENDING	\$325 million
Debt Financing & Other	\$11 million
TOTAL TRUST SPENDING	\$336 million



Kamehameha Schools Investment Returns Periods Ending June 30, 2015

	ONE YEAR	FIVE YEAR	TEN YEAR	SINCE JULY 1, 1999
Endowment Fund	3.9%	11.1%	9.0%	8.9%
Composite Benchmark	3.0%	9.2%	5.7%	5.7%
Total Endowment Fund Long-Term Objective (CPI+5%)	5.1%	6.8%	7.1%	7.3%



ENDOWMENT

KS ENDOWMENT EXCEEDS ITS PERFORMANCE TARGETS

continued from page 39

adaptive reuse development which serves as a retail center for the community and a critical component of the Kaiāulu 'o Kaka'ako Master Plan. SALT will be 85,000 square-feet of curated retail, restaurant and mixed-use space. The project will embody the urban, island culture of the emerging Our Kaka'ako neighborhood, with the adaptive re-use of existing structures, open-air concepts, green spaces, and central plaza to give SALT a lively, pedestrian-friendly feel.

The Hawai'i real estate market continued its strong performance throughout the fiscal year. This has produced not only in strong rental income, but sustained low vacancies as well.

The Financial Assets portfolio represents 71 percent of the value of the KS endowment. Unlike the robust, mid-teens return of FY14, the Financial Asset portfolio returned less than 1 percent this fiscal year. Although absolute performance was low, the portfolio's return outpaced its overall composite benchmark by 1.6 percent. Five of the nine asset categories outperformed their respective benchmarks.

Market headwinds were formidable this year. Global growth was tepid at best, and although China continued to grow, the slowing rate of its expansion weighed on the markets.

Deflationary concerns overseas prompted international monetary authorities to cut rates, while in the U.S., after years of very accommodative Federal

Reserve System policies that bolstered asset prices, the financial markets braced themselves for inevitable interest rate hikes. Against this backdrop, the U.S. dollar strengthened and foreign currencies fell, hurting the values of non-U.S. dollar assets.

How these developments affected the Financial Asset portfolio varied.

For yet another year, Private Equity posted strong returns at 13.4 percent, although it was only financial asset class producing double digit returns. Developed market equities, Absolute Return strategies (which act to diversify and stabilize the portfolio), and U.S. Fixed Income each produced low single digit returns.

Asset classes vulnerable to a strengthening dollar and weak international economic conditions, like Emerging Markets, Global Fixed Income, and Real Assets, all ended the year lower. Although each of these areas outperformed their benchmarks, exposures to these classes hurt absolute performance.

For Real Assets in particular, those factors coupled with the collapsing price of oil – a boon for Kamehameha's Hawai'i holdings and school operating costs – resulted in a negative 16.6 percent return year over year.

It's noteworthy that FY15's flat or negative returns in most asset classes come after years of buoyant, above normal, performance. Few asset classes can be categorized as inexpensive and those that arguably are cheap, like commodities and

emerging markets, are also among the most volatile.

For Kamehameha Schools, the implication is that the organization can't just rely on strong markets to produce the returns needed to meet the educational spending and growth needs of SP2020.

Recognizing that KS might be in a multi-year period of generally lower returns, our collective kuleana is to identify areas where we can earn that additional return over market benchmarks. That value add has been critical to the endowment's ability to meet its short and long term objectives in the past and will be especially important going forward.

At the same time, SP2020 has given KS the opportunity to reframe the role of the endowment over the long haul. In earlier times, we considered our reach to be limited to the extent of our endowment resources.

Today, we are pursuing multiple ways to expand our ability to support Native Hawaiian learning success: through more impactful spending, better partnering with our communities, more effective collaborations, fundraising and advancement.

Kamehameha Schools Planning and Development Senior Director Giorgio Caldarone, Investment Director M'liss Moore KSK'78, and Financial Assets Managing Director Elizabeth Hokada contributed to this report.



FY2015 HIGHLIGHTS

INVESTING IN EDUCATION

continued from page 37

- Kamehameha Schools Kapālama enrolled 3,182 learners and graduated 445 seniors
- Orphan and indigent children comprised approximately 27 percent of the 2015-16 invited students
- An additional 1,992 non-campus learners enrolled in campus-based summer programs

KAMEHAMEHA SCHOOLS PUBLIC SCHOOL SUPPORT

Kamehameha Schools invested a total of \$25.2 million in Hawai'i State Department of Education funding and collaborations.

- \$8.6 million for on-site literacy instruction by Kamehameha Schools staff to 2,797 learners in 19 DOE schools (K-3 classrooms) statewide
- \$6.9 million in funding support for a variety of programs for students in DOE schools including summer enrichment programs, homework centers and after-school tutoring, place-based learning in lo'i kalo and Hawaiian fishponds, distance learning and classroom-based Hawaiian social studies instruction for grades four and five
- \$6.8 million in per-pupil funding and support for 17 Hawaiian-focused start up and conversion public charter schools serving more than 3,900 students.
- Teacher education and professional development opportunities provided to 1,212 educators in the DOE

KAMEHAMEHA SCHOOLS COMMUNITY EDUCATION COLLABORATIONS

A total of \$18 million in collaborative efforts with more than 60 community organizations statewide. The top five community education collaborators were:

- 'Aha Pūnana Leo: Hawaiian language immersion classrooms
- Alu Like, Inc.: Comprehensive services for Native Hawaiian families, including early education, vocational education, workforce development, substance abuse prevention and financial literacy

■ State Department of Education Charter Schools: Support went to selected charter schools established to address particular educational needs of Native Hawaiians and that demonstrated a commitment to 'Ike Hawai'i

- Kanu o Ka 'Āina Learning 'Ohana (KALO): supports culturally driven programs
- University of Hawai'i system: scholarships, internships, 'Āina-based education, STEM (Science Technology Engineering Math) and agriculture curricular support



REPORT ON FINANCIAL ACTIVITIES

JULY 1, 2014 – JUNE 30, 2015

Kamehameha Schools' mission is to fulfill Pauahi's desire to create educational opportunities in perpetuity to improve the capability and well-being of people of Hawaiian ancestry.



Kamehameha Schools is a private charitable educational trust endowed by the will of Hawaiian princess Bernice Pauahi Bishop (1831-1884), the great-granddaughter and last direct descendant of King Kamehameha I.

During her lifetime, Princess Pauahi witnessed the rapid decline of the Hawaiian population. The princess

knew that education would be key to the survival of her people, so in an enduring act of aloha, she left them a precious gift upon her passing – 375,000 acres of ancestral land.

She instructed the trustees of her estate to use the land to educate her people. Today, her endowment supports an educational system that serves thousands of Hawaiian learners.

For fiscal year 2015, Kamehameha Schools invested \$336 million in educational spending, consisting primarily of \$172 million on campus-based programs and \$106 million on community-focused programs.

Spending highlights include \$17.3 million in Pauahi Keiki Scholarships to 2,408 preschool students and \$3.3 million in Kipona scholarships to 588 students at other K-12 private schools.

A total of \$14.6 million in post-high scholarships was awarded to 2,475 students attending college. Another \$18 million was spent on collaboration efforts with more than 60 community organizations statewide.

In addition, Kamehameha Schools provided \$25.2 million in support of public schools in largely Hawaiian communities, including \$6.8 million in per-pupil funding and support to 3,900 students in 17 Hawaiian-focused start up and conversion public charter school and \$8.6 million for on-site literacy instruction by Kamehameha Schools' staff in 19 Department of Education schools (K-3 classrooms) statewide.

Additional support included \$6.9 million in funding for a variety of programs for students in DOE schools, including summer enrichment programs, homework centers and after-school tutoring, place-based learning in lo'i kalo and Hawaiian fishponds, distance learning, classroom-based Hawaiian social studies instruction for grades 4-5 and the Kamehameha Scholars and Kupa 'Āina programs. Another \$2.9 million was provided in educator training and support, including funding for Teach for America participants serving predominantly Hawaiian public schools.

As of June 30, 2015, the overall fair market value of the Kamehameha Schools endowment, which includes Hawai'i real estate and global financial assets, was \$11.1 billion. The endowment achieved a return of 3.9 percent during the fiscal year.

The Consolidated Balance Sheet that follows shows total assets to be \$9.0 billion: it records real estate at cost rather than fair market value, and includes endowment, educational, agricultural and conservation assets.

Fiscal year 2015 was the tenth year of the 10-year Kamehameha Schools Education Strategic Plan, adopted in 2005 and based on the Kamehameha Schools Strategic Plan 2000-2015.

The number of children and families served by Kamehameha Schools campus and community programs in fiscal year 2015 was 46,079 learners, including a total of 12,209 parents and caregivers in the prenatal to grade 12 community who received training to support their children.

In direct service to Pauahi's mission of educating her beneficiaries, Kamehameha Schools saw the following service results in education.

PRENATAL TO 8 YEARS OF AGE

Kamehameha Schools served 14,194 keiki ages 0-8 and their parents and caregivers through 30 KS-center-based preschools, preschool scholarships, literacy instruction and various educational collaborations.

GRADES 4 THROUGH POST-HIGH

Kamehameha Schools served 19,773 learners through its enrichment, campus outreach, collaborations, distance learning and summer school programs such as the Explorations Series, Kamehameha Scholars, Kupa 'Āina and Career Post-High Counseling and Guidance.

CAMPUS PROGRAMS

Kamehameha Schools educated 5,409 learners, including graduating 693 seniors at campus programs on Hawai'i, on Maui and at Kapālama. Orphan and indigent children comprised approximately 27 percent of the 2015-2016 invited students.

For more, including a copy of Kamehameha Schools audited "Consolidated Financial Statements and Supplemental Schedules" for fiscal year 2015, please visit www.ksbe.edu/ annual reports.



