



STATE OF HAWAII
BOARD OF EDUCATION
P.O. BOX 2360
HONOLULU, HAWAII 96804

July 2, 2013

TO: The Honorable Donald Horner, Chairperson
Board of Education

FROM: Douglas Murata, Board of Education Designee
Wilfred Keola, Board of Education Designee

SUBJECT: Approval of Leilehua High School's School Community Council (SCC) Exception
Regarding its Assessment Schedule

1. **RECOMMENDATION**

That the Board of Education (BOE) approve Leilehua High School's SCC Exception Request allowing the school to implement a modified school schedule to accommodate testing for the 2013-2014 school year.

Note: BOE approval of exceptions to the BU 05 Collective Bargaining agreement must include all stipulations agreed upon by its two (2) committee members to the SCC Exception Review Committee. The status quo shall remain should the BOE not agree with its committee members' recommendation(s).

2. **RECOMMENDED EFFECTIVE DATE**

Upon approval by the BOE.

3. **RECOMMENDED COMPLIANCE DATE**

Not applicable.

4. **DISCUSSION**

a. Conditions leading to the recommendation

Section 302A-1124 to 1127, Hawaii Revised Statutes (HRS), authorizes schools to request waivers from existing state agency rules, policies, regulations, and procedures as well as exceptions to collective bargaining agreements as negotiated in accordance with current collective bargaining agreements and the provisions of Chapter 89, HRS.

b. Previous action of the Board on the same or similar matter

Similar SCC exceptions were approved for Konawaena Middle School, Pearl City and Waiakea High Schools.

c. Other policies affected

Article VI, Teaching Conditions and Hours; Section R, Evaluation of Students/Grading Preparation.

Article VI, Teaching Conditions and Hours, Section CC, Work Time Distribution, Weekly Totals Within the 7-Hour Day, 5-Day Week.

Article XII, Academic Freedom.

Board Policy 1710-3, School Calendar Policy.

Board Policy 2412, School Community Council Waivers and Exceptions Policy.

d. Arguments in support of the recommendation

The change in bell schedule requested by Leilehua High School for 2013-2014 school year will allow the school to:

- Ensure timely reporting of grades to students and parents/guardians.
- Use assessment periods to administer a variety of assessment activities for students to demonstrate their mastery of the standards and the General Learner Outcomes (GLOs).
- Allow students and teachers to concentrate on the two (2) assessment periods scheduled for each day.
- Allow teachers to implement authentic project-based assessment activities in addition to the traditional paper and pencil type tests
- Allow teachers and students opportunities to prepare and review for the assessments.
- Allow assessments to be conducted for students who were absent earlier in the week, and/or provide supplementary learning activities to enhance student achievement of the standards.
- Allow teachers to input grades and report cards in a timely manner.
- Encourage students to use the afternoon periods to seek additional tutorial services.

e. Arguments against the recommendation

Approval of the requested waiver/exception may result in potential reduction in the number of school days for students.

f. Findings and conclusions of the Board committee

The BU 05 Committee on SCC Exception Review agreed to this exception on June 7, 2013. Recommend approval of this waiver/exception is with regard to waving collective bargaining agreements and/or DOE/BOE policy and does not constitute a recommendation to waive Act 167/52 requirements.

g. Other agencies or departments of the State of Hawaii involved in the action

None.

h. Possible reaction of the public, professional organizations, unions, DOE staff and/or others to the recommendations

Possible concerns from the public regarding potential reduction in the number of school days.

i. Educational implications

As stated in the school's SCC exception request.

j. Personnel implications

None.

k. Facilities implications

None.

l. Financial implications

None.

5. **OTHER SUPPLEMENTARY RECOMMENDATIONS**

None.

DM/WK:JZ:ah

Attachments

c: Superintendent
Office of Curriculum, Instruction and Student Support

____ New Request

☒ X ____ Renewal

**SCHOOL COMMUNITY COUNCIL
WAIVER/EXCEPTION REQUEST FORM**

(Please use one form for each request)

SCHOOL: Leilehua High DATE: May 22, 2013

DISTRICT: Central COMPLEX: Leilehua

Achieved AYP: ____ Yes ☒ X ____ No

School Proficiency Levels:

Reading Gr 10 67 %

Math Gr 10 53 %

School Status:

____ In Good Standing, Unconditional

____ In Good Standing, Pending

____ Needs improvement Yr. 1

____ Needs improvement Yr. 2

____ Corrective Action

____ Planning for Restructuring

☒ X ____ Restructuring

*****Attach Trend Report.**

- A. List the specific policy, regulation, rule, procedure or the specific article within the collective bargaining agreement from which the school is seeking relief.

