

Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

[Appendix B](#): Guiding Questions: Use as prompts (not limits)

[California School Dashboard](#): Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Contact Name and Title	Email and Phone
HAWKING STEAM CHARTER SCHOOL	Lorena Chavez, Executive Director	lchavez@hawkingcharter.org 619.483.3008

2017-20 Plan Summary

The Story

Describe the students and community and how the LEA serves them.

Hawking STEAM Charter School is a direct-funded charter school. In April 2017, it received approval from SUHSD for a 5-year charter renewal. In the 2018-19 school year, the two charter schools merged as one (formerly Hawking 1 and Hawking 2) charter school across two school sites (referred in this LCAP as site #1, and site #2).

Hawking STEAM Charter School currently serves 988 students in grades TK-7. Our student demographics include: 93% Hispanic, 3% White, 2% 2+ Races, 1% African- American, and 1% Filipino, of which 62% qualify for Free/Reduced Lunch; 64% are Socio-economically Disadvantaged, 34% are English Language Learners; and 9% are Students with Disabilities (SWD).

MISSION

Hawking STEAM Charter School prepares students for college- and career- readiness through an integrated STEAM curriculum (science, technology, engineering, the arts, and math), project-based learning, and social-emotional awareness.

VISION

Hawking STEAM Charter School's vision is to ensure that TK-12 grade students are engaged in discovery, exploration, and problem-solving through rigorous Project Based Learning activities driven by the Common Core State Standards to gain knowledge in the STEAM subjects of science, technology, engineering, the arts

and math. We strive to develop our students' academic, social, and emotional knowledge so they may engage in public discussions, presentations and pursue STEAM-focused careers.

LCAP Highlights

Identify and briefly summarize the key features of this year's LCAP.

As a recent recipient of the SUMS Grant, Hawking STEAM Charter School MTSS Leadership Team has received extensive professional learning/development from the San Diego County Office of Education (SDCOE) this academic school year on the Multi-tiered System of Support (MTSS). MTSS provides a basis for understanding of how educators can work together to ensure equitable access and opportunity for all students to achieve the Common Core State Standards (CCSS). MTSS is an integrated, comprehensive framework that focuses on CCSS, core instruction, differentiated learning, student-centered learning, individualized student needs and the alignment of systems necessary for all students' academic, behavioral, and social success. MTSS offers the potential to create needed systematic change through intentional design and redesign of services and supports that quickly identify and match the needs of all students.

The 2019-20 school year will serve as the school's initial year of implementation of MTSS schoolwide. As such and based on our school's recent charter renewal, feedback from stakeholders, CA School Dashboard, an analysis of multiple forms of data, our LCAP Goals have been revised, as follows:

- **Goal #1:** Provide a rigorous standards-aligned STEAM integrated, and project-based instructional program to ensure all students are College and Career Ready (CCR).
- **Goal #2:** Implement a schoolwide Multi-tiered System of Supports (MTSS) utilizing multiple forms of data to identify the academic, social-emotional and/or behavioral needs of our students; inform instructional decisions; and improve academic outcomes for all students (schoolwide & student groups). Continue to use data to support professional learning for all educators, paraprofessionals and the Leadership Team.
- **Goal #3:** Engage parents, families, and members of the community as partners through education to support student academic achievement and provide a safe, supportive, welcoming, inclusive, and positive learning environment.

Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

Greatest Progress

Hawking STEAM Charter School is proud of its Blue Performance Level for Suspension Rate schoolwide and across all student groups; and it met the standards for all Local Indicators.

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Our school has invested in professional development for all staff on social-emotional learning and implemented Second Step (Site 1) and Cloud 9 (Site 2) to enhance student's social-emotional learning and growth. The plan is to implement both programs at both sites for 2019-2020 school year.

FALL 2018 CA DASHBOARD: HAWKING STEAM CHARTER SCHOOL				
	CHRONIC ABSENTEEISM	SUSPENSION RATE	ELA	MATH
ALL STUDENTS	YELLOW	BLUE	YELLOW	YELLOW
ENGLISH LEARNERS	YELLOW	BLUE	ORANGE	ORANGE
SOC. ECON DISADV.	YELLOW	BLUE	ORANGE	YELLOW
HISPANIC	YELLOW	BLUE	YELLOW	YELLOW

This past school year, Hawking has also provided extensive professional development for all teachers and paraprofessionals on GLAD Strategies, Wit & Wisdom ELA Curriculum, Eureka Math, Project-based Learning and the E3 Educator Effectiveness and Evaluation. E3 Project is a progressive approach to revising teacher evaluation systems with a focus on professional growth, leadership and student impact, spearheaded by the San Diego County Office of Education (SDCOE).

Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or where the LEA received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

Greatest Needs

Hawking STEAM Charter School does not have any state indicators, which the overall performance was in the “Red” performance category, nor has our school received a “Not Met” or “Not Met for Two or More Years” rating. However, Hawking STEAM Charter School has received “Yellow” overall performance for the following state indicators:

- Chronic Absenteeism
- ELA CAASPP
- Math CAASPP

As a result the following actions & services were implemented this school year to improve student academic outcomes:

- Professional Development: Extensive professional development on evidence-based strategies was provided for all teachers, and administrators. (Goal 1, Action 2)
- Instructional Coaches were hired to provide our teachers with ongoing coaching, and feedback to improve instruction. (Goal 1, Action 2)
- Technology purchases to ensure 1:1 student to device ratio; and Swivl technology was used for video observations to inform and strengthen instruction. (Goal 1, Action 4)
- Provide students with numerous elective and enrichment courses to improves student engagement (Goal 1, Action 5)
- Implementation of NWEA/MAP Assessments for reading and math: 3 times/year to monitor student progress, growth, and to identify areas of need (Goal 2, Action 1)
- Employ an EL Interventionist that focuses on instruction.
- The school provided teachers with professional development on ELD; and an Instructional Assistant who provides academic support/intervention for EL in the classroom (Goal 2, Action 2)
- Strengthening and expanding academic interventions with Instructional Aides in all classrooms
- Achieve 3000 reading intervention and Lexile monitoring, and after-school tutoring led by credentialed teachers. (Goal 2, Action 3)
- Strengthening and expanding social-emotional and behavioral supports and interventions with counseling services provided by the School Psychologist, Guidance Advisor, Counselor and Assistant Principals, who also closely monitor attendance and chronic absenteeism rates. (Goal 2, Action 4)
- Extra-curricular activities that include: standards-based field trips, students participating in the Underwater Drone competition; and 6th grade camp – all of which provide students with experiential learning opportunities. (Goal 2, Action 5)

Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these performance gaps?

Performance Gaps

Hawking STEAM Charter School does not have any state indicators in which any student group was two or more performance levels below the “all student” performance. However, the English Learner student group received an “Orange” performance level for ELA and Math CAASPP, and Socio-economically Disadvantaged student group received an “Orange” performance level for ELA CAASPP. In addition, all student groups received a “Yellow” performance level for the Chronic Absenteeism Indicator.

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Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts.

Schools Identified

Identify the schools within the LEA that have been identified for CSI.

Not applicable

Support for Identified Schools

Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Not applicable

Monitoring and Evaluating Effectiveness

Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Not applicable

Annual Update

LCAP Year Reviewed: 2018-19

Goal 1

Continue to provide all students with high quality instruction, rigorous college preparatory standard aligned curriculum through Project based STEAM integrated program that includes social emotional awareness, to prepare students for STEAM based careers.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 7, 8

Local Priorities: 1, 2

Annual Measurable Outcomes

Expected

Actual

% of teachers that are appropriately credentialed & assigned: 100%

2017-18: 100%
2018-19: 100%

Implementation of academic content standards will improve to “Full Implementation” (Level 4) or “Full Implementation and Sustainability” (Level 5) for all students, including access for English Learners, as measured by the Local Indicator rubric.

OPTION 2: CDE REFLEC. TOOL - ACADEMIC STANDARDS	
	2018-19
ELA	4
ELD	4
MATH	5
NGSS	4
HISTORY	2
PE	4

Expected

Actual

% of students that will have access to standards-aligned instructional materials: 100%

2017-18: 100%
2018-19: 100%

% of students who have access and are enrolled in a broad course of study beyond core: See Action 5: 100%

2017-18: 100%
2018-19: 100%

Increase % of Grade 5 Students meeting 6 of 6 HFZ Areas on PFT to 35%

2017-18: 18.8%

Increase % of Grade 7 Students meeting 6 of 6 HFZ Areas on PFT: Spring 2019 results will serve as a baseline

Not Applicable. Hawking STEAM Charter School did not serve grade 7 in 2017-18.

Actions / Services

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures																																			
<p><u>STAFF: For a Base Program</u></p> <p>Hawking STEAM Charter School will employ the following staff/positions to support the school’s educational program and the goals outlined throughout the LCAP.</p> <ul style="list-style-type: none">• 44 Classroom Teachers (24 for Site 1; 20 for Site 2) that are appropriately credentialed and assigned.• (2) Principals – one for each site• Benefits associated with employees	<p><u>STAFF TO SUPPORT THE SCHOOL’S CORE PROGRAM</u></p> <p>Hawking STEAM Charter School employed a total of 44 teachers who are appropriately credentialed and assigned teachers and (2) School Principal.</p> <p>Additionally, Hawking STEAM Charter School provides an instructional program that includes a longer school year and longer school day and total instructional minutes that exceed the CA State requirement as outlined in the following chart below.</p> <table><tr><th colspan="2"># INSTRUCTIONAL DAYS</th><th colspan="5">TOTAL INSTRUCTIONAL MINUTES</th></tr><tr><th></th><th></th><th>GR TK</th><th>GR K</th><th>GR 1-3</th><th>GR 4-6</th><th>GR 7</th></tr><tr><td>CA REQUIRED</td><td>175</td><td>36,000</td><td>50,400</td><td>50,400</td><td>54,000</td><td>54,000</td></tr><tr><td>HAWKING</td><td>178</td><td>42,250</td><td>55,875</td><td>55,500</td><td>55,500</td><td>66,425</td></tr><tr><td>DIFFERENCE</td><td>3 Days</td><td>9,250</td><td>19,875</td><td>5,100</td><td>1,500</td><td>12,425</td></tr></table> <p>Our school offers 178 instructional days; that includes 9,250 additional instructional minutes for grades TK, 19,875 additional instructional minutes for grade K; additional 5,100 instructional minutes for</p>	# INSTRUCTIONAL DAYS		TOTAL INSTRUCTIONAL MINUTES							GR TK	GR K	GR 1-3	GR 4-6	GR 7	CA REQUIRED	175	36,000	50,400	50,400	54,000	54,000	HAWKING	178	42,250	55,875	55,500	55,500	66,425	DIFFERENCE	3 Days	9,250	19,875	5,100	1,500	12,425	<p>\$4,727,699</p> <p>LCFF Base</p> <p>1000s, 3000s</p>	<p>\$3,585,000</p> <p>LCFF Base</p> <p>1000s, 3000s</p>
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Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	<p>grades 1-3; and an additional 1,500 instructional minutes for grades 4-6, and 12,425 additional instructional minutes for grade 7.</p> <p>Teachers attended 3 days of Summer Professional Development, (2) additional non-instructional days during the academic year for professional development and data analysis, and biweekly professional development during the academic school year.</p>		