CONSOLIDATED BALANCE SHEET

June 30, 2015
(in thousands)

Assets

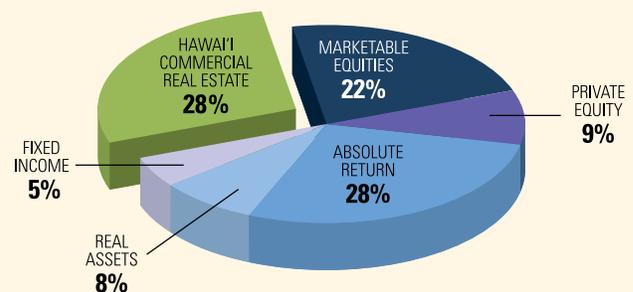
Current assets			
Cash and cash equivalents	\$ 32,529		
Receivables, net	6,618		
Other	2,981		
Total current assets		42,128	
Trust investments			
Financial investments	7,848,175		
Amounts receivable for securities sold	118,747		
Interest receivables	9,490		
Real estate investments, net	207,281	8,183,693	
Other investments		36,369	
Property and equipment, net		697,575	
Deferred charges and other		113,809	
Total assets	\$ 9,073,574		

Liabilities and Net Assets

Current liabilities			
Accounts payable and accrued expenses	\$ 44,484		
Current portion of notes payable	9,783		
Deferred income and other	26,393		
Total current liabilities		80,660	
Notes payable		183,979	
Accrued pension liability		72,706	
Accrued postretirement benefits		53,699	
Amounts payable for securities purchased		74,831	
Deferred income and other		188,715	
Total liabilities		654,590	
Commitments and contingencies			
Net assets – unrestricted		8,418,984	
Total liabilities and net assets	\$ 9,073,574		

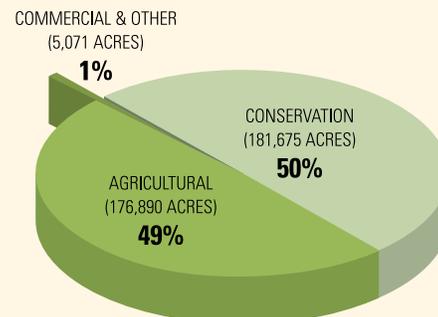
KAMEHAMEHA SCHOOLS' ENDOWMENT

Kamehameha Schools' mission is fully supported by its endowment. The endowment was valued at \$11.1 billion as of June 30, 2015. A globally diversified financial assets portfolio of \$7.9 billion, and Hawai'i commercial real estate representing \$3.2 billion at fair market value.



KAMEHAMEHA SCHOOLS' LANDS

Commercially zoned lands make up 1 percent of total acreage (363,636) belonging to Kamehameha Schools. Agricultural and conservation lands comprise 99 percent and are primarily considered sustainability assets, not included in the endowment fund. During the fiscal year 2015, Kamehameha Schools spent \$8.6 million (net of agricultural rents) to steward agricultural and conservation lands and natural resources.



KAMEHAMEHA SCHOOLS®

PAUHI FOUNDATION SEES CONTINUING GROWTH

Fiscal year 2014-2015 marked another year of tremendous growth for the Pauhi Foundation.

The Foundation's He Paka Ua (raindrop) movement, which focuses on collective giving, continued to spark increases in donations and participation. The overflow of support for this movement resulted in gifts of \$1.3 million by the end of the fiscal year. So far, He Paka Ua has helped generate over \$2 million in donations over the past two fiscal years.

Over 790 new donors were added this past fiscal year for a total over 2,500 – up 8 percent from fiscal year 2013-2014.

A big increase came in the number of recurring donors. By the end of the fiscal year, over 160 donors signed up to make monthly recurring gifts to the Foundation – a 63 percent increase from the previous year. A typical recurring monthly gift ranged from \$5-20, which equated to about \$60-\$240 a year.

"Growing our recurring donors is



Pono Ma'a KSK'82
Interim Executive
Director

an area of emphasis," said **Pono Ma'a KSK'82**, Pauhi Foundation's interim executive director.

"A recurring gift represents a donor's ongoing commitment and is the foundation of our annual giving program."

The Foundation received a number of gifts at the Ka Hui Kūlanihāko'i giving level – gifts of \$10,000 or more.

Most notable were multi-year gifts of over \$200,000 from Georgia Meyer to create the John A. & Georgia J. Meyer Scholarship. Her late husband John was a member of Kamehameha Schools' class of 1951.

The scholarship will be a new offering for the 2016-2017 academic year and will provide support to graduating seniors from Kamehameha Schools who demonstrate interest in athletics or engineering (reflecting John's interests) and business or finance (reflecting Georgia's interests).

"Mahalo to Mrs. Meyer for the tremendous gift," Ma'a said. "Their legacy will live on through students helped with this scholarship."

The increases in support mean more educational opportunities for the Hawaiian community. The Foundation added 11

new named endowed scholarship funds in 2015, increasing the total funds to 158. By the end of the fiscal year, over \$479,000 in scholarships were awarded in support of Native Hawaiian learners.

"This past year more than 200 students received a post-high scholarship from the Foundation," Ma'a said. "With everyone's help we will continue to increase this number as we move forward."

Engaging Kamehameha Schools alumni has always been a focus for the Foundation. In fiscal year 2015, alumni donated over \$492,000 for an 89 percent increase from prior year. In total, there were over 1,500 alumni donors, which represent roughly 7 percent of the more than 22,000 existing alumni. The 2015 Reunion Challenge provided a big boost in donations and participation for the Foundation with over \$164,000 in donations from classes celebrating their reunion.

In addition, the Foundation hosted over 770 alumni at 24 alumni events in Hawai'i and on the continent. One event in particular, Launa 'Ike, allowed over 70 alumni to share their 'ike, or "experiences," with nearly 1,300 KS students in grades

In October 2015, more than 70 alumni were welcomed back to Kamehameha Schools Kapālama to share their 'ike with nearly 1,300 students in grades 9-11. Launa 'Ike, or "sharing experiences," is one of several ways that alumni can stay connected and engaged with Kamehameha Schools. The mentorship program is a partnership between the Alumni Relations Office and the high school's Post-high Counseling Department."



9-11. Held on Kamehameha Schools Kapālama on Oct. 6, 2015, this mentorship program is a partnership between the Alumni Relations Office and the high school's Post-high Counseling Department.

"It is very important that we continue to find ways to get our alumni involved, but more importantly, keep them connected with the school and its mission," Ma'a said.

Since accepting the interim executive position in July 2015, Ma'a has been focused on developing the Foundation's tactical plan to align with KS' Strategic Plan 2020.

"Key areas of my focus will be determining how to better position our team to fulfill our mission and strengthening our existing partnerships, as well as establishing new ones," said Ma'a.

"Mahalo to our donors for helping to create positive impact in our Hawaiian community.

Pauahi Foundation Financial Summary

GIFTS	2014-2015	2013-2014
Unrestricted	\$ 157,800	\$ 144,400
Temporary Restricted	495,200	358,500
Permanently Restricted	609,500	274,500
Total Gifts	1,262,500	777,400
Special Events (Net)	52,900	63,400
Investment (Loss) Income, Net	(560,100)	2,145,200
ENDOWMENT*		
Unrestricted	4,079,200	4,664,500
Temporary Restricted	8,645,800	6,957,000
Permanently Restricted	9,310,400	7,209,500
Total Endowment	\$ 22,035,400	\$ 18,831,000

* Kamehameha Schools funds the operating expenses incurred by the Pauahi Foundation; thus all gifts are designated to donor funds as intended by donors.

Reunion Challenge brings classes together to give back

The second annual Reunion Challenge generated over \$137,000 in donations for the Pauahi Foundation – up 21 percent from the prior year. The Foundation matched the donations with an additional \$27,000 for a grand total of \$164,000 to go toward scholarships at the Foundation.

"The Reunion Challenge is a friendly competition that brings classes together to create impact in our Hawaiian community," said **Bran-Dee Torres KSK'93**, donor relations and development manager at the Foundation. "The competition provided a boost to alumni participation to bring our alumni participation rate to 7 percent of all graduates by the end of the fiscal year."

Celebrating classes ending with zero and five competed in three categories: 1) highest class participation (\$5,000 prize); 2) highest amount raised (\$5,000 prize); and, 3) highest number of recurring gifts (\$3,000 prize).

In addition, each celebrating class had specific goals in participation and amount raised. If a class met or exceeded their goals, they qualified to receive an additional \$2,000 in prizes. All prizes awarded are allocated toward their class scholarship fund.

This year's winning classes included the class of 1960 for highest class participation with 39 percent, the class of 1975 for the highest amount raised with \$45,353, and the class of 1990 for the highest number of recurring gifts with 45.

"Giving back to the Hawaiian community has always been something that fellow classmate and longtime KS staffer the late **Geraldine "Gerry" Vinta Johansen KSK'60** instilled in our class," said **Aileen Pane'e KSK'60**, representative for the class of 1960. "Every gift counts!"

The class of 1960's approach was very simple, yet successful. "We encouraged \$60 for class of '60 and hosted a silent auction during class night with a variety of donations from handmade quilts to jewelry, which generated a lot of interest and support," Pane'e added.

Many of the celebrating classes met their class goals for the competition and were awarded prize money to match their donations. These classes included:

- Class of 2010 met both of its goals (participation and amount raised) and was awarded \$2,000 plus a bonus amount of \$1,000 for the highest increase in participation.
- Class of 1985 met both of

its goals (participation and amount raised) and was awarded \$2,000.

■ The classes of 1960, 1965, 1970, 1975, 1980, 1990, 1995, 2000 and 2005 received \$1,000 for meeting their goal for amount raised. "The great results are a testament to strength and cohesiveness of our alumni 'ohana," Torres said. "Congratulations to all the celebrating classes and mahalo for making a difference."

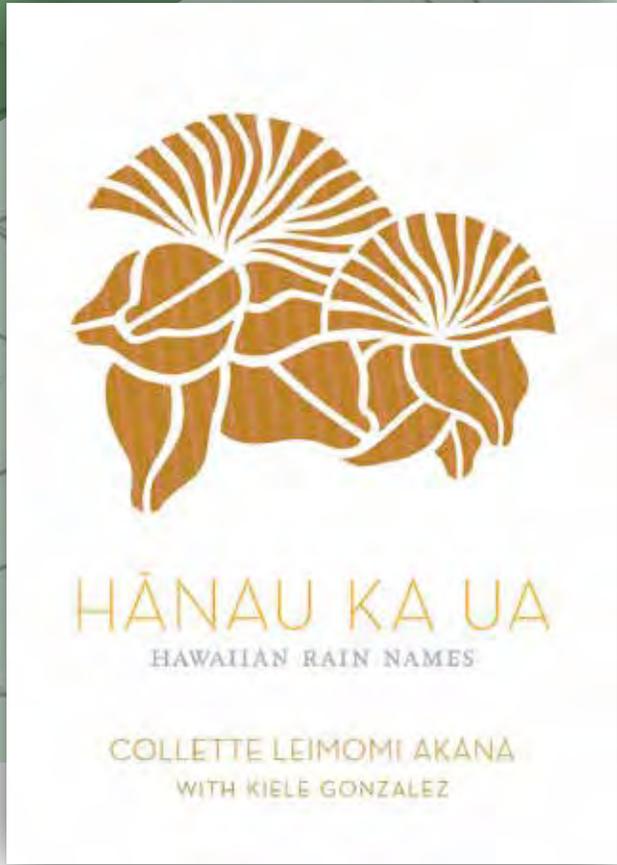
To see results from the 2015 competition, visit www.pauahi.org/reunionchallenge2015/.