Unit 5 Bargaining Unit agreement Article VI, Section R, Evaluation of Students/Grading Preparation "... submittal of grades shall be no earlier than the fourth student day following the end of each quarter except for the fourth quarter."

- B. Describe 1) the desired change, and 2) what the school hopes to accomplish as it relates to improving student learning and increasing student achievement. Include specific quantitative, qualitative and longitudinal data to support the need for the request.

1) The desired change:

- Continue to provide for submittal of grades to insure timelier reporting of grades to students and parents/guardians.
- Assessment schedule:

Days 1 – 3:

8:30 a.m. – 10:00 a.m.	Assessment period
10:00 a.m. – 10:15 a.m.	recess and passing
10:15 a.m. – 11:45 a.m.	Assessment period
11:45 a.m. – 12:20 p.m.	lunch and passing
12:20 p.m. – 1:20 p.m.	tutorial period
1:20 p.m. – 1:30 p.m.	passing
1:30 p.m. – 2:30 p.m.	tutorial period

Day 4:

8:30 a.m. – 10:00 a.m.	Assessment period
10:00 a.m. – 2:30 p.m.	make-up assessments, preview of next quarter

Day 5: 8:30 a.m. – 2:30 p.m. make-up assessments, preview of next quarter

Note: each quarter, the order of the periods for Assessments and Tutorials would vary.

2) What the school hopes to accomplish as it relates to improving student learning and increasing student achievement:

- Students attend two ninety (90) minute periods the first, second, and third day of assessment week and one ninety minute assessment on the fourth day of assessment week. Teachers are able to use these assessment periods to administer a variety of assessment activities, providing students a variety of means to demonstrate their mastery of the standards and our General Learner Outcomes. Students and teachers are able to concentrate on the two assessment periods scheduled for each day without having the burden of preparing for additional classes. Teachers are able to implement more authentic, project based assessment activities, in addition to the traditional paper/pencil type tests. The last day of assessment week is designated for make-up assessment(s) and activities to preview the coming quarter. This day allows assessments to be conducted for students who were absent earlier in the week, and provide supplementary learning activities which would enhance student achievement of the standards.
- At the end of each reporting period, teachers input grades prior to leaving for break. Report cards can then be generated in a timely manner and distributed without delay. Ordinarily, report cards are distributed to students up to three weeks after the conclusion of the quarter. It is important to note that faculty members agreed to complete this critical task to insure that report cards can be prepared efficiently for distribution. As a result, the school is able to be responsive to the needs of parents by providing them with information on their child's progress in a timely manner. Please see the table below for specific data.

School Year 2012-2013	Report Cards in Homes		
	Last day of quarter	With Assessment Week	Without Assessment Week
			Difference:
	1: Sept. 28, 2012	Oct. 3, 2012	Oct. 16, 2012
	2: Dec 14, 2012	Dec. 19, 2012	Jan. 11, 2013
	3: Mar. 15, 2013	Mar. 20, 2013	April 3, 2013
			13 days later
			23 days later
			14 days later

- By knowing the grades at the end of the first semester, Leilehua High School is able to run a Credit Recovery program during the Fall, Winter and Spring Breaks for failing students. This is an additional program to support struggling students that would not be possible if it were not for the Assessment Week Schedule.
- During every break, there are many students who transfer to another school. With the grades submitted and report cards generated, the students are able to take their updated transcripts with them to their next school and be placed in the appropriate courses, easing the transition to a new school.

Student Transfers out	Fall Break (Oct. 1 – 5, 2013)	Winter Break (Dec. 17, 2012 – Jan. 2, 2013)	Spring Break (Mar. 18 – 26, 2013)
2012 - 2013	26	24	22

- Students are encouraged to use the afternoon periods following their final assessments to seek additional tutorial services. Teachers are required to be

available for tutorial services during the assessment week schedule. Assessment days are full workdays for faculty members. In addition, the school also provides TIPS (Tutorial Instructional Program for Students) after school every day except Wednesday (2:45 p.m. – 4:15 p.m.) and SMARTS (Students Maximizing Academic Resources and Tutorial Services) every Tuesday and Thursday evenings from 6:00 p.m. – 8:00 p.m.