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><u>PROFESSIONAL DEVELOPMENT</u></p> <p>Hawking STEAM Charter School provides all teachers with evidence based professional development aligned to the CA State Standards, school's mission and educational program and targeted to meet the needs of our students.</p> <p><u>For Site 1:</u></p> <ul style="list-style-type: none"> • Wit and Wisdom- Literacy and Social Standards aligned curriculum (2 days July 17, 18) • Learning Headquarters - Writing Curriculum (3 days per year) • Eureka Math - New teachers (2 days Summer days) • CAASPP Summer Institute (1 day Summer) • ELPAC Academy (2-3 days per year) • E3 Project (5 days throughout the year) + Intersession days monthly with Stipends and sub days. • GLAD PD (possibly 2-3 teachers 2 days) • AVID - Summer Institute (3 days during school) • ELPAC Academy (1 day during school) • Summer Grade level planning days (1 Day-various dates through summer) 	<p><u>PROFESSIONAL DEVELOPMENT</u></p> <p>Hawking STEAM Charter School has provided all teachers with evidence based professional development aligned to the CA State Standards, school's mission and educational program, staff input and feedback, and an analysis of student academic, social-emotional and behavioral needs. At Hawking, a key component of effective professional learning is that it is evidence-based, robust, ongoing (rather than one-time), includes coaching and feedback.</p> <p>This academic year the focus has been on the following:</p> <ul style="list-style-type: none"> • Wit & Wisdom ELA Curriculum • E3 Teacher Evaluation via SDCOE • GLAD Strategies • AVID: Attended by Grade 6-7 teachers • Eureka Math (for new teachers) • Project-based Learning: Buck Institute (Site 2) • SPED Training: Behavior, Instructional strategies, and student engagement <p>Our school administrators, teachers and paraprofessionals attended various</p>	<p>\$66,000</p> <p>LCFF S/C</p> <p>5000s</p>	<p>\$90,500</p> <p>LCFF S/C</p> <p>5000s</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><u>For Site 2:</u></p> <ul style="list-style-type: none"> • Buck Institute - Project based learning (3 summer days) • Nancy Fetzter - Reading Strategies (4 days during school) • AVID - Summer Institute (3 days during school) • ELPAC Academy (1 day during school) • E3 Project (5 days throughout the year) + Intercession days monthly with Stipends and sub days <p>All teachers will attend 3 days of summer Professional Development; 2 Non-instructional days during the academic year to review and analyze data; and bi-weekly professional development during the academic year.</p> <p>Hawking STEAM Charter School also provides its staff with opportunities for learning to improve their professional practice by attending conferences and workshops.</p> <ul style="list-style-type: none"> • CCSA Charter Conference (Admin) • MTSS SUMS Conference • STEAM Symposium 	<p>workshops and conferences to improve their practice and professional learning which include but are not limited to:</p> <ul style="list-style-type: none"> • CCSA Conference • MTSS SUMS Symposium • National Charter School Conference • MTSS Leadership Training (SDCOE) – via SUMS Grant • E3 Teacher Evaluation (SDCOE) • AVID Summer Institute • CA Association of Supervisors of Child Welfare & Attendance (CACSWA) Conference • EL Dorado Charter SELPA Leadership Academy <p>Hawking STEAM Charter School also supported its teachers with Teacher Induction Program costs to build capacity for teachers and opportunities to develop meaningful teacher leadership.</p> <p>Each site has Lead Teachers whose role is to: facilitate grade level PLC's, mentor new teachers, and meet regularly with the Administrative Leadership Team to provide input, feedback and disseminate information to grade level teams. Stipends for Lead Teachers were provided for both</p>		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> • NCSA • Global MindED • AVID Summer Institute • CACSWA • El Dorado Charter SELPA Leadership Academy 	school sites.		

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><u>CORE CURRICULUM TO BE PURCHASED:</u> Every student has access to standards-aligned curriculum. Hawking STEAM Charter School plans to purchase the following curriculum and supplemental instructional materials which includes but is not limited to:</p> <ul style="list-style-type: none"> • TCI Science • Know Atom (Science) • Engage NY: ELA • Core Knowledge • Wit & Wisdom: ELA & Humanities • Eureka Math 	<p><u>CORE CURRICULUM PURCHASED:</u> Hawking ensures that every student has access to standards-aligned core curriculum. As our school continues to expand annually by grade level and student enrollment the following purchases were made:</p> <ul style="list-style-type: none"> • TCI Science • TCI Social Studies (Pilot) • Know Atom (Science) • Engage NY: ELA • Core Knowledge • Wit & Wisdom: ELA & Humanities • Eureka Math 	<p>\$362,707 LCFF Base 4000s</p>	<p>\$130,000 LCFF Base 4000s</p>

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><u>TECHNOLOGY</u></p> <p>Hawking STEAM Charter School has successfully implemented a 1:1 student to device ratio, and teachers utilize Google Apps for Education (GAFE). Annually, the Director of Informational Technology conducts a needs assessment based on staff and student needs. Annual, purchases include:</p> <ul style="list-style-type: none"> • Replacement Chromebooks (50+) • Chromebooks for incoming Grade 7 (70) • iPads (56) • SMART Boards (6) • MacBook laptops • Document Cameras • Chromecast • TV & Apple TV device • Projection TV • Headphones • Other tech. devices 	<p><u>TECHNOLOGY</u></p> <p>Hawking STEAM Charter School has successfully implemented a 1:1 student to device ratio, and teachers utilize Google Apps for Education (GAFE). Technology purchases this year include but are not limited to:</p> <ul style="list-style-type: none"> • Chromebooks for Students and Staff • iPads • SMART Boards with cameras • MacBook laptops for Teachers • Document Cameras • Smart TV • Swivl's • Chromecast • Headphones <p>Technology resources and the use of digital tools are essential to our instructional and educational program, use of formative assessments, used for teaching and learning, and CAASPP testing. Our IT service provider will continue to work on our school's digital device needs. In</p>	<p>\$123,000</p> <p>LCFF S/C</p> <p>4000s</p>	<p>\$75,000</p> <p>LCFF S/C</p> <p>4000s</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Hawking STEAM Charter School will contract IT Services to address its network and technology needs, installation/set up of tech devices, repairs, ensure adequate bandwidth, etc. for both sites.	addition, teachers/staff will continue to receive training on the use of technology for instruction.		

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><u>COURSE ACCESS:</u></p> <p>In order to prepare all students for the careers of the 21st century, it is critical that our school provide students with access to a broad course of study in various disciplines, beyond core subjects, which include:</p> <p>For Students at SITE 1:</p> <ul style="list-style-type: none"> • Dance • Music • Visual Arts • Fitness/Athletics • Gardening • Coding • Robotics/Engineering • AVID taught during Advisory: 7th Integrated (Gr. 5-6) <p>For Students at SITE 2:</p> <ul style="list-style-type: none"> • Music Appreciation • Visual Arts • Fitness/ Athletics • Coding • Robotics/Engineering 	<p><u>COURSE ACCESS:</u></p> <p>All students at Hawking STEAM Charter School are enrolled in and receive instruction in all core subjects (ELA, Math, Science, Social Studies/History); and also have access to the following elective and/or enrichment courses:</p> <p>For Students at SITE 1:</p> <ul style="list-style-type: none"> • Music • Fitness/Athletics • Gardening • Gizmos & Gadgets: Robotics/Engineering • AVID taught during Advisory: (Gr. 6-7) <p>For Students at SITE 2:</p> <ul style="list-style-type: none"> • Music Appreciation • Visual Arts • Fitness/ Athletics • Robotics/Engineering • Rocket TV: Grade 5-6 • AVID: Grades 5-6 	<p>\$164,000</p> <p>LCFF S/C</p> <p>1000s, 5000s</p>	<p>\$255,000</p> <p>LCFF S/C</p> <p>1000s, 5000s</p>

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

- **Rocket TV: Grade 5-6**
- **AVID: Grades 5-6**

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><u>STAFFING, SERVICES & PROGRAM TO SERVICE SPED STUDENTS:</u></p> <p>El Dorado is our school's SELPA Provider. SPED Team: to provide instructional and social emotional supports as outlined in the student's IEP:</p> <ul style="list-style-type: none"> • 1 SPED Coordinator (shared) • 1 Psychologist (shared) • Speech Pathologist (shared) • Education Specialist (2) – one per site • Instructional Assistants: 20 (11 for site 1; 9 for site 2) 	<p><u>STAFFING, SERVICES & PROGRAM TO SERVICE SPED STUDENTS:</u></p> <p>El Dorado Charter is our school's SELPA Provider. This academic year was our school's transition to El Dorado Charter SELPA which required our schools to hire and train our SPED Team; identify our program's strengths, areas of need, and analyze multiple forms of student data to ensure appropriate services are provided including counseling services that emphasizes the students' strengths, social-emotional and/or behavioral needs under a Multi-tiered System of Support (MTSS). Our SPED Team (SPED Coordinator, Educational Specialist, Psychologist, Paraprofessionals, Contracted Services, etc.) includes staff that supports our student's needs and those services outlined in their IEP. Our Students with Disabilities also have access to all intervention programs as outlined in Goal 2, Action 3.</p> <p>Approximately 95% of our Students with Disabilities are also unduplicated pupils (Low Income, English Learners, and/or Foster Youth).</p>	<p>\$616,000</p> <p>Federal and State Special Education</p> <p>1000s, 2000s</p>	<p>\$632,500</p> <p>Special Education Funds</p> <p>1000s, 2000s</p>

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

This year, Hawking has provided quality professional development opportunities for both certificated and classified staff to build capacity in providing high quality instructional opportunities for students with disabilities and administrator support training focused on understanding and leading high quality Individual Education Plans (IEPs) and translating those IEPs into high quality rigorous instruction for students with disabilities.

The role our SPED Coordinator includes developing, implementing and monitoring quality student-centered Individual Education Plans (IEPs) including documentation and adherence to requirements and timelines.

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

All actions were implemented with fidelity to achieve Goal 1. Hawking STEAM Charter School teachers have received extensive professional development from the San Diego County Office of Education (SDCOE) on the newly adopted evidence-based E3 teacher evaluation (Professional Growth Plan). This year, teachers collaborated with the instructional coach, administrators and peers during classroom walkthroughs to receive targeted feedback on their instruction. Through this process, our teachers were able to reflect and make adjustments to their practice. Our organizational instructional focus this year was to increase student engagement and purpose based on the Five Dimensions (5D) of Teaching and Learning, from the University of Washington Center for Educational Leadership.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Overall the actions/services were effective in achieving the goal with the exception of our annual growth target with the Healthy Fitness Zone via the Fitnessgram. There is a need to strengthen the physical education program and train our PE staff to better prepare our students with additional opportunities to improve their performance on the Fitnessgram.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The following are the material differences between Budgeted Expenditures and Estimated Actual Expenditures:
- Action 5: Dance (as a special course) was not offered at Site 1; and Coding (as a special course) was not offered at Site 2.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

As a result of our school's recent training and implementation of MTSS, analysis of CAASPP and internal benchmark assessment data (ELA/Math), there is a need to revise LCAP Goal #1 to "Provide a rigorous standards-aligned STEAM integrated, and project-based instructional program to ensure all students are College and Career Ready (CCR)."