The 2016 Reunion Challenge is currently underway for celebrating classes ending in one and six. Winners will be announced at the end of June 2016.



The KS class of 1960 won the highest participation awards. Pictured (from left): Aileen Pane'e, Jan Joy Ching, Mamo Inaba Carreira, Eleanor Cashman Stevens, Pauahi Foundation Interim Executive Director Pono Ma'a KSK'82, Maxine Smith-Sullivan, Shirley Kahapea Shimaoka and Luana Tong Chong.

KU'I KA LONO
I KA UA KŪKALAHALE!
The news spreads in the Kūkalahale rain!



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www.kamehamehapublishing.org/hanaukaau

“NATIVE HAWAIIAN LAW: A TREATISE” CULMINATES ITS 15-YEAR JOURNEY

Members of the literary, law and Hawaiian communities stood in reverent silence last October as an oli aloha echoed through the halls of historic Ali‘iōlani Hale, home to the Hawai‘i State Supreme Court.

The welcome chant signaled the start of the private book launch for “Native Hawaiian Law: A Treatise,” produced by Kamehameha Publishing in partnership with the Native Hawaiian Legal Corporation (NHLC) and Ka Huli Ao Center for Excellence in Native Hawaiian Law (Ka Huli Ao).

The treatise examines the vast body of law that impacts Kānaka Maoli – from trust lands and shorelines to self-determination.

The event celebrated a tremendous triumph for Native Hawaiian rights, which stands in stark contrast to what took place at Ali‘iōlani Hale in 1893. It was there that America-backed businessman and lawyer Lorrin Thurston dictated a proclamation that deposed Queen Lili‘uokalani and

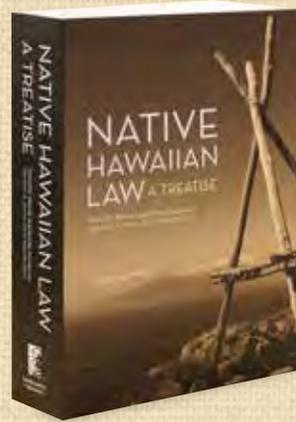
restricted the rights of Native Hawaiians.

Kamehameha Publishing Director Ron Cox says the venue was chosen for its historical significance.

“Ali‘iōlani Hale was not only a beautiful venue for us to come together to celebrate the launch of this longtime effort, it is a physical and symbolic marker of the history that is chronicled in the treatise, the struggles and hard-won victories for Native Hawaiians that have and continue to unfold in and around its halls, chambers and grounds.”

The 1,400-page treatise was a kākou effort guided by Editor-in-Chief Melody MacKenzie, a University of Hawai‘i law professor and director of Ka Huli Ao Center for Excellence in Native Hawaiian Law.

It is the long anticipated follow-up



to the 1991 “Native Hawaiian Rights Handbook,” also edited by MacKenzie, who was then a senior staff attorney for the NHLC.

“Up until the publication of the handbook, American society did not acknowledge that Native Hawaiians have unique rights that are distinct from its other citizens,” MacKenzie said. “The handbook came at a time when Native Hawaiian law was growing and we were seeing some positive decisions in the courts and in the legislature.

“The handbook was an attempt to assess the impact of those decisions as well as to actually recognize that – yes, here is a body of law, a robust body of law, that we can call Native Hawaiian rights!”

In 2000, NHLC Executive Director Mahealani Wendt and Linda Delaney, continued on page 54



From left, Kamehameha Publishing graphic designer Kanai‘a Nakamura, former Managing Editor Matthew Corry, Director Ron Cox and current Managing Editor Lan Tu successfully completed the complex project.



Treatise Editor-in-Chief Melody MacKenzie (center) and executive editors Susan Serrano (left) and Kapua‘ala Sproat were inspired by the work of Chief Justice William S. Richardson.

NATIVE HAWAIIAN EDUCATION SUMMIT MOVES COLLECTIVE GOALS FORWARD

Keaomālamalama, a collaborative group representing organizations that serve Native Hawaiians, hosted the 2015 Native Hawaiian Education Summit in July 2015 at the Kamehameha Schools Ka’iwakīloumoku Hawaiian Cultural Center on the Kapālama campus.

The gathering brought together approximately 360 educators, community members and others interested in supporting the growth of Native Hawaiian education.

This two-day event, the fifth in a series of summits that began in 1993 and was resurrected on an annual basis in 2013, provided participants with an opportunity to listen to keynote speakers, panelists and leaders describe their work in context with the progression of two goals established at

the 2014 summit.

Those goals were to advance, actualize, amplify and normalize ‘Ōlelo Hawai‘i (Hawaiian language) and to actualize, amplify and advance ‘Ike Hawai‘i (Hawaiian knowledge and practices).

Following panel discussions and keynote presentations, participants were asked to gather in smaller groups to discuss and then present how they have supported the forward movement of those goals over the last year.

Attendees also decided on specific targets to collectively work on over the next couple of years.

The focus of the 2015 event was to continue the momentum and support for the goals and vision established at the 2014 summit:

I nā makahiki he 10 e hiki mai ana e ‘ike ‘ia ai nā hanauna i mana i ka ‘ōlelo a me ka nohona Hawai‘i no ka ho‘omau ‘ana i ke ola pono o ka mauli Hawai‘i.

In 10 years, kānaka will thrive through the foundation of Hawaiian language, values, practices and wisdom of our kūpuna (ancestors) and new ‘ike to sustain abundant communities.

Summit attendees were also asked to take a closer look at developing a set of success indicators, finding new ways of defining Native Hawaiian student success. They were asked to describe what the characteristics of a successful 20-year-old Native Hawaiian would be, 10 years from now.

Individuals recognized that defining success from a Hawaiian lens is vital to improving the education of Hawaiians.

Others requested more process time dedicated to evaluation – for example, the development of evaluation methods around na’au (gut/intuition) checks, hō‘ike (demonstrations), and kūpuna assessment.

“The story that has been told about Native Hawaiian children over recent decades has been pretty negative,” said Dr. **Walter Kahumoku III KSK’79**, director of Kamehameha’s Kauhale Kipaipai program and one of the organizers of the summit. “How do we describe success from our eyes, through our lens?”

Keaomālamalama is the name of the hui that guides the work of the Native Hawaiian Education Summit. Members include (front row from left): Mahina Paishon-Duarte KSK’94, Judy Olivera, Lisa Watkins-Victorino, Keiki Kawai‘ae‘a, Sylvia Hussey, Teresa Makuakane Drechsel KSK’71, Kamo‘a’e Walk and Walter Kahumoku III KSK’79; and (back row L to R): Kolehua Krug, Kau‘i Sang, Cheryl Lupenui, Namaka Rawlins KSK’70, Kanoe Nāone and Wai‘ale‘ale Sarsona.





- 1 Kau'i Sang, the newly appointed director of the Hawai'i State Department of Education's Office of Hawaiian Education, delivers the opening keynote for the summit.
- 2 Office of Hawaiian Affairs Knowledge Based Strategies Specialist Mehana Hind and KS Senior Education Programs Manager Aaron Mersberg KSK' 86 serve as emcees for the two-day summit, providing much appreciated levity among the heavy conversations and topics covered.
- 3 KS CEO Jack Wong addresses the summit participants.
- 4 KS CEO Jack Wong (far right) joined leaders (from left), Office of Hawaiian Affairs (Dr. Kamana'opono Crabbe KSK'82) University of Hawai'i (President David Lassner), the State Department of Education (Superintendent Kathryn Matayoshi), 'Aha Pūnana Leo (Dr. Kauano'e Kamanā KSK'69) and the Hawai'i Charter School Commission (Catherine Payne) for a discussion on progress made in supporting Native Hawaiian learners.
- 5 Liko Hoe (left) of Waiāhole Poi Factory helps translate some of the valuable 'ike shared by KS Hawaiian Resource Specialist Earl Kawa'a as part of a panel presentation on 'ike Hawai'i.

Kahumoku said using the Native Hawaiian language and having a strong sense of who Hawaiians are as a people is vitally important.

"For so long we have been denied that," he said. "To regain that, we have to change generations of folks who may not have grown up speaking Hawaiian, walking a pathway of being Hawaiian, knowing things about Hawaiian in reference and comparison to other things. It's almost as

if we are walking around without mana, without spirit.

"This resurgence of 'ōlelo Hawai'i and 'ike Hawai'i means that now we are going to strengthen that mana and spirit so we no longer are empty. We're going to be refilled with who we are."

Kahumoku said the hope is that keiki who may one day have to leave the islands to live in other places will have a strong foundation in their own culture and

language and know who they are – and be able to raise their own keiki grounded in those same values and principles.

He said his hope is that future generations will be committed to the success of the Lāhui.

A common theme among participants recognized the importance of empowerment through Native Hawaiian identity, or pride in the Hawaiian culture and its continued on page 50

practices, were keys to Native Hawaiian success.

Participants said they felt that the expanded use of ‘ōlelo Hawai‘i in daily life – in education systems, at home, in the workplace, and throughout the community – is vital to advancing Native Hawaiian education.

The Hawai‘i was also seen by many as essential to Native Hawaiian education.

Participants commented that ‘ike must be perpetuated throughout all sectors of education as well as throughout communities. Many made personal commitments to live and practice Hawaiian culture in their own lives and to pass that knowledge on to younger generations.

Following the summit, members of Keaomālamalama reflected on how convening large numbers of Hawaiians from various walks of life to be informed, converse and decide on the future of Hawaiian education is not only needed but also necessary if the momentum for change is to grow.

In addition, having key educational leaders present at the close of the event allows attendees to hear how organizations and systems are working to advance the summit vision, mission and goals as well as what leaders are committing to work on in the next year or two.

As a process, summits are vital avenues to determining the future of how Hawaiians are educated. They have become an access point to multiple Hawaiian communities.

Most importantly, the summits have created a momentum for changes to Hawaiian education that is rooted in the Hawaiian collective. Hopefully soon, Hawaiians will control the education of their keiki and tell the stories of success.

For more information on the goals of the summit, or to see videos from the panel presentations, please visit keaomalalama.org/.