C. If a renewal, describe and evaluate the outcomes of the requested change. Explain what was achieved and the impact on student learning. (Include specific quantitative and/or qualitative data.)

- Opportunities for students to demonstrate their learning more realistically through a variety of assessment products, such as demonstrations, portfolio presentations, product displays, projects, etc. were provided more consistently.
- Students were able to better prepare for final assessments with the prescribed schedule, minimizing conflicts with being assigned more than two assessments on a given day.
- Absences, tardies and disciplinary infractions were essentially eliminated with the schedule. Most critical has been the very significant reduction in disciplinary incidents occurring during the end of each quarter. Prior to the initiation of this exception waiver, it was common for students to indulge in many inappropriate behaviors. The assessment schedule has focused attention on final exams and emphasized the importance of test taking on grades and learning.
- Teachers are provided more time to prepare student assessments, correct final papers, and finalize grades by the last day of the quarter. The grades are submitted and report cards are prepared and distributed shortly thereafter, providing students and parents/guardians timely notification of student progress.

School Year 2012-2013	Report Cards in Homes		Difference:
	With Assessment Week	Without Assessment Week	
Last day of quarter			
1: Sept. 28, 2012	Oct. 3, 2012	Oct. 16, 2012	13 days later
2: Dec 14, 2012	Dec. 19, 2012	Jan. 11, 2013	23 days later
3: Mar. 15, 2013	Mar. 20, 2013	April 3, 2013	14 days later

While a direct causal correlation between the Assessment Week Schedule and student achievement may not be able to be made, there is no doubt that education at Leilehua High School is realizing improvement over time. The Assessment Week schedule is an essential part of the many innovations that are in place that contribute to a school culture that focuses on student achievement.

There have been numerous discussions in different venues about the Assessment Week schedule and every role group supports its continuance. The School Community Council, who has the authority to make policy decisions for the school, unanimously supports the schedule. Overturning the decision of the School Community Council undermines the concept of site-based management. This will greatly demoralize all role groups in the Leilehua High School community.

- D. Please provide additional information (**data and narrative**) for the following type of request applicable:

D1.) Parent-Teacher Conferences:

For a waiver from the DOE Regulation 4510.3 Released Time for Conferences to Report Student Progress, the Superintendent requires that a parent satisfaction survey be conducted and the survey results submitted.

Number of surveys distributed	
Number of surveys returned	
Number of parents in favor	
Number of parents not in favor	
Number of parents undecided	

Summary:

D2.) School Attendance Procedures:

For a waiver from the DOE School Attendance Procedures, Revised August 2001, a comparison of attendance data over a three (3) year period of time is required. Explain the increase or decrease in attendance rates. Provide provisions for allowing students to make-up missed work.

School Year	% of average daily attendance

Rationale:

D3.) Reporting of Quarterly Grades:

For an exception from the collective bargaining contract for teachers for Reporting Quarterly Grades for Schools, an explanation of the interventions provided and the impact on student learning is required.

As explained earlier, the reporting of quarterly grades early only helps to keep our parents informed of their child's academic progress in a timely manner. Please review the table that was presented earlier another time for more clarification on the importance of reporting grades early. It is presented below again.

School Year 2012-2013	Report Cards in Homes		
Last day of	With	Without	Difference:

quarter	Assessment Week	Assessment Week	
1: Sept. 28, 2012	Oct. 3, 2012	Oct. 16, 2012	13 days later
2: Dec 14, 2012	Dec. 19, 2012	Jan. 11, 2013	23 days later
3: Mar. 15, 2013	Mar. 20, 2013	April 3, 2013	14 days later

Because Leilehua has had the modified assessment schedule for more than 14 years along with the reporting of quarterly grades early, it has become an expectation of our parents to be notified of their child's grades immediately after the conclusion of the quarter.

Also, as noted above, for the winter break, the posting of grades immediately at the end of the quarter allows for Leilehua to offer an "extended quarter" learning opportunity during the breaks to allow students to improve their "F" grades in English and Math courses. Being able to provide this intervention at the end of each quarter helps students to prevent failure of an entire year credit. As an example, during Spring Break of this year ('12-'13), a total of 78 students took advantage of the extended quarter courses in English and Math and 90% (70) of the students were able to achieve a passing grade.