Goal 2

Use multiple forms of student and schoolwide data including assessments to inform instructional decisions, implementation of research-based intervention programs; and fully implement the RTI/SST Process to identify and provide appropriate academic and social-emotional supports to ensure student academic success and close the achievement gap among all subgroups.

State and/or Local Priorities addressed by this goal:

State Priorities: 4, 5

Local Priorities:

Annual Measurable Outcomes

Expected

Annually increase ELA CAASPP Scale Scores to +20.6 points above DFL3

Actual

SPRING 2018 ELA CAASPP RESULTS	
	DFS
ALL STUDENTS	+2.5
ENGLISH LEARNERS	-17.4
SOC. ECON DISADV.	-12.3
SPED	-57.3
HISPANIC	-3

The CDE/SBE changed Distance from Level 3 (DFL3) to Distance from Standard (DFS). This outcome was not met.

Expected

Actual

Annually increase Math CAASPP Scale Scores to +10.4 points above DFL3

SPRING 2018 MATH CAASPP RESULTS

	DFS
ALL STUDENTS	-11.6
ENGLISH LEARNERS	-29.4
SOC. ECON DISADV.	-21.6
SPED	-60.9
HISPANIC	-17.2

The CDE/SBE changed Distance from Level 3 (DFL3) to Distance from Standard (DFS). This outcome was not met.

% of EL who progress in English Proficiency as measured by ELPAC

2017-18: 37.4% (ELPAC)

Increase EL reclassification rates as measured by ELPAC

2017-18: 11%
2018-19: 29% (ELPAC)

Maintain attendance rates >96%

2017-18: 97.2%

Maintain chronic absenteeism rates: <4%

The following chart provides the 2017-18 chronic absenteeism rate; cumulative enrollment, and chronic absenteeism count, schoolwide and disaggregated by student group.

Expected

Actual

--

2017-18 CHRONIC ABSENTEEISM RATE			
	CUM ENROLL	COUNT	RATE
SCHOOLWIDE	471	18	3.9%
HISPANIC	418	16	3.8%
WHITE	21	1	5.3%
2+ RACES	15	1	6.7%
ENGLISH LEARNERS	194	7	3.6%
SOC. ECON DISADV.	345	13	3.8%
SPED	30	2	6.7%

Maintain MS Dropout Rate <1%

2017-18: 0%

Actions / Services

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><u>ASSESSMENTS</u></p> <p>Hawking STEAM Charter School staff will implement multiple types of assessments in order to monitor each student's: academic progress; identify their strengths and needs in order to modify instruction; and identify the type of academic intervention needed.</p> <ul style="list-style-type: none"> • NWEA/MAP ELA & Math: TK-7 • Achieve 3000 assessment (Gr. 2-7) • Smarty Ants: TK-2 • Running records • Publisher Assessments: ELA/Math <p>In addition, Hawking STEAM Charter School students will participate in the following state-mandated assessments:</p> <ul style="list-style-type: none"> • ELPAC: Initial & Summative for ELL • CAASPP: ELA & Math – Grades 3-7 • CA Science Test: Grades 5 • Physical Fitness Test (PFT): Grades 5, 7 	<p><u>ASSESSMENTS</u></p> <p>As part of our school's data-driven culture, internal/local and benchmark assessments are essential in measuring student academic progress and identify areas for growth and achievement gaps. The following assessments were administered this year:</p> <ul style="list-style-type: none"> • NWEA/MAP ELA & Math: TK-7 • Achieve 3000 assessment (Gr. 2-7) • Smarty Ants: TK-2 • Running records • Common Assessments aligned to the curricular resources (Ex. Eureka Math, Wit & Wisdom, Open Court, Core Knowledge, Engage NY ELA) <p>In addition, our students were administered the following state-mandated assessments:</p> <ul style="list-style-type: none"> • ELPAC: Initial & Summative for EL • CAASPP ELA & Math: Grades 3-7 • CA Science Test: Grade 5 • Physical Fitness Test: Grades 5 & 7 	<p>\$20,000</p> <p>LCFF S/C</p> <p>4000s</p>	<p>\$35,000</p> <p>LCFF S/C</p> <p>4000s</p>

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><u>STAFFING, SERVICES & PROGRAM TO SERVICE ELL STUDENTS:</u></p> <p>Hawking STEAM Charter School will review and revise its EL Master Plan to align with the adoption of ELPAC, ELD curriculum, in order to ensure that all ELs receive appropriate, adequate and targeted ELD designated and integrated instruction. The school's ELA/EL Interventionist will administer the ELPAC assessment.</p> <p>All EL's will receive designated (30-40 minutes/day) and integrated ELD instruction delivered by classroom teachers.</p> <p>Our school will purchase the following curricular programs:</p> <ul style="list-style-type: none"> • Signs for Sound curriculum • Focused Reading Intervention 	<p><u>STAFFING, SERVICES & PROGRAM TO SERVICE ELL STUDENTS:</u></p> <p>Hawking STEAM Charter School has continued to strengthen its EL Program through additional extensive professional learning for teachers and paraprofessionals, addition of an Interventionist (that focuses on instruction and supports for EL), and Instructional Assistants, who are serving EL's and assisting teachers with monitor their academic progress.</p> <p>Our Leadership Team collaborated to revise the EL Master Plan and identify supports and resources for ELs.</p> <p>Areas of professional learning included:</p> <ul style="list-style-type: none"> • GLAD Training • Nancy Fetzner: Writing and reading connections; Phonemic Awareness • Visible Learning • Academic Learning and Development (ALD) for LTEL using English 3D ELD Curriculum 	<p>\$15,000 LCFF S/C 4000s</p>	<p>\$145,000 LCFF S/C 1000s,2000s,3000s</p> <p>See Goal 1 Action 2 for professional development</p>

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><u>STAFFING, SUPPLEMENTAL CURRICULUM, & PROGRAMS TO PROVIDE ACADEMIC INTERVENTIONS:</u></p> <p>Hawking STEAM Charter School will continue to align academic interventions to core instruction; and grade level content to ensure all students including unduplicated students, are on track towards grade level mastery, in order to narrow any achievement gaps.</p> <p>The Instructional Coaches (2) will provide our teachers with instructional coaching, through classroom observations, and feedback, that will be ongoing throughout the school year. Students will receive additional academic support from the Instructional Aides (17), during the instructional day and after-school. The Math Interventionist will provide academic support for students who are struggling academically.</p> <p>Our school will provide our struggling students with access to the following academic intervention/web-based programs:</p> <ul style="list-style-type: none"> • Achieve 3000 (subscription) 	<p><u>STAFFING, SUPPLEMENTAL CURRICULUM, & PROGRAMS FOR ACADEMIC INTERVENTIONS:</u></p> <p>Upon an analysis of Spring 2018 CAASPP Results (ELA/Math), internal assessments, feedback from teachers and the Leadership Team as well as the data collected from classroom observations, our school developed academic interventions for ELA & Math to support all students, including unduplicated students, and ensure they are on track towards grade level mastery, in order to narrow and close the achievement gap.</p> <p>Our school employed 2 Instructional Coaches who worked closely with teachers on improving the delivery of instruction across both school sites. In addition, a total of 20 Instructional Aides provided academic support/intervention to students who struggled academically. In addition, our students accessed the following academic intervention programs:</p> <ul style="list-style-type: none"> • Achieve 3000 (subscription) • Smarty Ants (subscription) • Brain Pop (subscription) • Zearn Math (subscription) 	<p>\$426,237</p> <p>LCFF S/C</p> <p>1000s, 5000s</p>	<p>\$657,750</p> <p>LCFF S/C</p> <p>1000s, 3000s, 5000s</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> • Smarty Ants (subscription) • Brain Pop (subscription) • Zearn Math (subscription) • Khan Academy • Pioneer Valley Guided reading <p>Our school will provide students with after-school academic and social enrichment program (ASES) that includes after-school tutoring. At Site 1: Gizmos & Gadgets will be offered.</p> <p>At Site 1: A 2-week Summer School Program will be offered at site 1, with a focus on ELA and Math.</p> <p>At Site 2: A 1-2 week intersession Intervention will be offered 3 times per year (Fall, Spring, Summer) that will focus on ELA and Math.</p>	<ul style="list-style-type: none"> • Khan Academy • Learning A-Z/Raz Kids <p>Our school provided students with after-school academic and social enrichment program (via ASES Funding).</p> <p>Additionally, our teachers at both sites provided after-school tutoring (teacher stipends).</p> <p>Site 1: Rather than offer Summer School the new leadership chose to review student data from the prior school year, to pinpoint areas of strength and areas for growth, and obtained input/feedback from teachers. This resulted in a restructuring of the school's academic intervention program to provided targeted evidence-based supports for students in the 2018-19 school.</p> <p>Site 2: Intersession took place in Fall and Spring.</p>		

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><u>STAFFING, SUPPLEMENTAL CURRICULUM, & PROGRAMS THAT PROVIDE SOCIAL-EMOTIONAL/BEHAVIORAL SUPPORT/INTERVENTION:</u></p> <p>Upon a review and analysis of our school's student profile data, discussions with teachers, students and parents, our school has implemented a comprehensive suite of services to meet the needs of our students.</p> <p><u>At Site 1:</u> Hawking STEAM Charter School will employ a Psychologist to provide our at-risk students with social-emotional and/or behavioral counseling. Our school will pilot the Second Step Character Development Program that will be embedded in the instructional day by classroom teachers. During morning huddle our teachers implement HBOT Character Traits.</p> <p><u>At Site 2:</u> The Assistant Principal, Counselor, and Guidance Advisor will provide social-emotional counseling. Our school will continue to implement Cloud 9 curriculum during morning assemblies led by teachers.</p>	<p><u>STAFFING, SUPPLEMENTAL CURRICULUM, & PROGRAMS THAT PROVIDE SOCIAL-EMOTIONAL/BEHAVIORAL SUPPORT/INTERVENTION:</u></p> <p>Hawking STEAM Charter School provides its students with a comprehensive social-emotional and behavioral counseling services onsite. Our school has also implemented the Cloud 9 character development program (site 2); and HBOT Character Traits (site 1), led by the counselor.</p> <p>Our teachers implemented the monthly character trait in their classroom and as part of the schoolwide initiative. Our students and staff participate in daily morning huddle (Site 1) and assembly (Site 2) , where announcements are made and social emotional connections are made with students.</p> <p>The School Psychologist, Assistant Principal, Counselor and Guidance Advisor provide social-emotional and/or behavioral intervention and support. Addressing</p>	<p>\$322,500 LCFF S/C 1000s</p>	<p>\$417,305 LCFF S/C 1000s, 3000s</p>

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

these needs has resulted in a decline of suspension rate and a positive school climate.