NEIL HANNAHS IS NAMED 2015 KAMA‘ĀINA OF THE YEAR BY THE HISTORIC HAWAI‘I FOUNDATION

Longtime Kamehameha Schools Land Assets Director **Neil Hannahs** **KSK’69** was named the 2015 Kama‘āina of the Year by the Historic Hawai‘i Foundation (HHF) in September 2015.

The prestigious award honors leaders who have contributed to preserving Hawai‘i’s history, culture and essential places.

Hannahs accepted the award on behalf of KS land assets team members past and present, whose tireless efforts transformed the land management policies and practices of the organization.

“The Historic Hawai‘i Foundation lauded our preservation of cultural heritage; creation and growth of place-based education; stewardship of native landscapes; and strengthening of communities, enterprises and our next generation of leaders,” he said. Hannahs

served as an executive strategy consultant in KS’ Strategy and Innovation Division until his retirement from Kamehameha on Founder’s Day in December of 2015.

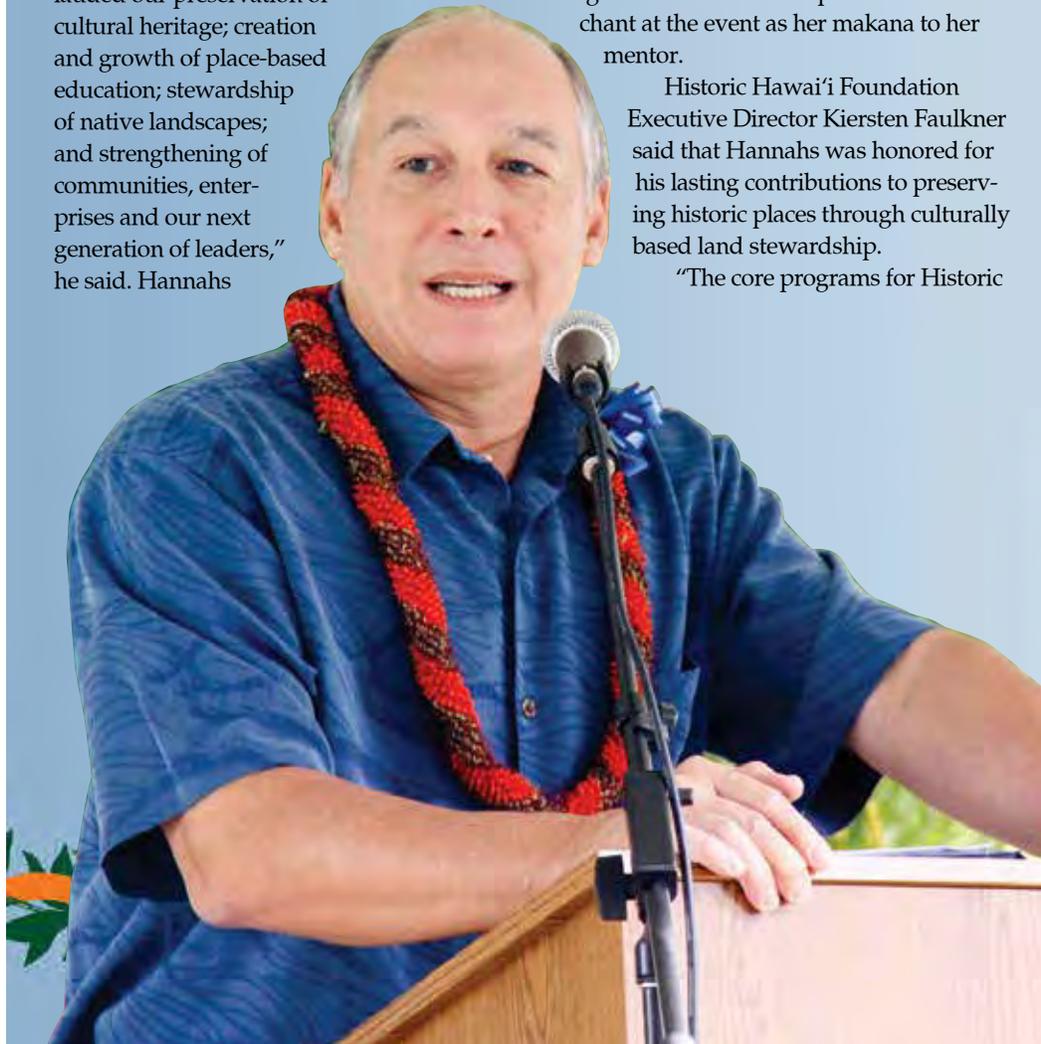
Nearly 600 family members, friends and colleagues celebrated Hannahs’ achievements during an HHF benefit dinner at Waikiki’s historic Royal Hawaiian Hotel.

Nā Hōkū Hanohano Award-winning performers offered mele as makana (gifts) to the honoree. They included the duo Kūpaoa featuring Hannahs’ daughter **Lihau Hannahs** Paik **KSK’99** and her husband Kellen.

Former KS Director of Natural and Cultural Resources Ulalia Woodside composed “No Kaho’okele He Inoa – A Name Song for Kaho’okele” and performed the chant at the event as her makana to her mentor.

Historic Hawai‘i Foundation Executive Director Kiersten Faulkner said that Hannahs was honored for his lasting contributions to preserving historic places through culturally based land stewardship.

“The core programs for Historic





Above: Neil Hannahs with former First Nations' Futures graduates after being named the 2015 Kama'āina of the Year by the Historic Hawai'i Foundation. Hannahs developed the First Nations' Futures program, a partnership which cultivates native leaders in cultural and natural resources.

Hawai'i Foundation are based on helping people save places that matter," Faulkner said.

"Neil's leadership in the areas of cultural and natural resource management and community enrichment were a natural fit for the foundation. He demonstrated his commitment to cultural preservation at places such as Loko I'a He'eia, Waipā Ahupua'a, Kahalu'u-Keauhou Ma Kai, and through ongoing programs for other agricultural, natural and culturally significant lands across the islands."

The Kama'āina of the Year honoree is selected by a committee of the HHF board members and past honorees. The selection hui has expertise in historic preservation, community development, resource management, history and culture of the Hawaiian Islands, nonprofit management, and community relations.

Hannahs graduated from KS in 1969 and went on to earn a bachelor's degree in political science and master's degree in secondary education from Stanford University.

He joined KS in 1974 as an extension education program specialist. Through the years he served in various leadership roles including public affairs director and regional land director.

In 2000, he was named director of the KS Land Assets Division where he shifted the paradigm for land stewardship to include a balance of cultural, economic, educational, environmental and community benefits.

Upon reflecting on his service to Princess Pauahi's legacy, Hannahs said

that his land stewardship philosophy has always been simple.

"We are who we are because of where we are. Our cultural uniqueness results from our relationship to this land which is like no other place on earth. Caring for land is a way for us to connect to the source of our identity. Land is not 'āina without people. Our stewardship sustains this relationship.

"Although this award is much more than I feel I deserve, it is a memory I will forever cherish."

Hannahs plans to launch an independent business that will sustain and expand his commitment to develop 'ōiwi leadership and support social enterprises that enhance the well-being of the Lāhui.

"We are who we are because of where we are. Our cultural uniqueness results from our relationship to this land which is like no other place on earth. Caring for land is a way for us to connect to the source of our identity. Land is not 'āina without people. Our stewardship sustains this relationship."

- Neil Hannahs, former KS Land Assets Director





DATA MATTERS



by Wendy Kekahio
*Strategy Consultant,
KS Strategy and
Innovation Group*

WHY DOES KAMEHAMEHA SCHOOLS NEED TO CHANGE?

The Native Hawaiian population is expected to increase to almost 250,000 by 2040.

Many Native Hawaiian keiki face achievement gaps in kindergarten readiness and more.

Kamehameha Schools has a long history of serving Native Hawaiians.

Over the past 15 years, we have opened two new K-12 campuses and nearly 20 preschool classrooms; invested about \$80 million in more than 100 community collaborators; provided professional development to public school teachers around culturally based education practices; supported the protection and restoration of ancient Hawaiian sites; and grown our endowment by more than \$4 billion.

So why do we need to change? For two main reasons.

Native Hawaiian Population Growth

There are currently about 150,000 Native Hawaiians between ages 0-24 living in Hawai'i.

Of these, 7,000 attend our campuses or preschools. Another 4,000 are served in Hawaiian-focused charter schools and another 7,000 through private schools. In total, 18,000 Native Hawaiians are touched in one of these ways, but 132,000 Native Hawaiians are not.

Additionally, the Native Hawaiian population is expected to increase to almost 250,000 by 2040. If we continue doing what we are doing, even with a strong endowment, we would be reaching less and less of the population.

In order to leverage our endowment to better reach and serve this growing population, we need to change.

Achievement Gaps

Preschool enrollment and reading and mathematics proficiency rates have increased among Native Hawaiians over time; however, many Native Hawaiians still face achievement gaps.

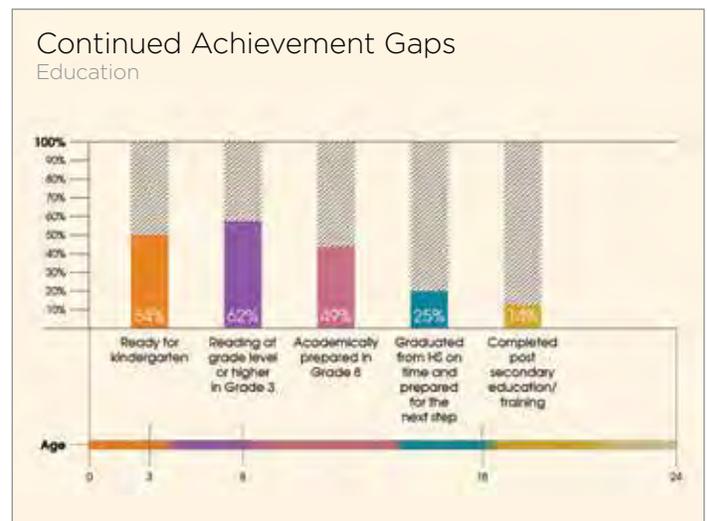
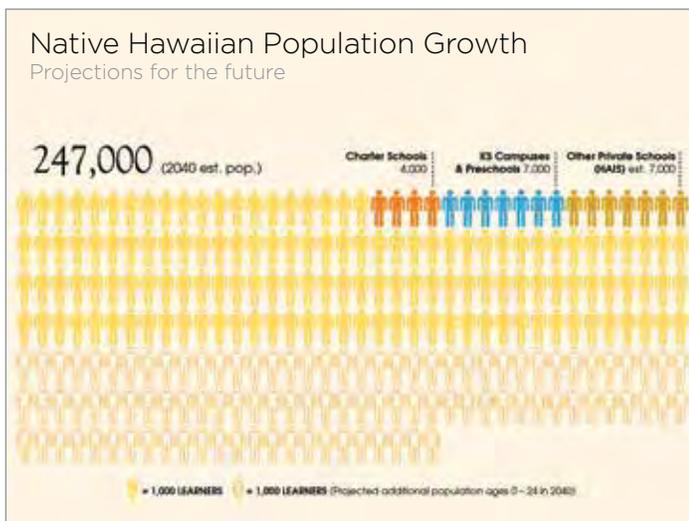
A little over half of Native Hawaiians are ready for kindergarten and 62 percent are reading at grade level or higher in

grade three. These percentages decline as keiki progress in their educational journey and the achievement gap for Native Hawaiians continues to grow.