Number of students failing	617 *
Number of students who received tutorial assistance/interventions	1,006 **
Number of students whose grades improved after receiving tutorial assistance/interventions	353 ***

* Number of students failing = number of students who had at least 1 "F" on mid-quarter progress report

** Number of students who received tutorial assistance/interventions = number of students who went in for extra help, tutoring, make-up opportunities during assessment week (does not necessarily mean 1,006 different students) according to a survey of teachers

***Number of students whose grades improved after receiving tutorial assistance/interventions = of the 353 students who had 1 "F" on the mid-quarter progress report, the number of students who improved to have NO "F" on 1st quarter report card.

NOTE: All statistics above are from the 1st quarter assessment week of SY2012-13

Explanation:

Leilehua provides tutorial services throughout the school year as well as during assessment week. It is important to note that we do not believe tutorial opportunities during assessment week contribute to student success at the end of the quarter *in isolation*. Instead, it is our belief that we must provide consistent support services throughout the school year to help our students achieve academic success. As a result, the school offers several formal tutoring opportunities to all students.

First Quarter – SY 2012-13

Total # of students with an F on mid-qtr progress report	617	
Total # of students who received tutorial from formal school tutorial service throughout the first quarter (SMARTS, TIPS Homework Center, ELL Homework	389	

Center)		
# of students who received tutorial AND who had an F on mid-qtr progress report	86	86/617= 14%
# of students who received tutorial, had an F on mid-qtr and NO F on qtr 1 report card (showed improvement with tutoring throughout the quarter)	31	31/617= 5%
# of students who did NOT receive tutorial during the quarter, had an F on mid-qtr and NO F on qtr 1 report card (showed improvement without tutoring)	228	228/617= 37%
Total # of students who had an F on mid-qtr but NO "F" on qtr 1 report card (showed improvement)	353	353/617= 57%
Total number of students who attended tutoring and did NOT have an F on 1 st qtr grade (shows that tutorial opportunities help student success)	331	331/389=85%

While the data in the table above does not reflect activities that occurred during assessment week itself, it does indicate that other support systems exist at the school to help students. It is impossible to conclude that one particular activity, like assessment week, is the only contributing factor to student success or the lack of it. More importantly, the data above also shows that overall, there was a 57% improvement in the students that were failing at the mid-point of first quarter. Moreover of the 415 students who attended the formal tutorial services provided by the school, 85% of them ended the quarter by having NO "F's" on their report card. The tutoring services cannot be the only reason for the student success, but it certainly can be considered to be a positive contributing factor. Please note that the data for the tutorial services above does not reflect "informal" tutoring services that occur on a daily basis throughout the school by all of our teachers.

Types of tutorial services provided by teachers according to teacher survey:

- One-on-one tutoring
- Make-up late work
- Additional explanation of concept that was not understood
- Time to work on final projects
- Opportunities to present final projects during non-instructional time
- Organized study/review session for math with over 73 students in attendance
- Sectionals for band instruction
- Practice for performances by dance class
- Extra credit opportunities
- Lab work for science classes
- Make up of other tests / quizzes from throughout the quarter
- Begin on 2nd quarter work ahead of time
- Co-curricular leadership class conducted during the afternoon

- AP study sessions for final assessment and additional preparation for AP exam
- Type papers
- Learn how to use the computer to print visuals (ELL students)
- Check over projects before they are submitted so student can make necessary adjustments
- Retake quizzes and other assessments to show mastery of concepts

One-on-one tutoring with individual teachers for specific content areas and the making up of late work or missed work due to absence/illness was the most common form of tutorial provided during assessment week. However, as evidenced above, several teachers provide direct instruction during assessment week after the formal instructional day has concluded. The large number of students that are serviced during the non-instructional time in assessment week is a testament to the dedication of the faculty to our students' academic needs.

D4.) Modified Assessment Schedule:

For an exception from the collective bargaining contract for teachers for a Modified Assessment Schedule, an explanation of the interventions provided and the impact on student learning is required. Describe tutorial opportunities provided for students during the assessment week.