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><u>STAFFING, STRATEGIES, PROGRAMS & ACTIVITIES TO PROMOTE STUDENT ENGAGEMENT:</u></p> <p>Hawking STEAM Charter School prides itself in providing every student with numerous opportunities to engage students in the learning process.</p> <p>Site 1 will host and/or provide the following:</p> <ul style="list-style-type: none"> • 6th grade Camp: Julian/Cuyamaca • Field trips college/universities • Participate in leadership opportunities: ASB, School wellness, Schoolwide events, Presentation: Read Across America Week • After school Clubs/organizations: <ul style="list-style-type: none"> ○ Hype: After-school cooperative fitness program; ○ Gizmos & Gadgets ○ Teacher Run Clubs ○ Participation in Expo <p>Site 2 will host and/or provide the</p>	<p><u>STAFFING, STRATEGIES, PROGRAMS & ACTIVITIES THAT PROMOTE STUDENT ENGAGEMENT:</u></p> <p>Hawking STEAM Charter School provided numerous opportunities to engage students in the learning process that included:</p> <p>Site 1:</p> <ul style="list-style-type: none"> • Leadership opportunities via student council, school wellness, schoolwide events, and read Across America Week • After-school clubs/organizations: Gizmos & Gadgets Kids Lab, Coding/Robotics by providing computer science for girls. Our robotics program introduces students to coding, the Java Game Programming builds upon the skills learned to incorporate math within an elementary school setting. In addition, woodworking creates a connection between mathematical thinking, engineering skills, creativity, and inventiveness while students develop competence and confidence. • Expo takes place twice per year for all grade levels where students showcase their work and explain to the public 	<p>\$65,000</p> <p>LCFF Base</p> <p>5812</p>	<p>\$90,000</p> <p>LCFF Base</p> <p>5000s</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>following:</p> <ul style="list-style-type: none"> • Field trips aligned to the content standards: STEAM Workshops, SD Museum of Art, Lego Land, Dairy Farms, etc. • 6th grade Camp • Award Assembly: STEAM, Attendance • Inner City Outings: Partnership with Sierra Club • Schoolwide events/competitions: Day of Coding, Fall Festival, Spirit Week, Fun Run, Pie Day, Earth Day, Expos, Fabulous Fridays, Jump-a-Thon, dance-a-thon, Peace Run • Performances: Oregon Trail, and Gold Dust or Bust Play 	<p>their learning across the curriculum. Due to the impending move, the 2nd expo was cancelled for this year only.</p> <ul style="list-style-type: none"> • 6th grade Camp: takes place annually providing students with experiences in nature, scientific concepts and a deep immersion in ‘real world’ experiential learning opportunity. • Field trips to Colleges/University for Grade 7 • Gizmos & Gadgets Kids Lab: Our students participated in an Underwater Drone competition for the first time through SeaPerch, a regional and national competition. • Teacher-run Clubs that take place after-school. 		

Analysis

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

All actions were implemented with fidelity to achieve Goal 2, providing students with a comprehensive educational program that includes academic, social-emotional, and behavioral supports/intervention. The 2018-19 school year, was our “planning” year for MTSS, where our MTSS Leadership team comprised of school administrators participated in a yearlong training at the San Diego County Office of Education (SDCOE). The only action that did not take place was summer school at Site 1. This was the first year both schools (Hawking 1 and Hawking 2) merged to one charter school with 2 sites. Our school administrators and leadership teams collaborated to strengthen the support/intervention programs as a result of findings from internal assessments and CAASPP results, and to develop continuity across both school sites. A new principal was hired for Site 1, and culture building and communication was key to ensuring a successful transition, and positive schoolwide culture.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Hawking STEAM Charter School did not meet its annual growth target for ELA and Math CAASPP. As identified in Action 1 multiple assessments have been administered to monitor student progress and inform instruction. Actions 2 & 3 were implemented to address the academic needs of each of our student groups, including unduplicated students, which included Instructional coaching, Instructional Aides that were strategically placed in classrooms to provide push-in support. Action 4 focused the social-emotional and behavioral needs of our students, which is critical to increasing student academic performance, school climate, and overall schoolwide student achievement. The following NWEA MAP Reading & Math charts; and Achieve Charts disaggregated by grade level, English Learner and Students with Disabilities (SPED) student group, which illustrate the overall effectiveness of the actions/services outlined under Goal #2. For Site 1: the largest growth is in grades 2 & 4 for ELA, and grades 2-4 for Math. For Site 2: grades K-1 for ELA; and K-2 for Math.

HAWKING: SITE 1								
2018-19 NWEA MAP RESULTS: READING								
GRADE LEVEL	FALL			WINTER			MEAN RIT GROWTH	85th PERCENTILE EOY NORM
	18-19 MEAN RIT	EL	SPED	MEAN RIT	EL	SPED		
GRADE K	142.1	137.7	136.4	146.8	144.4	140.1	4.7	153.0
GRADE 1	152.9	149.6	152.7	159.8	155.1	157	6.9	173.0
GRADE 2	174.8	159.7	164.6	183.1	167.8	171	8.3	191.0
GRADE 3	185.8	170.4	160.0	193.8	183	174	8	202.0
GRADE 4	193.8	182.4	200.5	204.0	196.5	209.5	10.2	209.0
GRADE 5	201.5	187.8	192.7	209.2	201.3	208	7.7	214.0
GRADE 6	207.2	184.9	203.8	212.6	192.1	208.5	5.4	218.0
GRADE 7	--	--	--	213.2	199.6	184.3	--	222.0
2018-19 NWEA MAP RESULTS: MATH								
GRADE LEVEL	FALL			WINTER			MEAN RIT GROWTH	85th PERCENTILE EOY NORM
	18-19 MEAN RIT	EL	SPED	MEAN RIT	EL	SPED		
GRADE K	139.8	135.9	133.9	146.5	143.3	134.3	6.7	156.0
GRADE 1	154.7	152.8	156	160.8	153.9	165.3	6.1	176.0
GRADE 2	178.7	169.9	170.9	188.8	176.5	177	10.1	192.0
GRADE 3	186.8	177.3	176	195.9	187	181.3	9.1	204.0
GRADE 4	195.7	188.5	191.5	204.9	198.1	195	9.2	217.0
GRADE 5	208.7	194.2	208.5	215	203.8	214.8	6.3	229.0
GRADE 6	213	200.7	204	216.3	201.3	206.3	3.3	230.0
GRADE 7	219.9	210.2	194.7	221	210.7	191.3	1.1	235.0

HAWKING: SITE 2								
2018-19 NWEA MAP RESULTS: READING								
GRADE LEVEL	FALL			WINTER			MEAN RIT GROWTH	85th PERCENTILE EOY NORM
	18-19 MEAN RIT	EL	SPED	MEAN RIT	EL	SPED		
GRADE K	136.4	132.8	139.5	145.6	138.6	141.5	9.2	153.0
GRADE 1	161.4	153.8	161.7	170.5	163.5	161.4	9.1	173.0
GRADE 2	182.8	163.3	181.2	189.5	169.4	179.2	6.7	191.0
GRADE 3	191.2	172.6	177	195.1	179.7	179.7	3.9	202.0
GRADE 4	198.3	188.1	181.6	201.3	192.1	192.1	3	209.0
GRADE 5	207.3	191.9	184.5	211.4	197.2	197.2	4.1	214.0
GRADE 6	212.2	202.6	207.4	217.9	205.6	205.2	5.7	218.0
2018-19 NWEA MAP RESULTS: MATH								
GRADE LEVEL	FALL			WINTER			MEAN RIT GROWTH	85th PERCENTILE EOY NORM
	18-19 MEAN RIT	EL	SPED	MEAN RIT	EL	SPED		
GRADE K	140.7	133.4	132.1	148.9	143.2	141.3	8.2	156.0
GRADE 1	162.5	155.6	164	170.1	164.8	164.5	7.6	176.0
GRADE 2	176.6	176.7	179.5	184.1	182.9	183.1	7.5	192.0
GRADE 3	188.5	178.3	178.4	193.1	184.9	185	4.6	204.0
GRADE 4	191.1	195.2	195.2	195.4	199.0	199.3	4.3	217.0
GRADE 5	202.7	201.2	201.2	206	205.0	205	3.3	229.0
GRADE 6	211.4	212.3	212.3	213.1	215.2	215.1	1.7	230.0

HAWKING SITE 1							
ACHIEVE 3000: 2018-19							
	GRADE LEVEL LEXILE	GRADE LEVEL GROWTH: JULY 2018-FEB 2019	CUMULATIVE EXPECTED GROWTH MAR 2019	EXPECTED POST-TEST SCORE (EOY)	CURRENT LEXILE MEASURE	ELL GROWTH	SPED GROWTH
GRADE 3	420L-820L	178L	92L	585L	562L	174L	155L
GRADE 4	740L-1010L	144L	68L	757L	743L	134L	39L
GRADE 5	740L-1010L	99L	53L	853L	835L	85L	76.5L
GRADE 6	925L-1185L	154L	47L	948L	939L	153L	166.5L
GRADE 7	925L-1185L	61L	41L	880L	868L	46L	45L
HAWKING SITE 2							
ACHIEVE 3000: 2018-19							
	GRADE LEVEL LEXILE	GRADE LEVEL GROWTH: JULY 2018-FEB 2019	CUMULATIVE EXPECTED GROWTH MAR 2019	EXPECTED POST-TEST SCORE (EOY)	CURRENT LEXILE MEASURE	ELL GROWTH	SPED GROWTH
GRADE 3	420L-820L	181L	102L	518L	493	180L	165L
GRADE 4	740L-1010L	136L	92L	553L	529	142L	194L
GRADE 5	740L-1010L	62L	70L	667L	640	65L	31L
GRADE 6	925L-1185L	95L	68L	725L	701	119L	91L

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The following are the material differences between Budgeted Expenditures and Estimated Actual Expenditures:

- Action 3: Rather than offer Summer School (2018) the new leadership chose to review student data from the prior school year, to pinpoint areas of strength and areas for growth, and obtained input/feedback from teachers. This resulted in a restructuring of the school's academic intervention program to provide targeted evidence-based supports for students in the 2018-19 school.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

As a result of our school's recent training and implementation of MTSS, analysis of CAASPP and internal benchmark assessment data (ELA/Math), there is a need to revise LCAP Goal #2 to "Implement a schoolwide Multi-tiered System of Supports (MTSS) utilizing multiple forms of data to identify the academic, social-emotional and/or behavioral needs of our students; inform instructional decisions; and improve academic outcomes for all students (schoolwide & student groups). Continue to use data to support professional learning for all educators, paraprofessionals and the Leadership Team."