New methods are needed to support the entire educational journey so that all Native Hawaiians can achieve postsecondary, career and life success.

Just 14 percent of Native Hawaiians who graduate from high school go on to complete a postsecondary degree. Yet, 65 percent of jobs in Hawai'i will require some kind of postsecondary degree by 2018.

New methods are needed to support the entire educational journey so that all Native Hawaiians can achieve postsecondary, career and life success.





NEW MELE HONORS PAUAHI

Chad Takatsugi's debut solo CD release "Ahuwale" features "He Wehi No Pauahi," with lyrics by Kahikina de Silva

Two Kamehameha Schools graduates have teamed up to honor the memory of KS founder Princess Bernice Pauahi Bishop in a very special way.

Nā Hōkū Hanohano award-winning musician and composer **Chad Takatsugi KSK'95**, who moonlights as Kamehameha Schools' Advertising and Direct Marketing manager as a member of the organization's Communications Group, released his debut solo CD titled "Ahuwale" in October 2015.

Takatsugi, who was a member of the popular Hawaiian musical group 'Alē'a from 1997 to 2005, composed the music for "He Wehi No Pauahi (An Adornment for Pauahi)," with lyrics written by **Kahikina de Silva KSK'95**, a Hawaiian language kumu at the University of Hawai'i and a kumu hula as well.

The song, which is the first single released from the CD and is now playing on local radio stations, pays homage to Pauahi from two of the graduates of the school she founded.

"The vision was to add to the library of mele that honor the name of Pauahi and to bring a new composition to Hawai'i's listening audience that will remember the importance of her contributions," Takatsugi said.

"Pauahi has been a central figure

for me for as long as I can remember. My mother is a graduate. I am a graduate, a scholarship recipient and now a staff member as well, so I owe more to Pauahi than I could ever repay. Honoring her name in mele and hula is a good start."

"Chad and I are both "pua a Pauahi" – children of our beloved ali'i – and he had wanted to create a new mele that would put her name back in the music mainstream," de Silva said. "I am always inspired by Pauahi, not only for her foresight in seeing how to help generations of Hawaiian children long after she passed into pō, but also for the fortitude of spirit that she showed in seeing her vision through."

De Silva said the former KS tradition of having each graduating senior offer a single red rose to Pauahi on her birthday – placing that rose in vases or baskets on her

"He Wehi No Pauahi" lyricist Kahikina de Silva and her daughter Ka'ili were among the more than 200 friends and family members who attended musician/composer Chad Takatsugi's CD release party in October 2015.

tomb at Mauna 'Ala – was the inspiration for the song's lyrics.

"My family has long been involved in the decoration of Mauna 'Ala for Founder's Day, so I have witnessed many classes of seniors giving that ho'okupu," de Silva said.

"Each year, there would always be a handful of students who were obviously affected by that moment, giving a honi to the rose before placing it in the vase, uttering a word of thanks, or sharing a teary moment with their ali'i, reflecting on their relationship with her.

"That was always the most beautiful expression of make'e ali'i for me, and thinking of it again gave life to this mele. That is why the fourth verse begins "Pua rose kaukahi ka'u i aloha" – it is the single rose that I love."

There are other KS connections featured on the album, which has six original songs and seven "classics," as well.

In the album song lineup, "He Wehi No Pauahi" is preceded by and paired with "Nākolokolo Ka Lani," a mele written by KS Executive Culture Officer Dr. **Randie Fong KSK'78**. That is the mele that was written in 1987 in celebration of the centennial anniversary of Kamehameha Schools. The mele is now a standard part of the choral repertoire and performed every year at Founder's Day by the senior men.

"He Aloha Nu'uano," another original song, was co-written by Takatsugi and his wife and fellow Kamehameha graduate Dr. **Lisa Okinaga Takatsugi KSK'94**, who is a data analyst in the KS Ho'olako Like department.

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"Pauahi has been a central figure for me for as long as I can remember. My mother is a graduate. I am a graduate, a scholarship recipient and now a staff member as well, so I owe more to Pauahi than I could ever repay. Honoring her name in mele and hula is a good start."

– Chad Takatsugi KSK'95

**“NATIVE HAWAIIAN LAW:
A TREATISE” CULMINATES
ITS 15-YEAR JOURNEY**
continued from page 47

land officer at the Office of Hawaiian Affairs, approached MacKenzie to discuss an update of the handbook. After securing partners and funders, the NHLHC gave MacKenzie the green light to revise the handbook – a monumental undertaking.

MacKenzie was supported by executive editors Susan Serrano, director of Research and Scholarship at Ka Huli Ao; and law professor Kapua‘ala Sproat, who teaches in both Ka Huli Ao and the law school’s environmental law programs.

Two associate editors rounded out the team: Avis Poai, director of archives and legal history at Ka Huli Ao; and **Ashley Obrey KSK’01**, who was an NHLHC staff attorney at the time of the project, but who now serves as a KS Hawai‘i island asset manager.

More than 20 authors contributed to the resulting treatise including

Kamehameha Schools Senior Counsel **Nāhoa Lucas KSK’77**, who co-authored the chapter on the Hawaiian Homes Commission Act; and KS Community Education Senior Policy Analyst **Ka’ano’i Walk KSK’99**, who co-authored chapters on family relationships and Native Hawaiian education.

MacKenzie credits her mentor and law school namesake – Chief Justice William S. Richardson – for helping her team navigate through the most difficult legs of the legal journey.

“He was always in the background, gently guiding and supporting us,” says MacKenzie, who served as a law clerk for Richardson.

“He played a pivotal role at a crucial time in our history. He had lived through the territorial period and seen how the law had been shaped by the appointment of judges from the U.S. who didn’t understand Hawai‘i, Hawaiians, or island communities. He very much believed that Hawai‘i law should reflect Hawaiian values and culture.”

With numerous authors, five editors and three publishing partners, Cox says that the Native Hawaiian Law treatise has been one of the most complex and challenging projects Kamehameha Publishing has taken on to date, and will no doubt inform similar collaborative community efforts in the future.

“As we launch this important work, I think about our new strategic vision at Kamehameha Schools and the next generation of ‘ōiwi leadership we are ultimately aiming to develop and prepare through our educational initiatives and resources over the next 25 years,” Cox said.

“Tools like the Native Hawaiian law treatise will be so valuable for those future koa – in their learning by increasing understanding and helping to set context, and in the work they will do by arming them for advocacy and informed action for the future of the Lāhui.”

The treatise is available for purchase at booksellers and the Kamehameha Publishing website. The digital edition is also available for e-readers at amazon.com and in the Apple iTunes bookstore.

Kamehameha Schools alumni reconnect with their Hawaiian roots through ‘āina-based education

Late last year, more than 35 Kamehameha Schools alumni attended a huaka‘i held at Punalu‘u Ahupua‘a Farms, a KS agricultural park in windward O‘ahu. The field trip was hosted by the Pauahi Foundation. Hands-on activities included harvesting and cleaning kalo and making laulau! The experience helped

alumni connect with the ‘āina, which serves as a source of Native Hawaiian identity, education and ‘ohana. **Below right**, KS alumna **Sandra Maka Kaleohano KSK’67** learns how to harvest and clean kalo with Ka Papa Lo‘i O Kānewai. The hands-on learning experience was hosted by the Pauahi Foundation.



'KS FOREVER' PHILOSOPHY LEADS TO WINS ON THE COURT, IN CLASSROOM

At 6 years old, **Chris Blake KSK'91** made a decision he considers to be one of his best in life. Fresh out of kindergarten, Blake had the choice to move to Hawai'i island with his mom, or continue his education at Kamehameha Schools Kapālama.

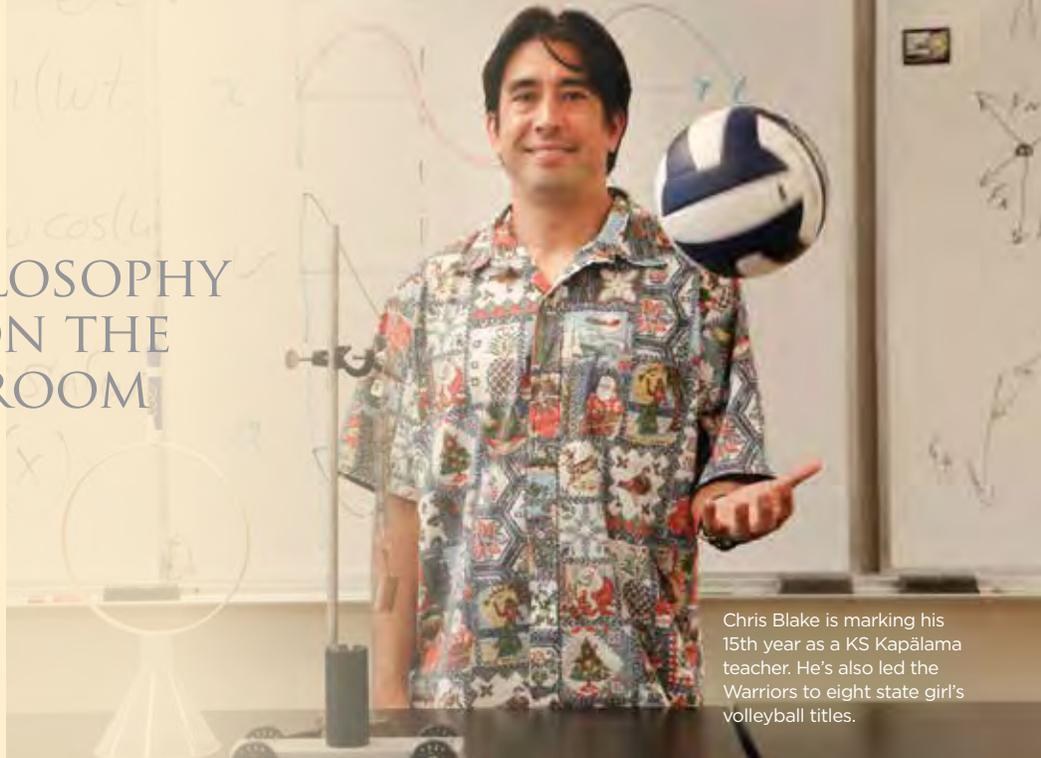
He decided on the latter.