Number of students failing	
Number of students who received tutorial assistance/interventions	
Number of students whose grades improved after receiving tutorial assistance/interventions	

Explanation:

E. All Other Requests:

Provide information and explanation as indicated in Sections A, B, and C, and other additional information applicable.

F. Provide a chronology and summary of discussions and activities that document an inclusive, collaborative and consensus-building decision-making process.

Date	Type of Meeting	Summary of Outcome
November 13, 2012	Instructional Council	Discussion and decision to support continued request
November 13, 2012	School Community Council	Discussion and decision to support continued request
November 14, 2012	Departments	Discussion and consensus on support for continued request

December 10, 2012	School Community Council	Confirmation of support for continued request
January 9, 2013	Faculty	Discussion of exception Reach consensus and / or vote
May 10, 2013	Core Leaders	Review of exception request Discussion and decision of adjustments to present to SCC
May 13, 2013	School Community Council	Discussion of exception request Confirmation of support for continued request
May 20, 2013	Department Heads	Discussion of revised exception request Consensus of support for revised exception request
May 21, 2013	Faculty	Discussion of revised exception request Consensus of support for revised exception request

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Leilehua High**Trend Report:
Educational and Fiscal Accountability****School Report for School Year 2011-2012**

A *Guide to Understanding Trend Reports* explains the educational and fiscal measures and lists schools in each of the 42 complexes for school year 2011-12. The *Guide* is available on-line at <http://arch.k12.hi.us>.

Background

Student Enrollment	Total	SPED		ELL		Free & Reduced-Cost Lunch Program		Kindergartners Who Attended Preschool
School Year	#	#	%	#	%	#	%	%
2009-2010	1,900	251	13.2%	109	5.7%	784	41.3%	na
2010-2011	1,958	271	13.8%	100	5.1%	827	42.2%	na
2011-2012	1,930	241	12.5%	86	4.5%	924	47.9%	na

Teachers	Total	Licensed	Years Experience	5+ Years at This School	Classes Taught by Teachers Meeting NCLB Requirements	Advanced Degree	Early Childhood Endorsement (Gr. K teachers)
School Year	#	%	Average	%	%	%	#
2009-2010	126	91.3%	11.2	64%	76%	37.3%	na
2010-2011	127	90.6%	12.5	68%	81%	38.6%	na
2011-2012	126	94.4%	11.7	66%	80%	38.1%	na

Academic Achievement

Hawaii State Assessment Standards-Based	Reading % Proficient by Grade Level								Math % Proficient by Grade Level							
School Year	3	4	5	6	7	8	10		3	4	5	6	7	8	10	
2009-2010	na	na	na	na	na	na	73.5		na	na	na	na	na	na	na	46.4
2010-2011	na	na	na	na	na	na	66.8		na	na	na	na	na	na	na	42.9
2011-2012	na	na	na	na	na	na	64.5		na	na	na	na	na	na	na	48.3

Hawaii State Assessment Standards-Based	Science % Proficient by Grade Level			
School Year	4	6	8	10
2009-2010	na	na	na	28.9
2010-2011	na	na	na	18.0
2011-2012	na	na	na	15.8

School Year	Proportion Ready for Kindergarten	Retention Rate %			Dropout Rate % (4-year rate)	Graduate On-Time %	Others %
		Elementary	Middle	Grade 9			
2009-2010	na	na	na	11.0%	18.1%	79.9%	2.0%
2010-2011	na	na	na	8.7%	¹ 15.5%	¹ 81.6%	¹ 2.9%
2011-2012	na	na	na	5.2%	¹ 13.6%	¹ 84.2%	¹ 2.1%

1- Starting in 2010-2011 the new Adjusted Cohort Graduation Rate methodology is used (for a brief explanation see Trend Report Guide)

*Results suppressed to protect student identity, in accordance with the Family Educational Rights and Privacy Act (FERPA)

Safety and Well-Being

Students	Average Daily Attendance %		Offenses by Type of Incident (number of citations per 1,000 students)					
			Violence		Property		Illicit Substances	
School Year	Elementary	Secondary	Elementary	Secondary	Elementary	Secondary	Elementary	Secondary
2009-2010	na	92.6%	na	19	na	4	na	12
2010-2011	na	93.5%	na	39	na	4	na	16
2011-2012	na	93.7%	na	33	na	4	na	12