Goal 3

Engage parents as partners through education, communication, and collaboration, to ensure all students are college and career ready. Provide students with a safe, welcoming and inclusive, positive learning environment that exudes a culture of high expectations.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 3, 6

Local Priorities: 1, 3, 6

Annual Measurable Outcomes

Expected

Actual

Parent involvement will include input in decision-making: SSC, & ELAC: Met

2017-18: Outcome Met
2018-19: Outcome Met
See Action 2 for further description

Parent involvement will include opportunities for participation in programs for unduplicated students: Met

2017-18: Outcome Met
2018-19: Outcome Met
See Action 3 for further description

Maintain suspension rates: <2%

2017-18 SUSPENSION RATE						
ETHNICITY	CUM ENROLL	TOTAL #	UNDUP COUNT	RATE	% STUD. W/1 SUSP	% STUD. W/MULT. SUSP
SCHOOLWIDE	471	0	0	0%	0%	0%
HISPANIC	418	0	0	0%	0%	0%
WHITE	21	0	0	0%	0%	0%
2+ RACES	15	0	0	0%	0%	0%
ELL	*	*	*	*	*	*
SOC. ECON DISADV	*	*	*	*	*	*
SPED	*	*	*	*	*	*

Expected

Actual

Maintain expulsion rates: <1%

2017-18: 0%

Facilities Inspection Tool (FIT) Report Score of “Good”

2018-19 FIT Report Results:

- Good (Site 1)
- Exemplary (Site 2)

Increase parent participation rate on parent survey to >75%

2018-19: Participation Rate – Site 1: 78 respondents

- 89% agree/strongly agree the school allows input and welcomes parents’ contributions.
- 92% agree/strongly agree the school encourages me to be an active partner with the school in educating my child.
- 74% agree/strongly agree the school actively seeks the input of parents before making important decisions.
- 95% agree/strongly agree parents feel welcome to participate at this school.
- 96% agree/strongly agree school staff treat parents with respect.
- 96% have attended a school or class event.
- 95% have attended a general school meeting.
- 62% have attended a meeting of the parent-teacher organization or association.
- 99% have gone to a regularly scheduled parent-teacher conference with the child’s teacher.
- 96% agree/strongly agree the school keep me well informed about school activities.
- 96% agree/strongly agree teachers communicate with parents about what students are expected to learn in class.

2018-19: Participation Rate – Site 2: 188 respondents

Expected

Actual

Increase student participation rate on student survey to >90%

- 96% agree/strongly agree the school allows input and welcomes parents' contributions.
- 94% agree/strongly agree the school encourages me to be an active partner with the school in educating my child.
- 85% agree/strongly agree the school actively seeks the input of parents before making important decisions.
- 99% agree/strongly agree parents feel welcome to participate at this school.
- 96% agree/strongly agree school staff treat parents with respect.
- 88% have attended a school or class event.
- 94% have attended a general school meeting.
- 66% have attended a meeting of the parent-teacher organization or association.
- 97% have gone to a regularly scheduled parent-teacher conference with the child's teacher.
- 96% agree/strongly agree the school keep me well informed about school activities.
- 98% agree/strongly agree teachers communicate with parents about what students are expected to learn in class.

2018-19: Participation Rate: 84% (n=184 Gr. 3-5) SITE 1

Caring adults in school:

- 77% grade 3, 89% grade 4, 86% grade 5 agreed teachers and other grown ups at the school care about them most/all of the time.
- 60% grade 3, 64% grade 4, 65% grade 5 agreed teachers and other grown ups at the school make an effort to get to know them most/all of the time.

School Connectedness:

Expected

Actual

- 41% grade 3, 54% grade 4, 55% grade 5 students feel close to people at the school most/all of the time.
- 78% grade 3, 90% grade 4, 76% grade 5 students are happy to be at this school.
- 81% grade 3, 79% grade 4, 73% grade 5 students feel like they are part of this school.
- 75% grade 3, 90% grade 4, 71% grade 5 students feel safe at school

2018-19: Participation Rate: 100% (n=95 Gr. 6-7) SITE 1 (Secondary)

Caring adults in school:

- 83% grade 6, and 66% grade 7, agreed teachers and other grown ups at the school care about them.
- 82% grade 6, and 65% grade 7, agreed teachers and other grown ups at the school notice when they (student) are not there.

School Connectedness:

- 75% grade 6, and 70% grade 7 students feel close to people at the school most/all of the time.
- 78% grade 6, and 66% grade 7, students are happy to be at this school.
- 85% grade 6, and 67% grade 7, students feel like they are part of this school.
- 91% grade 6, and 61% grade 7, students feel safe at school

2018-19: Participation Rate: 59% (n=156 Gr. 3-6) Site 2

Caring adults in school:

- 82%% grade 3, 86% grade 4, 78% grade 5, 50% grade 6 agreed teachers and other grown ups at the school care about them most/all of the time.

Expected

Actual

Increase participation rate on staff survey to >90%

- 68% grade 3, 41% grade 4, 51% grade 5, 23% grade 6 agreed teachers and other grown ups at the school make an effort to get to know them most/all of the time.

School Connectedness:

- 38 grade 3, 37% grade 4, 43% grade 5, 58% grade 6 students feel close to people at the school most/all of the time.
- 82% grade 3, 63% grade 4, 66% grade 5, 46% grade 6 students are happy to be at this school.
- 79% grade 3, 70% grade 4, 69% grade 5, 38% grade 6 students feel like they are part of this school.
- 83% grade 3, 77% grade 4, 76% grade 5, 61% grade 6 students feel safe at school

2018-19 Survey: 62% Staff Participation Rate. (n = 46)

Of those respondents:

- 83% agree/strongly agree they have received the professional development/training to do a good job.
- 91% agree/strongly agree that their work environment is supportive of the diverse opinions/styles and perceptions.
- 84% agree/strongly agree that the school buildings/grounds are clean and safe.
- 91% agree/strongly agree that the school's leadership is responsive to staff needs.
- 91% agree/strongly agree that Hawking encourages change and innovation.

Actions / Services

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><u>STAFFING, PROGRAMS, STRATEGIES & ACTIVITIES TO PROMOTE A POSITIVE SCHOOL CLIMATE & ENSURE A SAFE SCHOOL:</u></p> <p>Hawking STEAM Charter School will implement the following actions and services to ensure all students are provided with a safe, welcoming and positive learning community.</p> <ul style="list-style-type: none"> • The Leadership Team will annually review and revise the Comprehensive School Safety Plan. • The school's entire staff will be trained on the School Safety Plan, and monthly drills will take place. • Administrative Team will develop a supervision schedule for the (6) supervision aides. • The school's ASB/Leadership Student Council will lead Spirit Rallies, Spirit Days, etc. • Administer annual parent and student survey • Implement Second Step & Cloud 9 	<p><u>STAFFING, PROGRAMS, STRATEGIES & ACTIVITIES THAT PROMOTE A POSITIVE SCHOOL CLIMATE & ENSURE A SAFE SCHOOL ENVIRONMENT:</u></p> <p>In order to promote a positive school climate and ensure students feel safe on campus our school implemented the following:</p> <ul style="list-style-type: none"> • School Safety Plan was reviewed, revised and emergency drills took place. Supervision schedule was developed and implemented to promote a safe learning environment for all. • Site 1 – Leadership Student Council, National Elementary Honor Society has met monthly for service events. Parent meetings take place twice per month. • Second Step: Social-emotional curricular program has been fully implemented, and each month has a different focus. These are led by the school counselor. • ASB was established and fully implemented at Site 1 to promote student leadership, extracurricular 	<p>See Goal 1, Action 1</p>	<p>See Goal 1, Action 1</p> <p>\$1,000 LCFF Base 5000s</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Character Education Program.	activities, and clubs/organizations. <ul style="list-style-type: none"> Our school administered the CA Healthy Kids Survey for students, and Parent Survey. Currently, survey results are pending. 		

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<u>PARENT INPUT IN DECISION-MAKING</u> At Hawking STEAM Charter School, parent input in decision-making will take place through the following: <ul style="list-style-type: none"> School Site Council (SSC) English Language Advisory Committee (ELAC) Hawking Board of Directors: Parent member 	<u>PARENT INPUT IN DECISION-MAKING</u> In order to promote and elicit parent input in decision-making, Hawking hosts SSC, and ELAC Meetings during the school year. In addition, there is a parent from each school site that serves on the Hawking Board of Directors. These Committees provide opportunities to gather input and feedback on our school's educational program and build positive relationships with families.	See Goal 1, Action 1	See Goal 1, Action 1

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><u>OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION:</u></p> <p>Hawking STEAM Charter School will provide all parents (including unduplicated and Students with Disabilities) with numerous opportunities to engage as partners in their child’s education. Our school will employ (2) parent liaisons who will facilitate the following:</p> <ul style="list-style-type: none"> • Coffee with the Principal <ul style="list-style-type: none"> ○ Character Education Program ○ Testing ○ Cyber bullying ○ Attendance & schoolwide expectations • Coffee with the Counselor • Parent Learning Workshops <ul style="list-style-type: none"> ○ ESL ○ Holistic family practices for student achievement ○ Positive Discipline in the home • Administer annual parent surveys • Volunteer opportunities • Communicate with families 	<p><u>OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION:</u></p> <p>Hawking STEAM Charter School has provided all parents (including unduplicated and Students with Disabilities) with numerous opportunities to engage as partners in their child’s education.</p> <ul style="list-style-type: none"> • Site 1: P’s with the Principal; Site 2: Coffee with the Principal: venue for meetings with parents to discuss various issues and obtain parent input/feedback. • The Guidance Advisor and the School Counselor have also met with parents this year. • Hawking has hosted workshops for parents on ESL, family practices for improving student achievement, social-emotional (child’s heart), positive discipline, and various other topics. • Parent surveys were administered; and results will be shared once analyzed. • Our staff has implemented Class Dojo, and Infinite Campus Messenger to communicate with families. Monthly newsletters and social media are also used to communicate with families. 	<p>\$76,000</p> <p>LCFF S/C</p> <p>2000s, 4000s</p>	<p>\$100,000</p> <p>LCFF S/C</p> <p>2000s, 3000s, 4000s</p>

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

- Our school provides parents with numerous opportunities to volunteer.

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><u>FACILITIES</u></p> <p>The following actions are essential in order to provide all students, and staff with a safe, clean, and well maintained school site:</p> <ul style="list-style-type: none"> • Facility Site (leasing costs for 2 sites) & relocation costs • Provide maintenance including repairs and janitorial services. • Security expenses (cameras) • Administer annual FIT report for each site • Addition of classrooms: 2 Kindergarten classrooms on E. Street. 	<p><u>FACILITIES</u></p> <p>The following actions are essential in order to provide all students, and staff with a safe, clean, and well maintained school site:</p> <ul style="list-style-type: none"> • Facility Site (relocation costs • FIT report for each site • Artificial turf was installed this year at E St. site. • Music room was moved and re-designed at 2nd Ave. site. • 2 additional Kindergarten classrooms were added at E St. site. 	<p>\$554,294</p> <p>4000s, 5000s</p> <p>LCFF Base</p>	<p>\$75,000</p> <p>5000s</p> <p>LCFF Base</p>

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

All actions were effectively implemented with fidelity to achieve Goal 3. Our school site Principals and staff work diligently to provide a safe and welcoming environment for all students and families. Staff survey results were administered, and results were analyzed and shared with the entire staff and Board of Directors. Currently, the student and parent surveys are being administered, and once completed, and analyzed, results will be reported to all stakeholders and in the school's Local Indicators Report.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

All of the actions/services were highly effective in improving school culture, climate and student engagement. Both suspension rates and expulsion rates were 0% for 2017-18 school year. Parent, and student survey are currently pending, and once results are completed, analyzed and reported our school will be able to conclude if all actions were effective.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There are no material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

As a result of our school's recent training and implementation of MTSS, there is a need to revise LCAP Goal #3 to: "Engage parents, families, and members of the community as partners through education to support student academic achievement and provide a safe, supportive, welcoming, inclusive, and positive learning environment."