Fast-forward nearly 35 years later, and Blake will tell you how he's "been at KS forever and just can't get away. It's been quite the ride, but I enjoy every minute of it."

Blake, who marks his 15th year of service to KS as a teacher at Kapālama, has spent 13 of those years as head of KSK's girl's volleyball team, arguably one of the best programs in Hawai'i girl's volleyball history.

Prior to accepting the head coaching position at Kapālama in 2003, Blake spent three seasons as an assistant under the late Ann Kang at 'Iolani, and four before that at KSK under **Dan Kitashima KSK'71**. His coaching experience, however, began at Kapālama on the boy's side during the 1993 school year, alongside **Reydan "Tita" Ahuna KSK'84**, Mike Among, and Damien Hardy, continuing on with **Pono Ma'a KSK'82**.

In October 2015, the Warriors captured their 20th girl's state championship and eighth with Blake at the helm, defeating 'Iolani in a five-set thriller.



Chris Blake is marking his 15th year as a KS Kapālama teacher. He's also led the Warriors to eight state girl's volleyball titles.

"Honestly, I don't think it was our best game, we've played better ones, but it was the best game we could play at the time," said Blake, who noted the culminating moment for he and assistant coaches **Rebekah Torres KSK'08**, **Koala Matsuoka KSK'09** and **Lesli Akeo KSK'09** came between sets four and five when senior Brooke Kaawa KSK'16 and junior Kayla Afoa KSK'17 took control of the huddle around the bench.

"We were on the outside looking in and they were saying all the things that would've come out of our mouths, and that to me was it. The girls internalized everything and the things that were said were taken to heart because they were able to execute," Blake added.

Trophies and accolades aside, for Blake, the real success as a coach is seeing former players and managers move on to the next level of play, and then return to Kekūhaupi'o Gym to give back to the current roster.

"The strength of our team is our team. We talk about playing with one heart, with each other and for each other," he said. "I tell the girls every season, 'You want to not only play for the girls who are on your team, but the ones that came before you and the ones that'll come after you.'"

Off the court, Blake utilizes his degree in physics and physical science from the University of Hawai'i at Mānoa as head of KSK's science department and teacher of all things physics.

He also heads a year-long science elective, Mālama Honua. The class was formed as a result of the science department looking for ways to diversify its offerings. The course, designed to give students the opportunity to experience the Earth through huaka'i (trips) while identifying, examining and working to come up with solutions to various sustainability issues, also follows the Polynesian Voyaging Society's Mālama Honua World Wide Voyage, which Blake added allows his students to see sustainability on a global level.

Only in its second year of instruction, Mālama Honua has already taken Blake and his haumāna (students) on huaka'i to Aotearoa to meet up with Hōkūle'a and Hikianalia in Auckland, Ka'ūpūlehu on the west side of Hawai'i island and various KS lands around O'ahu.

"We have all these wonderful



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FULFILLING THE MISSION

Kamehameha Schools' alumni are giving back to their alma mater and Pauahi by serving as Kamehameha Schools staff members.

Kamehameha graduates are represented in most every profession in life. Pauahi's children are contributing to their communities as good and industrious citizens as doctors, lawyers, accountants, engineers, cultural experts, musicians, architects, teachers, ecologists, technology experts, pastors, planners and more. Some graduates have found fulfillment in serving the mission of Kamehameha Schools and the wishes of their Princess. Here's a quick look at three graduates who have returned to their alma mater as employees of Kamehameha Schools.



Herbert Wilson KSK'61

Herbert Wilson KSK'61

*Grade Level and College Counselor
Kamehameha Schools Hawai'i*

What are your duties at Kamehameha Schools and when did you begin working for the organization?

I guide a class from entrance as freshmen through completion of their senior year. I provide social, emotional, psychological and academic support throughout the years of a student's attendance.

I provide post-high planning with a strong emphasis on the college admissions process and the successful transition from high school to higher education. Career goals are a primary focus.

I started working at KS in June 1984. Beyond the actual counseling and communication skills one learns and develops over the years, my work involves the belief that we all have something to contribute to the welfare of a student and that the high school years are but one snapshot in a student's development, albeit a very memorable one. Every student will eventually develop into an adult; I just help them over some bumps.

Why did you choose to work at your alma mater?

After 17 years as an educator on the continent building relationships that have lasted all these years, I had a strong desire to connect with students from my homeland. Kamehameha opened the door for that.

What do you like the most about your job?

This is more a commitment than a job! It allows me to inspire and influence the lives of my students. It also rewards me with the many ways that they inspire me every day – even after these students have graduated.

Working here has enhanced my appreciation and admiration for what the schools have done over the years to enrich the lives of our students.

What has been your most memorable moment as an employee?

I believe that the unifying of the Kamehameha Schools teachers, alumni, and the Hawaiian community at a time when the Bishop Estate was in turmoil in the 1990s and needed positive realignment was the most single memorable moment for me. It was beyond my imaginings!



Kimberly Thomas KSK'84

Kimberly Thomas KSK'84

*Senior Administrative Assistant for the Head of School Office
Kamehameha Schools Maui*

What are your duties at Kamehameha Schools and when did you begin working for the organization?

I support our po’o kula (head of school) in the day-to-day operations of the school. I also provide administrative support across our K-12 campus, when needed.

Why did you choose to work at your alma mater?

I was given the opportunity to attend Kamehameha Schools, and for that I am forever indebted to our Princess. I chose to work at KS because it gives me a chance to give back. I started in 1990 with the Maui Regional Resource Center.

What do you like the most about your job?

I like that we can come together as ‘ohana to pray for one another at a moment’s notice. Someone may need to be lifted up in prayer and we can come together whether it is the entire student body, faculty and staff or just a few of us in the office.

We can lift that person up in prayer, praising Ke Akua and giving Him all the glory. What a blessing to be able to do that in the work place. Also, I like that I get to learn something new every day – seriously, after 25 years I am still learning!

What has been your most memorable moment as an employee?

When we welcomed 80 haumāna and their ‘ohana to opening day of KS Maui in August 1996. It was in our temporary hale in Pukalani. Another memorable moment was when we finally moved the campus into our permanent home in ‘A’apueo in 1999.



Kaimanaonālani Victoria-Ann Kong KSK'96

Kaimanaonālani Victoria-Ann Kong KSK'96

*Kumu ‘Ōlelo Hawai‘i
Kamehameha Schools Kapālama*

What are your duties at Kamehameha Schools and when did you begin working for the organization?

I am a kumu ‘ōlelo Hawai‘i at the high school, and have been here since the 2005-2006 school year. I’ve also had the privilege of serving as our department head for languages for just over two years.

Why did you choose to work at your alma mater?

I chose to work at KS because I couldn’t pass up the opportunity to apply as a kumu ‘ōlelo Hawai‘i and possibly work alongside some of my most inspirational kumu.

KS had provided so much for me and my ‘ohana through our Princess’ legacy and I would feel most honored and blessed to continue to honor her through serving others.

What do you like the most about your job?

There are so many reasons why I love my job. I have been given an opportunity to share my experiences and knowledge with our haumāna. Being able to share my passion for our language with others, be it through the various relationships such as our haumāna, their ‘ohana, hoa hana/hoa kumu (co-workers/co-teachers), hoa kula (schoolmates – alumni), and my own hoaloha (friends) and ‘ohana.

What has been your most memorable moment as an employee?

There have been many memorable moments as an employee but if I had to choose one, it would be the time I was asked to speak at a retirement gathering for my sixth-grade teacher, Bette Savini. I was so blessed to be one of her students, as it became one of the most challenging, yet rewarding and honorable time of my life.

I had been taught many valuable lessons as a sixth grader. And throughout my years as a student of at KS, I would constantly be reminded of those values through the words and teachings of Mrs. Savini. She was always my favorite teacher and I have never forgotten those warm fuzzy feelings, just thinking of her.



ALOHA IS AT CORE OF HAWAIIAN LANGUAGE CLASSES

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experience and feel the aloha that is at the core of 'ōlelo Hawai'i and Hawaiian culture, and enjoy what they learn, by using it at work and at home," said Kwan, Ho'okahua's director of Hawaiian Cultural Development and a former longtime Hawaiian language kumu at KS Kapālama.

"Through carefully crafted lessons and engaging activities, specifically designed for the adult learner, KS staff members are learning useful and practical Hawaiian phrases, how to introduce themselves in Hawaiian, correct pronunciation, vocabulary, and learning of available resources to access outside of class that will aid them in their learning."

"Most organizations do some staff development, but I don't think any organization has attempted to do this kind of cultural training, at least not on this scale – 2,000 employees, over five years – it's a first and a landmark program," Kelekolio said.

"This initiative says a lot about Kamehameha Schools. It's a big step toward realizing Kula Hawai'i and toward becoming that high performing Native Hawaiian organization that we've been envisioning through our strategic planning efforts."

Kamehameha staff members say the classes have brought a unique experience to the workplace.

"In our pilot class, we had a diverse group of staff members representing different parts of the organization and different levels of language fluency, but the eagerness to learn 'ōlelo Hawai'i and to support and participate in the program seemed to be equally shared by all, and that felt really good," said **Kiele Akana-Gooch Gonzalez KSK'98**, a Hawaiian language publishing specialist with Kamehameha Publishing.

"By making 'ōlelo Hawai'i part of our

work culture, we are in our own way saying 'I work for a Hawaiian organization. I serve Native Hawaiians. I represent the will of an ali'i. And I'm proud to embrace the traditional language, culture, and values of the people who give me the work I get to do nearly every day.'"

"When I tell family and friends that I have to attend 'ōlelo class, they all respond the same saying how special it must be to be a part of Kamehameha Schools which is such a unique organization in many ways including the way it invests in its staff," said Sheri Iha, a senior manager in the KS Strategy and Innovation Group.