School	Facilities Inspection	Persistently Dangerous Schools (NCLB)	Workers' Compensation Claims		Student and Teacher Perceptions on School Quality Survey		Transition from home/preschool to Kindergarten
School Year	Passed?	Yes/No	Total # of claims	% of claims resulting in loss-time	Positive Responses		School mean (range 1-3)
					% of student	% of teacher	
2009-2010	Yes	No	4	25.0%	53.7%	82.4%	na
2010-2011	--	No	2	0.0%	50.9%	78.4%	na
2011-2012	--	No	4	0.0%	72.1%	92.4%	na

Civic Responsibility

	Young Voter Registration	Kids Voting Hawaii		Students Who Are Not Suspended	Service to School/Community	Volunteer Hours
School Year	# of students participating	# of students participating	% of students participating	% of Enrollment	# of projects	# of PCNC volunteer hours per 100 students
2009-2010	149	--	--	95.6%	70	--
2010-2011	--	1,619	82.7%	93.3%	--	--
2011-2012	--	--	--	95.0%	--	--

Fiscal Accountability

School Year	State General Funds				Significant Budget Changes*
	School Salaried Payroll	Allocation Excluding School Salaried Payroll	Expended	Carryover	
2009-2010	\$9,376,573	\$1,179,032	\$1,050,168	\$128,864	none
2010-2011	\$9,771,007	\$1,315,993	\$901,808	\$414,185	none
2011-2012	\$9,748,358	\$1,029,123	\$1,004,573	\$24,550	none

*Explanation of Significant Budget Changes

G. SCC Waiver/Exception Signature Page

WAIVER/EXCEPTION SIGNATURE PAGE

The signatures on this page acknowledge that the decision to request the attached waiver/exception was reached through a collaborative process. If this request is an exception to a collective bargaining agreement, the decision by members of the bargaining unit was achieved through consensus. (Because exceptions to collective bargaining agreements involve the rights of other employees, consensus, specifically by affected unit members, is necessary to waive those rights. It is possible for these unit members to agree on a fallback decision-making option provided that the agreement on the fallback option was reached through consensus.)

Administration *Acofeman* Date 5/13/13

Community Representative(s) *Wendy Lindauer* Date 5/13/13

Parent Representative(s) *Shaila K. Fu* Date 5/13/13

Student Representative(s) *Cory Lawrence* Date 5/13/13

Noncertificated Staff Representative(s) *T. Kelly John* Date 5-13-13

Teacher Representative(s) *Room* Date 5/13/13

Mr. A. W. Date 5/13/13

Complex Area Superintendent (CAS): Dr. John Brummel (print name)
This waiver/exception request aligns with the goals and objectives of the school's strategic plan/academic and financial plan.

CAS Signature: *John Brummel* Date 5/20/13

HSTA PROCESS CHECK REQUIREMENT:

To ensure that the process to reach the decision for a contract exception request was followed, (the faculty either reached consensus or failing to reach consensus, the faculty held a secret ballot vote that resulted in active faculty members casting a ballot with 66-2/3% or higher affirmative vote), the Teacher Representative should email the UniServ Director with a cc to Raymond Camacho (rcamacho@hsta.org). Please attach a copy of the email sent to the UniServ Director.

RETURN FORM TO: OCISS, School Renewal and Redesign Section
475 22nd Avenue, Building 302, Room 109
Honolulu, Hawaii 96816
OR FAX TO: 735-8379

FAILURE TO SUBMIT A COMPLETE AND TIMELY WAIVER/EXCEPTION REQUEST MAY RESULT IN THE REQUEST NOT BEING PROCESSED.

LHS Bargaining Unit 5 Exception to Contract Vote

Carl Friedl to: Aloha Coleman

Cc: rcamacho, jtsuchiya, Ray Rodriguez

05/21/2013 01:55 PM

Mrs. Coleman,

Today, May 21, 2013, Bargaining Unit 5 members met in the library to vote on whether we wanted to exempt ourselves as a faculty from Article VI, Section R, Evaluation of STudents/Grading Preparation, specifically, "...submittal of grades shall be no earlier than the fourth student day following the end of each quarter except for the fourth quarter."

The faculty discussed the proposal openly, then went to a fist to five vote and voted to agree to the aforementioned exception to the contract.

Sincerely,

Carl Friedl
APC Representative, Leilehua