Stakeholder Engagement

LCAP Year: 2019-20

Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

Hawking STEAM Charter School engaged and involved stakeholders in the 2018-19 LCAP Annual Update, and development of the 2019-20 LCAP Goals, Actions & Services. The school's Administrative Team met with teachers, SPED Teachers, EL Specialist, staff, parents, students and board members to discuss and plan the needs of our students. The engagement of stakeholders is critical to our school's LCAP development, identification and analysis of needs, developing annual growth targets and in the reflection process of what worked and where further support is needed along with maximizing resource allocation.

<u>DATE(S)</u>	<u>STAKEHOLDER TYPE</u>	<u>TOPIC(S) DISCUSSED</u>	<u>METHOD OF INVOLVEMENT</u>
7/12, 8/2	Parents & Staff	LCAP Goals	School Site Council (SSC)
8/10, 9/14, 11/30, 2/8, 4/19	Parents & Staff	LCAP Goal: EL/ELD - Analyzing ELPAC results, reclassification criteria & academic supports for EL	ELAC
8/10, 9/14, 11/30, 2/8, 4/19	Parents	Coffee w/the Principal: Chronic Absenteeism & Impact on Student Learning	Meeting w/Principal
7/30-8/2; 1/28-2/1	Students	School Safety: Bullying, Cyber-bullying, School Climate Anti-Defamation League	Assembly
7/16-7/19,	Staff	LCAP Goal #1: Student achievement: CAASPP & NWEA	Staff Meeting
9/6/18, 10/16/18, 11/13/18, 12/10/18, 1/8/19, 2/5/19, 3/5/19, 4/9/19, 5/23/19, 6/11/19	Governing Board	Update on LCAP Annual Measurable Outcomes (AMO) Chronic absenteeism	Board Meeting
5/1/19-5/31/19	Parents, Staff & Students	CHKS Survey Administration	Survey
8/24, 1/25, 2/1	Parents	Parents visit classrooms and complete an interactive activity with their child and learn about what they are doing in the classroom related to STEAM	Fabulous Fridays

Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

As a result of the many consultations we had across all sites as well as our collaboration through the MTSS training process, we have had the opportunity to hear from all types of stakeholders at Hawking. From parents and staff, we realize we need additional support in the form of a health technician in each office. From our teaching staff and from our disaggregation and analysis of data, we learned about the need to bring on additional resources for our English Language Learners. As a result, we intend to allocate funding for an EL Coordinator, continue with the professional learning in regards to our ELs, and we intend to strengthen our interventions based on the needs of our ELs. We have a fully staffed Special Education program and we have also added paraprofessionals to our staff, who are specialized in meeting the needs of our Special Education population. In addition, we have successfully piloted our new Professional Growth Plan (Teacher Evaluation System) and we are ready to roll this out fully in 2019-2020 for all teachers. In regards to the input from parents and students, these indicate that families and students want to continue the opportunities for learning outside of the core subjects. As a result, we intend to grow our “A” in STEAM by hiring credentialed staff for Music and Visual Arts. Finally, we continue to see the need to create a healthy environment and therefore will expand our PE program to include credentialed PE teachers as well as programs related to nutrition and helping student make healthy choices.

Goals, Actions, & Services

Strategic Planning Details and Accountability

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified Goal

Goal 1

Provide a rigorous standards-aligned STEAM integrated, and project-based instructional program to ensure all students are College and Career Ready (CCR).

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 7, 8

Local Priorities: 1, 2

Identified Need:

There is a need to improve student performance on the FitnessGram; and improve student academic outcomes across all disciplines.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
% of teachers that are appropriately credentialed & assigned: 100%	100%	100%	100%	100%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20																																																				
Implementation of academic content standards will improve to “Full Implementation” (Level 4) or “Full Implementation and Sustainability” (Level 5) for all students, including access for English Learners, as measured by the Local Indicator rubric.	Baseline	<table><tr><th colspan="2">OPTION 2: CDE REFLEC. TOOL - ACAD. STANDARDS</th></tr><tr><td></td><td>2017-18</td></tr><tr><td>ELA</td><td>4</td></tr><tr><td>ELD</td><td>3</td></tr><tr><td>MATH</td><td>4</td></tr><tr><td>NGSS</td><td>4</td></tr><tr><td>HISTORY</td><td>1</td></tr><tr><td>PE</td><td>3</td></tr></table>	OPTION 2: CDE REFLEC. TOOL - ACAD. STANDARDS			2017-18	ELA	4	ELD	3	MATH	4	NGSS	4	HISTORY	1	PE	3	<table><tr><th colspan="2">OPTION 2: CDE REFLEC. TOOL - ACAD. STANDARDS</th></tr><tr><td></td><td>2017-18</td></tr><tr><td>ELA</td><td>4</td></tr><tr><td>ELD</td><td>4</td></tr><tr><td>MATH</td><td>5</td></tr><tr><td>NGSS</td><td>4</td></tr><tr><td>HISTORY</td><td>2</td></tr><tr><td>PE</td><td>4</td></tr></table>	OPTION 2: CDE REFLEC. TOOL - ACAD. STANDARDS			2017-18	ELA	4	ELD	4	MATH	5	NGSS	4	HISTORY	2	PE	4	<table><tr><th colspan="2">OPTION 2: CDE REFLECTION TOOL: ACAD. STANDARDS</th></tr><tr><td></td><td>2019-20</td></tr><tr><td>ELA</td><td>4</td></tr><tr><td>ELD</td><td>3</td></tr><tr><td>MATH</td><td>4</td></tr><tr><td>NGSS</td><td>4</td></tr><tr><td>HISTORY</td><td>3</td></tr><tr><td>PHYSICAL ED.</td><td>3</td></tr><tr><td>VAPA</td><td>3</td></tr><tr><td>WORLD LANG.</td><td>3</td></tr></table>	OPTION 2: CDE REFLECTION TOOL: ACAD. STANDARDS			2019-20	ELA	4	ELD	3	MATH	4	NGSS	4	HISTORY	3	PHYSICAL ED.	3	VAPA	3	WORLD LANG.	3
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PHYSICAL ED.	3																																																							
VAPA	3																																																							
WORLD LANG.	3																																																							
% of students that will have access to standards-aligned instructional materials:	100%	100%	100%	100%																																																				
% of students who have access and are enrolled in a broad course of study beyond core: *See Action 5.	100%	100%	100%	100%																																																				
Increase % of Grade 5 Students meeting 6 of 6 HFZ Areas on PFT:	25%	18.8%	Results will be reported Late Summer 2019	25%																																																				
Increase % of Grade 7 Students meeting 6 of 6 HFZ Areas on PFT:	N/A	N/A	2018-19 will serve as a baseline	Will establish annual growth targets once baseline results are reported.																																																				

Note:

*For Broad Course of Study – list of courses and accessibility will be annually reported in the school’s Local Indicators report.

Planned Actions / Services

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Modified

2017-18 Actions/Services

STAFF TO SUPPORT SCHOOL'S PROGRAM

Hawking STEAM Charter will employ the following staff/positions to support the

2018-19 Actions/Services

STAFF: For a Base Program

Hawking STEAM Charter School will employ the

2019-20 Actions/Services

STAFF: TO SUPPORT THE SCHOOL'S PROGRAM:

2017-18 Actions/Services

school's educational program and the goals outlined throughout the LCAP.

1. 23 appropriately credentialed classroom teachers
2. 7 Enrichment Instructors:
 - Dance
 - Music
 - Visual Arts
 - Fitness
 - Gardening
 - Coding
3. 9 Instructional Aides/Assistants:
 - 3 for TK/K
 - 1 per each grade level 1-6
4. Leadership Team: in charge of meeting monthly; to review school data; student achievement data; assess impact of academic and social-emotional interventions; and ensure schoolwide policies and procedures are adhered to:
 - Executive Director
 - Principal
 - Associate Principal
 - Instructional Coaches
 - Guidance Advisor

2018-19 Actions/Services

following staff/positions to support the school's educational program and the goals outlined throughout the LCAP.

- **44 Classroom Teachers (24 for Site 1; 20 for Site 2)** that are appropriately credentialed and assigned.
- **(2) Principals – one for each site**
- **Benefits associated with employees**

2019-20 Actions/Services

Hawking STEAM Charter School will employ the following staff/positions to support the school's educational program, annual grade level expansion (Grades K-8) and the goals outlined throughout the LCAP.

- **49 Classroom Teachers (26 for Site 1; 23 for Site 2)** that are appropriately credentialed and assigned.
- **(2) Principals – one for each site**
- **Benefits associated with employees**

Hawking's educational program includes a longer school day/year, and requires teachers to attend summer professional development, weekly staff/professional development during the academic year, including 3 non-instructional days partly allocated towards data analysis to inform instruction.

2017-18 Actions/Services

- Parent/Community Liaison
5. Classified staff:
- HR Manager: shared between Hawking 1 & 2
 - Administrative Assistant
 - Attendance Technician
 - Receptionist
 - Parent/Community Liaison
 - Custodial Team: 3
6. SPED Team: to provide instructional and social-emotional supports as outlined in the student's IEP. South Bay County is the school's SELPA provider via Sweetwater Union High School District (SUHSD).
- 1 RSP Teachers
 - 1 Instructional Assistants
 - 1 Psychologist
 - 1 Speech Pathologist
 - 1 Occupational Therapist
 - Certificated Counselor (contracted)

2018-19 Actions/Services

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2019-20 Actions/Services

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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	1-5: \$2,312,196; 6: \$10,350	\$4,727,699	\$4,048,70

Year	2017-18	2018-19	2019-20
Source	1. \$478, 106 LCFF S&C; \$945,944 LCFF Base 2-6: LCFF Base	LCFF Base	LCFF Base
Budget Reference	1-5: 1000's, 2000's 6. 7221	1000s, 3000s	1000s, 3000s

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners, Foster Youth, and Low Income

LEA-wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Modified

2017-18 Actions/Services

PROFESSIONAL DEVELOPMENT

1. In order to provide all students with a high quality rigorous standards-aligned instructional program, it is critical that our

2018-19 Actions/Services

PROFESSIONAL DEVELOPMENT

Hawking STEAM Charter School provides all teachers with evidence based professional development aligned to the CA State

2019-20 Actions/Services

PROFESSIONAL DEVELOPMENT

Hawking STEAM Charter School provides all teachers with evidence based professional development aligned to the CA State

2017-18 Actions/Services

teaching staff is provided with appropriate and targeted, research-based professional development. The focus this year will primarily include the following topics:

- Project-based Learning (Buck Institute)
- NWEA MAP
- Learning Headquarters
- Arts Integration
- Science Engineering integration
- Hattie Visible Learning
- GLAD Training
- Kagan Cooperative Learning
- Mind Up: Mindfulness curriculum
- Achieve 3000 implementation
- TCI
- Writing across the curriculum
- Coding in the classroom

2. Professional development for all teachers will take place during the academic year, as follows:

- Summer Professional Development: 5 days
- Monthly during the academic year
- 8 Non-instructional days during the school year

3. Members of our teaching staff and/or Leadership team plan to attend in the following conferences:

2018-19 Actions/Services

Standards, school's mission and educational program and targeted to meet the needs of our students.