"We're very lucky that KS is providing us opportunities like these 'ōlelo classes which not only teach us a new language but also connect that learning to a better understanding of the Hawaiian culture. That understanding helps to bring clarity of purpose for what we as staff and together as an organization do every day when we do our jobs and work toward the mission of Kamehameha Schools."

Kwan extended a sincere mahalo nui loa to the Kamehameha leaders who made the decision to move forward with the language classes for all staff members. "E ola ka 'ōlelo Hawai'i - the Hawaiian language lives!" he said.

"We are all part of a historic milestone in Kamehameha's history. Never before have we, as an organization, taken this kind of bold action in our commitment to 'ōlelo Hawai'i and Nohona Hawai'i – which is part of our mission and pillars for a thriving Lāhui.

"No matter what part of Kamehameha Schools a staff member serves in, this is an opportunity that connects all of us – kākou – and brings us together in learning the 'ōlelo of Pauahi, her great-grandfather our namesake Kamehameha, our 'āina Hawai'i and our Lāhui. It is an inclusive journey that is positive, empowering and will have far-reaching impact."



"KS FOREVER" PHILOSOPHY LEADS TO WINS

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lands so what better way than to get our kids out to see it, to experience it. By getting them out there, they establish a sense of place and identity," he said. "They may feel that one person can't change the world, but the idea is that one person can change the world, you can change the sphere of

influence to make things work."

For Blake, the success of his career, both on and off the court, directly relates to the decision he made at 6 years old.

"I take my position seriously and I tell my students choices or decisions that they're making now are going to have long-lasting effects. That one choice I made is the reason why I'm sitting before you today. I wouldn't have it any other way."



Change of Address: Kamehameha Schools alumni who have a change of address, please notify the Alumni Relations office at 567 South King St., Ste. 160, Honolulu, Hawai'i, 96813, email: ksalumni@pauahi.org, fax 1-808-841-5293 or call 1-808-842-8560.

Submissions: If you have a story idea or a comment for us, please write to: I Mua Editor, Kamehameha Schools, 567 S. King St., Suite 400, Honolulu, Hawai'i, 96813 or email: imua@ksbe.edu. For more information on Kamehameha Schools, please visit the I Mua Newsroom at www.ksbe.edu.

Join Alumni Relations Email List: To stay in touch with the latest news from Kamehameha Schools by email, please send your name (first, last and maiden name for wāhine), mailing address, Kamehameha graduation year and current email address to ksalumni@pauahi.org. Please put "Join Email List" in the subject line. Mahalo!



A raindrop can have impact, but together with other raindrops, that impact is transformative.

Join the Paka Ua movement and register to make a recurring monthly gift at www.pauahi.org/giving/.



PAUahi FOUNDATION

IN MEMORIAM

It is with sincere regret we note the passing of the following graduates.



- 1936
Stella Kaaua Akana
- 1938
Idamae Sims Tussing
- 1940
Louise Blaisdell Minton
Percy Yim
- 1941
Tai "T.C." Choy
- 1942
Louis Agard
- 1944
Howard Benham
Marian Lake Boyd
Clarence Self
- 1945
Francis McMillen
Barry Ontai
- 1946
Dewey Allen
- 1947
Edward Lee
Corbett Roy
- 1948
Calvin Chai
Ronald Yamada
- 1949
Richmond Apaka
Marvin Ferreira
Howard Fuller
Joseph Hall
- 1950
Henry Ahlo
- 1951
Jerrold Kapiko
- 1952
Gloriann Moikeha Akau
Lester Akeo
Edward Lee
Mary Awai Peters
- 1953
Arthur Eaton
Nonohilani Kauahikaua Lopes
Curtis Mahoe
David Parker

- 1954
Ronald Auld
Albert Kahalekulu
Lorita Piimauna Rogers
- 1955
Douglas Akau
Ernette Cockett Bright
Daniel Haleamau
Donald Foster
Ronald Kama
Solomon Lima
Dayle Pescaia
- 1956
Bernadine Sam Fong
Roberta Azevedo Thomas
- 1957
Yvonne Kaawalooa
- 1958
Barbara Wilson Jefimoff
Albert Kekoa
Ernest Uu
- 1959
David Kauwe
- 1960
Winsome Wong Breen
Karen Kimi Del Toro
Newton Harbottle
Abraham Iaea
Steven Molale
- 1961
Eugene Baker
George Kalilikane
Nevada Whitford
Kauvaka
Josephine Rojas
Refamonte
Rebecca Kanekoa Sialana
Charlotte Souza Vliet
- 1963
Harold Akai
Bryan Hao
Elizabeth-Lou Brissette
Kahoohanohano
Paulette Kekuewa
Kahalepuna

Remembering Lee Ann DeLima

Kamehameha Schools Maui Po'o Kula **Lee Ann Johansen DeLima KSK'77** passed away on Nov. 7, 2015, surrounded by her family.



DeLima, a beautiful and caring spirit who was filled with aloha for Kamehameha Schools and all it stands for, was the po'o kula (head of school) at KS Maui since 2006.

She also served in various roles as principal or interim principal of the K-8 program, the middle school and high school, after coming to KS Maui as a vice principal/counselor in 1999.

Prior to joining KS, she was vice principal at Lāhainaluna High School.

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- 1963
Joseph Aipoalani
Duane Dawson
Edmund Keau
John Torres
- 1965
Raymond Ahana
Warren Ah Loo
Violet Akana Duff
Wayne Ng
Anthony Ohrt
- 1966
Walter Kahiwa
- 1967
David Canady
- 1969
Wayne Chang
Julian Keone
Sandra Hubbard Parker
- 1970
Byron Chang
- 1971
Dean Yamashita
- 1974
David Kumai
Samuel Moku
- 1976
David Hanaike
Charles Rosehill
- 1977
Lee Ann Johansen DeLima
- 1978
Blossom Ahuna Tim Sing
- 1987
Valerie Akau Meli
- 2005
Blaise Baldonado
Tyler Williams
- 2011
Justin Hirae

Mahalo a Nui Loa

to the following Kamehameha Schools employees for their years of dedicated service toward fulfilling the vision of Ke Ali'i Bernice Pauahi Bishop.

40 YEARS OF SERVICE



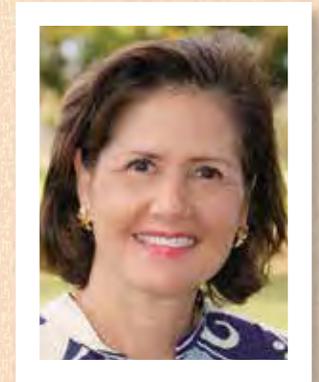
Narciso Locquiao



Wanda Fountain-Moa



Julian Ako KSK'61



Ninia Aldrich

35 YEARS OF SERVICE

30 YEARS OF SERVICE



Anna Sumida



Charlene Kahuanui Christenson
KSK'78



Geri Iaea Schwab
KSK'67



Herb Wilson KSK'61



Jacqueline Eppling



Lu Ann Fujimoto



Michel Kadota



Mary Jane Markoskie



Michael Racoma

FORTY YEARS

photo not available

Pamela Llanos
Nu'u Atkins

THIRTY YEARS

photo not available

Dawne Kaapana KSK'71
Kimberly Puchalski

TWENTY-FIVE YEARS

Charlene Hara
Clare Ho
Elaine Yoshida
Gail Vannatta
**Healani McAnally Waiua
KSK'72**

Ingrid Akeo Lee KSK'74

Jarena Pacarro
Jim Dong
Josie Torricer
Joyce Soo
Keith Yanagihara
Larry Park KSK'87
Lynell Bright
Mahealani Chang
Mary Lynn Kalei
Mike Ching
Rick Heyd

**Shantell Ching De Silva
KSK'85**

Sheila Sanford

TWENTY YEARS

Efren Cordero
Dean Tomita
James McClure KSK'87
Malcolm Helm

Missy Agena KSK'81

**Pikake Renaud-Cashman
KSK'85**

Tricia Mynar

FIFTEEN YEARS

Aaron Mersberg KSK'86

Allen Vinta KSK'65

Allison Yue

Angela Rice

Bailey Matsuda

Carl Pao KSK'89

Carol Ho

Cary Masuko KSK'88

Cheryl Nishida

Chris Blake KSK'91

Christie Zimmer

Coleen Akiona

Kaanehe KSK'78

Cori Anne Balberde

Craig Sakamoto

Darleen Varize

Darrin Sato

Diana Fontaine KSK'86

Donna Lubong

Edward Kalama KSK'76

Eric Sonnenberg

Erin Morita Regua KSK'97

Eugene Huebler

Faith Bode

Felicitas Negrete

Geri Kimoto

Hirum Heu KSK'74

Isabel Lacuesta

Jaime Fong

Janine Aiwohi

Jason Kane KSK'80

Jason Sato

Jerelyn Makanui Yoshida

KSK'82

Jerilyn Chang

Jill Andres

Jocelin Uyehara

Judith Roach

Julee Komomua Nishimura

KSK'78

Kalena Kawahakui-Chun

KSK'94

Kimberly Kunitomo

Kuulei Ellertsen Laumauna

KSK'85

Kyle Kaaa

Lee Ann Johansen DeLima

KSK'77

Leimamo Fukino Nitta KSK'78

Liane Robinson

Lori Carlson

Margaret Kanealii

Marla Corpuz

M'Iss Moore KSK'78

Nani Kalawe

Nathan Nishimura

Ofa Peloso

Oma Tanigawa

Patrick Fujioka

Paul Nahoa Lucas KSK'77

Peggy Kalalau

Rachel Lee

Rachelle Kaaihili

Reid Shigezawa

Reid Silva

Samantha Landry Smith

Shair Nielsen

Susan Collins

Tricia Bell Tom KSK'87

Violet Hoohuli

Warren Nahooikaika

Wendy Marks

Whitney Cobb

TEN YEARS

Aaron Nakano

Amelia Sterling

Amy Au

Andrew Chung

Angie Abe

Benjamin Salazar

Brandy Allen

Brandy Cajudoy

Bruce Omalza

Calvin Hoohuli

Carol Pohina

Cassie Kaawaloa

Chad Takatsugi KSK'95

Cheryl Takushi

Cheryl Ann Young

Cissy Roberts

Clinton Iwami

Dan Lyons

David Crisostomo

Dayle Hoopii

Debbie Kauha Wentzel KSK'85

Deidre Harris

Diane Okazawa

Diane Robello

Earl Kawaa

Edwin Torres

Elaine Hara

Elizabeth Freeman Ahana

KSK'93

Elizabeth Hokada

Elliot Moniz

Flo Respicio

Gaylyn Cathcart Kauleinamoku

KSK'70

George Haia KSK'85

Gina Fernandez Karas KSK'79

Giorgio Caldarone

Heidi Danganar

Jade Takehiro

Jan Taylor

Jannie Umeda

Jared Mateaki

Jason Saiki

Jay-R Kaawa

Joe Cruz

Jon Kimoto

Kaao Duarte

Kaholo Rickard

Kaimana Kong KSK'96

Kalei Chang

Shardel Kalua Leong Tataipu

KSK'85

Kamakani Dancil KSK'93

Kathryn Kajioka

Kathy Gibson-Kekiwi

Kathy Park

Kato Mataele

Kaua Hudgens KSK'94

Kawika Lewis

Ken Abilla

Kini Pihana

Kristy Sharrer

Kuuleialoha Alcomindras-

Palakiko KSK'94

Kye Haina KSK'78

Lance Ogata

Lehuanui Watanabe-Emocling

Liana Vossen

Lindy Maluo

Lokelani Kipilii

Mahina Lui-Kwan

Malia Chong-Gossert KSK'98

Manasey Hatori

Marion Makaimoku

Marty Lacio

Mary Lynn Earle

Melissa Imperial

Michael Chandler

Michael Hooper

Michele Agbayani

Michelle Ortiz Sasaoka

KSK'84

Moke Riveira

Nalani Kaaa

Namaka Whitehead KSK'97

Naomi Ashman

Naomi Teanio

Nichole Kaiwi

Nicole Baker

Nicole Linke

Nohea Hew Len

Owen Murai

Paula Purdy

Paulette Pacheco

Peter Fuchs

Phillip Pale

Piilani Akiona

Pomaikai Baptista

Priscilla Mikell

Punahale Kikiloi

Renade Hofrichter

Kaneakua **KSK'76**

Renee Jorg

Renee Villanueva

Richard Gomoto

Richard Leano

Roberta Bishaw

Shari Chan

Solveig Lamberg

Stacey Montalbo

Stephanie Darrow

Terrilyn Badua

Terry Kobayashi

Thomas Yoshida

Todd Honnaka

Valerie Bland

Verna Takakura

Wanda Moratin

Wayne Kawakami

Winnie Lam

Winona Farias KSK'98

Zeny Eakins

FIVE YEARS

Alexander Globerson

Alyson Hiapo

Amber Bundalian

Amber Grado

Amber Keawe

Mokuahi **KSK'95**

Amy Chen

Anand Vyas

Ann Maskell

Ann Young

Aulii Heine Hirahara KSK'87

Bryceen Silva

Bruce Howell

Caleb Spencer KSK'03

Carl Deleon

Carmen Richardson

Cassie Teshima

Charla-Mae Helm

Chasity Rowley

Cheri Matsuwaka

Chloe Keane

Cynthia Boyle

Darin Mijo

Darlene Martin

David Greer

Duane Ozaki

Ellen Baker

Ellen Cordeiro

Erin Harkleroad

Flora Carter

Frances Makanani

Cobb-Adams **KSK'88**

Grannette Pulliam

Gwyn Toilolo

Hal Schmid

Houston Ala

Ikaika Tilton KSK'88

J. Keoni Kelekolio

James Agaran

Jason Cababa

Jason Doi KSK'92

Jason Jeremiah KSK'00

Jenifer Gamiao

Jennifer Chee Baum KSK'01

Jerry Mapp

Jesse Eurich

Jesse Lucas

Josh Harrell

Kainoa Bowman

Kalama Chock KSK'99

Kanakolu Noa

Rashell Kaleonahe

Kauahi-Daniels KSK'91

Keala Maikui

Kehau Glassco

Kehau Hikila

Keith Chang KSK'89

Kekaula Campbell

Kelii Anderson

Kelly Cooper

Kimo Kelekolio KSK'98

Kini Kaawa

Kona Keala-Quinabo

Kristen Handalian

LaniRae DeLima Lave KSK'94

Lisa Akana

Lisa Okinaga Takatsugi

KSK'94

MaBella Gonzales

Marelyn Manliguis

Maria Veronica

Kahoiwai

Matthew Morin

Maude Kaholi

Michael Bright

Michele Nakayama

Mike Dombroski

Moani Kekahuna

Nani Friez

Nalani Agee

Nicole Kedrowski

Nohealani Pitner LenWai

KSK'94

Patricia Ann Nalaelua

Pua Joslin

Renee Santiago KSK'83

Robyn Cabinatan

Roger Hernando

Rozlynd Vares Awa KSK'03

Russell Asamoto

Scott Mellon

Shanda Sanchez

Sheron Ramos

Stephanie Kakalia

Talia Ruth KSK'02

Tammy Tavares Miles KSK'92

Tanya Andrade

Tawny Mae Manthei

Todd Kaetsu

Trixy Gasper

Tyson Oshiro



NEW MELE HONORS PAUHI

continued from page 53

The CD was produced by **Shawn Pimental KSK'90** and other graduates contributing to the musical production include **Ryan Gonzalez KSK'96**, **Zachary Lum KSK'10**, and **Glenn Mayeda Jr. KSK'96**.

"This project was important to me because I wanted to build upon the concept that other haku mele have established before me – that the stories and songs of our people are now, and will always be, dynamic, alive and relevant," Takatsugi said.

"The audience that will respond most to this project are those with whom the stories will resonate. The songs are about love, caution, trust, betrayal, history and the future. Hula practitioners should also respond favorably because of the hula-friendly approach to the music that celebrates the innate bond between mele and hula."

"I am so excited for my friend, and for the boost his work is giving to our music and our Lāhui," de Silva said. "It takes guts – na'au – to put one's own haku mele skills out in public with new compositions. It takes guts to rely so much on one's friends and compatriots in music to create, collaboratively, a beautiful and stirring work of art.

"And what Chad has shown us of his musical na'au makes me at once proud and humbled to be Kanaka Maoli. I look forward to more."

On Oct. 7, 2015, "He Wehi No Pauahi" launched on iTunes and hit No. 2 on the iTunes world music chart. "Ahuwale" is available online and at music stores everywhere.



REMEMBERING LEE ANN DELIMA

continued from page 59

"For those of us who had the privilege of working with Lee Ann and experiencing the strength and aloha she brought to our Maui campus community, and to our entire leadership team, the feeling of loss is immense," Kamehameha Schools CEO Jack Wong said.

Stepping in as the acting headmaster in April of 2006, DeLima was the po'o kula for KS Maui's first 10 graduating classes.

Under her leadership, the school implemented a one-to-one technology program which extended to iPads for all elementary students in 2015, and the high school's student newspaper, "Ka Leo o NāKoa," won numerous state and national awards and is widely recognized as one of the finest programs in the state.

Also during her tenure, 27 KS Maui educators earned certification by the National Board for Professional Teaching Standards.

"Lee Ann embraced her Hawaiian culture and lived her Christian values," said KS' Ke Po'o o NāKula (Head of Schools) Dr. Rod Chamberlain. "She was a learner who enjoyed music and athletics. She was collaborative and spiritually grounded.

"In this way, she modeled what we wanted for all of our students – she was truly a good and industrious woman who wanted the best for all of us! I will deeply miss her since we know that we are all created in unique and wonderful ways, and there will not be another person like her again."

She is survived by her husband, Henry, sons, Ho'ala and Hinano, and daughter, Hulali.

PAUHI'S VISION BROUGHT TO LIFE

Kamehameha Schools' graduates are among Hawai'i's most accomplished leaders possessing high standards of excellence and uniquely rooted in both cultural and Christian values – making a difference in our communities.

See more inspirational student and alumni stories at

ksbe.edu/imua_kamehameha



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Gerard Akaka, MD '72

Vice President – Native Hawaiian Health, Medical Education and Clinical Support

Diane Okinaga Paloma, PhD '91

Director – Native Hawaiian Health Program

As part of The Queen's Health System's executive leadership, this team of Kapālama campus graduates has developed programs and services aimed toward increasing access to quality care for Native Hawaiian patients statewide.



KVOK: THE RADIO VOICE OF KAMEHAMEHA SCHOOLS

by Stacy Naipo KSK'82
KS Archivist

The history of radio in Hawai'i goes back to 1900, and those associated with Kamehameha Schools during certain decades will know that the school played an integral part of that history.

From the Sept. 12, 1952, issue of "Ka Mō'i," we find that Kamehameha Schools applied to the Federal Communications Commission to establish an educational frequency modulation (FM) radio station, as the "initial step in expanding audio aids in education here in Hawai'i."

On Wednesday, Aug. 19, 1953, KVOK started its inaugural broadcast on 88.1 mega cycles. In that first three-hour broadcast, the station received 22 calls that the station was being heard loud and clear.

On Tuesday Oct. 6, 1953, KVOK officially went on the air.

Mr. Robert Ritterhoff, program director of the station, opened the studio dedication ceremonies, the school song was sung, and the Rev. Samuel Keala, pastor of Kaumakapili Church, gave the invocation in Hawaiian.

Col. Harold Kent introduced the guest speakers for the evening. Sharing messages of praise and commendation were:

- Governor of the Territory of Hawai'i, Samuel Wilder King
- Superintendent of the Department of Public Instruction, Clayton Chamberlain
- President of KSPD Parent/Teacher Association, Lawrence Haneberg
- KVOK Chief Engineer George Boross

Housed in Konia 108 on the campus of the Girl's School, the students of Kamehameha worked all aspects of KVOK – from program planning, to set-up, to manning the microphones – either as an



KSB '49 graduate Don Ho at the KVOK microphone.

elective, or for work experience.

The only other school radio station, at the time, belonged to the University of Hawai'i. Programming on KVOK include: "The World News," "Inside the Classroom," "Kamehameha Schools News," and "Sports Events." "The Kamehameha Hour," held every Sunday afternoon, highlighted Kamehameha's singing and musical talent.

The station's fourfold purpose was to give the boys a chance to speak better English over the air, to teach the students how to operate a radio station, to serve as a public relations channel for Kamehameha, and, to provide educational programs for other schools that may have been listening in.

KVOK played host to several special

guests over the span of its time on air, including KSB 1949 graduate **Don Ho**, KPOI disc jockey 'Bearded' Bob Lowery, and Bernie Ching, one of the members of the musical group The Surfers.

KVOK lasted until late in the 1965-66 school year, when administration decided the station's run should be discontinued, and which was also the final Kamehameha school year with separate Boy's and Girl's schools.

The Kamehameha Schools Museum Archive will feature a display from the days of KVOK during Alumni Week, June 6-12, 2016.



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