For Site 1:

- Wit and Wisdom- Literacy and Social Standards aligned curriculum (2 days July 17, 18)
- Learning Headquarters - Writing Curriculum (3 days per year)
- Eureka Math - New teachers (2 days Summer days)
- CAASPP Summer Institute (1 day Summer)
- ELPAC Academy (2-3 days per year)
- E3 Project (5 days throughout the year) + Intersession days monthly with Stipends and sub days.
- GLAD PD (possibly 2-3 teachers 2 days)
- AVID - Summer Institute (3 days during school)
- ELPAC Academy (1 day during school)
- Summer Grade level planning days (1 Day- various dates through summer)

For Site 2:

- Buck Institute - Project based learning (3 summer days)
- Nancy Fetzter - Reading Strategies (4 days during school)
- AVID - Summer Institute (3 days during

2019-20 Actions/Services

Standards, school's mission and educational program and targeted to meet the needs of our students.

For Certificated Staff & Paraprofessionals:

- PBIS (SDCOE)
- ELD (SDCOE)
- AVID
- Restorative Practices
- Sex and Health Education
- Wit & Wisdom
- Eureka Math
- TCI Social Studies/History
- Project-based Learning (Michael McDowell Training)
- IAB Teacher/Admin Workshop

For Administrative/Leadership Staff:

- CCSA Conference (4 staff)
- AVID
- Universal Design for Learning (UDL)
- Project-based Learning
- CAASPP Data Workshop
- CACSWA: Student discipline, absenteeism and truancy
- El Dorado SELPA Leadership Academy

Classified Staff:

- E3 Project
- PowerSchool Training
- Paraprofessional Certification

2017-18 Actions/Services

- CCSA
- National Charter School Conference
- SDCOE Trainings/Conf.
- Buck Institute Conference
- STEAM Conferences

2018-19 Actions/Services

- school)
- ELPAC Academy (1 day during school)
- E3 Project (5 days throughout the year) + Intersession days monthly with Stipends and sub days

All teachers will attend 3 days of summer Professional Development; 2 Non-instructional days during the academic year to review and analyze data; and bi-weekly professional development during the academic year.

Hawking STEAM Charter School also provides its staff with opportunities for learning to improve their professional practice by attending conferences and workshops.

- **CCSA Charter Conference (Admin)**
- **MTSS SUMS Conference**
- **STEAM Symposium**
- **NCSA**
- **Global MindED**
- **AVID Summer Institute**
- **CACSWA**
- **El Dorado Charter SELPA Leadership Academy**

2019-20 Actions/Services

- **IA Behavioral Intervention Training**

All Staff:

- **CPR training**
- **Fingerprinting/DOJ expenses**

Hawking STEAM Charter School also supports its teachers with **Teacher Induction Program costs** to build capacity for teachers and opportunities to develop meaningful teacher leadership.

Each site has **Lead teachers** whose role is to: facilitate grade level PLC's, mentor new teachers, and meeting regularly with the Administrative Leadership Team to provide input, feedback and disseminate information to grade level teams. **Stipends for Lead Teachers** are provided for both school sites.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
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Year	2017-18	2018-19	2019-20
Amount	1,3: \$35,000; 2: See Staffing to Support Educational Program	\$66,000	\$154,900
Source	LCFF Base	LCFF S/C	\$125,423 LCFF S/C, various PD above \$29,477 Title II
Budget Reference	1,3: 5000s; 2: See Staffing to Support Educational Program	5000s	5000s

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Modified

2017-18 Actions/Services

CURRICULUM

Every student has access to standards-aligned curriculum. Hawking STEAM Charter School will purchase the following additional curriculum and/or supplemental instructional

2018-19 Actions/Services

CORE CURRICULUM TO BE PURCHASED:

Every student has access to standards-aligned curriculum. Hawking STEAM Charter School plans to purchase the following curriculum and supplemental instructional materials which

2019-20 Actions/Services

CORE CURRICULUM TO BE PURCHASED:

Hawking STEAM Charter School will continue to ensure that every student has access to standards-aligned curriculum across all disciplines. Annually our school will be

2017-18 Actions/Services

materials:

- TCI
- Open Court Reading
- Ancient Civilization
- Eureka Math
- Pioneer Valley Books
- Brain Pop (subscription)
- Achieve 3000 (subscription)
- Smarty Ants (subscription)
- Know Atom
- Good Neighbor Gardens

2018-19 Actions/Services

includes but is not limited to:

- **TCI Science**
- **Know Atom (Science)**
- **Engage NY: ELA**
- **Core Knowledge**
- **Wit & Wisdom: ELA & Humanities**
- **Eureka Math**

2019-20 Actions/Services

expanding by one grade level. For 2019-20 our school will serve grades TK-8. The plan is to purchase the following curriculum and supplemental instructional materials which includes but is not limited to:

- **TCI Social Studies/History**
- **Spanish**
- **Music**
- **CTE**
- **ALD Curriculum**
- **TCI Science**
- **Know Atom (Science)**
- **Engage NY: ELA**
- **Core Knowledge**
- **Wit & Wisdom: ELA & Humanities**
- **Eureka Math**

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$164,732	\$362,707	\$611,000
Source	LCFF Base	LCFF Base	LCFF Base
Budget Reference	4000s	4000s	4000s

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners, Foster Youth, and Low Income

LEA-wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Modified

2017-18 Actions/Services

TECHNOLOGY

In order to provide all students with access to digital media, our school will purchase/lease

2018-19 Actions/Services

TECHNOLOGY

Hawking STEAM Charter School has successfully implemented a 1:1 student to device ratio, and teachers utilize Google Apps

2019-20 Actions/Services

TECHNOLOGY

Hawking STEAM Charter School has successfully implemented a 1:1 student to device ratio, and teachers utilize Google Apps

2017-18 Actions/Services

the following:

1. Purchase the following devices:
 - 266 Chromebooks
 - Laptop charging cards
 - MacBook's for teachers (2)
2. The school principal will develop an annual technology needs assessment.
3. Will contract IT services to install technology devices, provide tech support and maintain school's website.

2018-19 Actions/Services

for Education (GAFE). Annually, the Director of Informational Technology conducts a needs assessment based on staff and student needs. Annual, purchases include:

- **Replacement Chromebooks (50+)**
- **Chromebooks for incoming Grade 7 (70)**
- **iPads (56)**
- **SMART Boards (6)**
- **MacBook laptops**
- **Document Cameras**
- **Chromecast**
- **TV & Apple TV device**
- **Projection TV**
- **Headphones**
- **Other tech. devices**

Hawking STEAM Charter School will contract **IT Services** to address its network and technology needs, installation/set up of tech devices, repairs, ensure adequate bandwidth, etc. for both sites.

2019-20 Actions/Services

for Education (GAFE). Annual purchases include but are not limited to:

- **SMART Boards**
- **Chromebooks**
- **MacBooks**
- **Projectors & Screens**
- **LED TV & Stands**
- **Projectors**
- **Document Cameras**
- **Swivl**
- **Printers**
- **Phone system**

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	1: \$85,000; 2: See Staffing to Support Educational Program; 3: \$13,000	\$123,000	\$225,000
Source	1-3. LCFF Base	LCFF S/C	LCFF S&C
Budget Reference	1: 4400, 2: See Staffing to Support Educational Program; 3: 5850	4000s	4000s

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners, Foster Youth, and Low Income

LEA-wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Modified

2017-18 Actions/Services

COURSE ACCESS:

In order to prepare all students for the careers of the 21st century, it is critical that our school provide students with access to a broad course

2018-19 Actions/Services

COURSE ACCESS:

In order to prepare all students for the careers of the 21st century, it is critical that our school provide students with access to a broad course

2019-20 Actions/Services

COURSE ACCESS:

Hawking STEAM Charter School will serve grades TK-8, and will continue to ensure that all students have access to and participate in a

2017-18 Actions/Services

of study in various disciplines, beyond core subjects, which include: Visual Arts, Music, Dance, Theatre, Outdoor Science, and Physical Education.

2018-19 Actions/Services

of study in various disciplines, beyond core subjects, which include:

For Students at SITE 1:

- Dance
- Music
- Visual Arts
- Fitness/Athletics
- Gardening
- Coding
- Robotics/Engineering
- AVID taught during Advisory: 7th Integrated (Gr. 5-6)

For Students at SITE 2:

- Music Appreciation
- Visual Arts
- Fitness/ Athletics
- Coding
- Robotics/Engineering
- Rocket TV: Grade 5-6
- AVID: Grades 5-6

2019-20 Actions/Services

variety of electives as part of the school's STEAM focus, led by credentialed teachers.

For Students at SITE 1:

- AVID: Grades 3-8
- CTE
- Spanish
- Music
- Visual Arts

For Students at SITE 2:

- Media
(RocketTV/robotics/engineering)
- AVID: Grades 3-6
- Music
- Physical Education
- Visual Arts

Costs include **staffing, instructional materials/supplies, and expenses affiliated** with these programs/courses.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	See Staffing Salaries: Goal 1, Action 1	\$164,000	\$497,640

Year	2017-18	2018-19	2019-20
Source		LCFF S/C	LCFF S&C
Budget Reference		1000s, 5000s	1000s, 2000s, 3000s

Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Students with Disabilities

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

STAFFING, SERVICES & PROGRAM TO SERVICE SPED STUDENTS:

El Dorado is our school's SELPA Provider.
SPED Team: to provide instructional and social

STAFFING, SERVICES & PROGRAM TO SERVICE SWD:

El Dorado is Hawking's SELPA Provider. The **SPED Coordinator** will be responsible for developing; implementing and monitoring

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
	<p>emotional supports as outlined in the student's IEP:</p> <ul style="list-style-type: none"> • 1 SPED Coordinator (shared) • 1 Psychologist (shared) • Speech Pathologist (shared) • Education Specialist (2) – one per site • Instructional Assistants: 20 (11 for site 1; 9 for site 2) 	<p>quality student-centered Individual Education Plans (IEPs) including documentation and adherence to requirements and timelines, staffing and contracted services. Hawking's program will provide improved outcomes and close the achievement gap for students with disabilities, and will coordinate, design, and provide for specialized and age-appropriate programs, services and supports for students. Program services will include providing Special education teachers, Instructional aides and support staff.</p> <p>Hawking's SPED Coordinator will provide quality professional development opportunities for both certificated and classified staff to build capacity in providing high quality instructional opportunities for students with disabilities and administrator support training focused on understanding and leading high quality Individual Education Plans (IEPs) and translating those IEPs into high quality rigorous instruction for students with disabilities.</p>

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
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Year	2017-18	2018-19	2019-20
Amount		\$616,000	\$1,121,823
Source		Federal and State Special Education	Federal and State Special Education
Budget Reference		1000s, 2000s	1000s, 2000s, 3000s

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified Goal

Goal 2

Implement a schoolwide Multi-tiered System of Supports (MTSS) utilizing multiple forms of data to identify the academic, social-emotional and/or behavioral needs of our students; inform instructional decisions; and improve academic outcomes for all students (schoolwide & student groups). Continue to use data to support professional learning for all educators, paraprofessionals and the Leadership Team.

State and/or Local Priorities addressed by this goal:

State Priorities: 4, 5

Local Priorities:

Identified Need:

There is a need to improve student achievement on the ELA and Math CAASPP (schoolwide and all student groups).

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Annually increase ELA CAASPP Scale Scores: Distance from Standards (DFS)	+10.6 points above DFL3	+2.5 points DFS	+5 points above DFS	+8 points above DFS
Annually increase Math CAASPP Scale Scores: +10	+0.4 points above DLF3	-11.6 points DFS	-9 points DFS	-7 points DFS
% of EL who progress in English Proficiency (as	30% (CELDT)	37.4% ELPAC	38% ELPAC	39% ELPAC

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
measured by CELDT/ELPAC):				
Increase EL reclassification rates by 1% annually	26%	26.3%*	10.5%*	11.5%
Maintain attendance rates >96%	97%	97.2%	>96%	>96%
Maintain chronic absenteeism rates: <4%	2%	3.9%	<4%	<4%
Maintain MS Dropout Rate <1%	0%	0%	<1%	<1%
CA Science Test (CAST): Grades 5 & 8	N/A	N/A	Spring 2016 (Grade 5) Results will serve as a baseline	Will establish annual growth targets once Spring 2019 CAST results are reported

“*” Based on CALPADS reporting.

Planned Actions / Services

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Modified

2017-18 Actions/Services

ASSESSMENTS

1. Hawking 1 STEAM Charter School staff will implement multiple types of assessments

2018-19 Actions/Services

ASSESSMENTS

Hawking STEAM Charter School staff will implement multiple types of assessments in

2019-20 Actions/Services

ASSESSMENTS

Hawking STEAM Charter School staff will implement multiple types of assessments in

2017-18 Actions/Services

in order to monitor each student's: academic progress; identify their strengths and needs in order to modify instruction; and identify the type of academic intervention needed.

- NWEA MAP in ELA & Math: 3 times/year
- Achieve 3000 Monthly Gr. 3-6
- Smarty Ants Monthly K-2
- Eureka Math Monthly K-6
- Running Records 3x per year K-1
- Science and Engineering Unit Assessment Monthly Gr. 1-6

2. In addition, Hawking STEAM Charter School's students will also participate in the following state-mandated assessments:

- CAASPP ELA & Math: Grades 3-6
- CELDT: Initial only
- ELPAC: ELL students only
- CA Science Test (CAST): Grades 5
- Physical Fitness Test (PFT): Gr 5

2018-19 Actions/Services

order to monitor each student's: academic progress; identify their strengths and needs in order to modify instruction; and identify the type of academic intervention needed.

- **NWEA/MAP ELA & Math: TK-7**
- Achieve 3000 assessment (Gr. 2-7)
- Smarty Ants: TK-2
- Running records
- Publisher Assessments: ELA/Math

In addition, Hawking STEAM Charter School students will participate in the following state-mandated assessments:

- **ELPAC: Initial & Summative for ELL**
- **CAASPP: ELA & Math – Grades 3-7**
- **CA Science Test: Grades 5**
- **Physical Fitness Test (PFT): Grades 5, 7**

2019-20 Actions/Services

order to monitor each student's academic progress; identify their strengths and needs in order to modify instruction; and identify the type of academic intervention needed.

- **NWEA MAP: ELA & Math: TK-8**
- Achieve 3000/Smarty Ants Reading Lexile
- Publisher Assessments

In addition, Hawking STEAM Charter School students will participate in the following state-mandated assessments:

- ELPAC: Initial & Summative for ELL
- CAASPP: ELA & Math – Grades 3-8
- CA Science Test: Grades 5 & 8
- Physical Fitness Test (PFT): Grades 5, 7

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	See Staffing Salaries: Goal 1, Action 1	\$20,000	\$55,000

Year	2017-18	2018-19	2019-20
Source		LCFF S/C	LCFF S/C
Budget Reference		4000s	4000s

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners

LEA-wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Modified

2017-18 Actions/Services

ELD PROGRAM

Hawking STEAM Charter School will review and revise its EL Master Plan to align with the CDE's recent reclassification guidance, shift

2018-19 Actions/Services

STAFFING, SERVICES & PROGRAM TO SERVICE ELL STUDENTS:

Hawking STEAM Charter School will review and revise its EL Master Plan to align with the adoption of ELPAC, ELD curriculum, in order to

2019-20 Actions/Services

STAFFING, SERVICES & PROGRAM TO SERVICE ELL STUDENTS:

The **EL Coordinator** and Leadership Team will review and revise the EL Master Plan to align with the ELPAC, ELD curriculum (Accelerated

2017-18 Actions/Services

from CELDT to implementation of the ELPAC, ELD Curriculum and supplemental materials, in order to continue to ensure that all ELs receive appropriate, adequate and targeted ELD designated and integrated instruction. The school's CELDT Coordinator (Credentialed teacher) will administer the CELDT, and ELPAC. The Management Team in collaboration with teachers will review, analyze and closely monitor the academic progress of all ELL using multiple forms of data to ensure EL make academic gains in ELA and math, and all teachers integrate ELD standards across all disciplines.

2018-19 Actions/Services

ensure that all ELs receive appropriate, adequate and targeted ELD designated and integrated instruction. The school's **ELA/EL Interventionist** will administer the ELPAC assessment.

All EL's will receive designated (30-40 minutes/day) and integrated ELD instruction delivered by classroom teachers.

Our school will purchase the following curricular programs:

- **Signs for Sound curriculum**
- **Focused Reading Intervention**

2019-20 Actions/Services

Language Development), in order to ensure that all ELs receive appropriate, adequate and targeted ELD designated and integrated instruction across all grade levels. The **Instructional Aides** will provide EL students with additional academic support and intervention through push-in and small group instruction.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	See Staffing Salaries: Goal 1, Action 1	\$15,000	\$225,820
Source		LCFF S/C	\$196,343 LCFF S/C, EL Coordinator, instructional aides \$29,477 Title III, instructional aides
Budget		4000s	1000s, 2000s, 3000s

Year	2017-18	2018-19	2019-20
Reference			

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

--	--

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners, Foster Youth, and Low Income	LEA-wide	All Schools
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Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New	Modified	Modified
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2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

2017-18 Actions/Services

ACADEMIC INTERVENTIONS

The Principal and Instructional Coaches will align academic interventions to core instruction; and grade level content to ensure students are on track towards grade level mastery. The following outlines how students will be assessed for intervention and describe the types of intervention strategies that will be implemented during classroom instruction.

1. Provide description of how students will be assessed.
 - Goal Tracking Sheets for SST academic goals
 - NWEA
 - Achieve 3000 monthly Level Set
 - Publishing Parties for Writing
 - EXPO Projects Presentation
 - Performances (with use of rubrics)
 - Teacher and Instructional Assistants' formative assessments
 - Running Records
 - Eureka Math Unit Assessment
2. The following is a list of academic interventions:
 - Before school
 - Instruction by teachers and interventionist
 - After-school tutoring

2018-19 Actions/Services

STAFFING, SUPPLEMENTAL CURRICULUM, & PROGRAMS TO PROVIDE ACADEMIC INTERVENTIONS:

Hawking STEAM Charter School will continue to align academic interventions to core instruction; and grade level content to ensure all students including unduplicated students, are on track towards grade level mastery, in order to narrow any achievement gaps.

The **Instructional Coaches (2)** will provide our teachers with instructional coaching, through classroom observations, and feedback, that will be ongoing throughout the school year. Students will receive additional academic support from the **Instructional Aides (17)**, during the instructional day and after-school. The **Math Interventionist** will provide academic support for students who are struggling academically.

Our school will provide our struggling students with access to the following academic intervention/web-based programs:

- **Achieve 3000 (subscription)**
- **Smarty Ants (subscription)**
- **Brain Pop (subscription)**
- **Zearn Math (subscription)**
- **Khan Academy**
- **Pioneer Valley Guided reading**

2019-20 Actions/Services

STAFFING, SUPPLEMENTAL CURRICULUM, & PROGRAMS TO PROVIDE ACADEMIC INTERVENTIONS:

Hawking STEAM Charter School MTSS Program will strengthen its academic interventions to align with core instruction; and grade level content, findings from assessments (CAASPP, NWEA MAP, Achieve 3000, etc.) to ensure all students including unduplicated students, are on track towards grade level mastery, in order to narrow any achievement gaps.

The **Instructional Coaches (2) (Title I)** will facilitate professional development, and provide teachers with instructional coaching, through classroom observations, and feedback, that will be ongoing throughout the school year. Our students will receive additional academic support from the **Instructional Aides**, during the instructional day and after-school. The **Math Interventionists (2) (Title I)** will provide academic support for students who are struggling academically to improve student outcomes.

In addition, our school will utilize the following web-based intervention programs for students who struggle academically:

- **Achieve 3000/Smarty Ants (Title I)**

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
	<p>Our school will provide students with after-school academic and social enrichment program (ASES) that includes after-school tutoring. At Site 1: Gizmos & Gadgets will be offered.</p> <p>At Site 1: A 2-week Summer School Program will be offered at site 1, with a focus on ELA and Math.</p> <p>At Site 2: A 1-2 week intersession Intervention will be offered 3 times per year (Fall, Spring, Summer) that will focus on ELA and Math.</p>	<ul style="list-style-type: none"> • RAZ Kids • Learning A-Z • Zearn Math • Brain Pop <p>Our school will provide students with after-school academic and social enrichment program (ASES). In addition, after-school tutoring will be provided with credentialed teachers.</p>

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	See Staffing Salaries: Goal 1, Action 1	\$426,237	\$552,000
Source		LCFF S/C	\$337,000 Title I, \$215,000 LCFF S/C
Budget Reference		1000s, 5000s	1000s, 2000s, 3000s, 4000s, 5000s

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners, Foster Youth, and Low Income

LEA-wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New

Modified

2017-18 Actions/Services

SOCIAL-EMOTIONAL SUPPORTS

Upon a review and analysis of our school's profile, discussions with teachers, students and parents, our school has identified the

2018-19 Actions/Services

STAFFING, SUPPLEMENTAL CURRICULUM, & PROGRAMS THAT PROVIDE SOCIAL-EMOTIONAL/BEHAVIORAL SUPPORT/INTERVENTION:

2019-20 Actions/Services

STAFFING, SUPPLEMENTAL CURRICULUM, & PROGRAMS THAT PROVIDE SOCIAL-EMOTIONAL/BEHAVIORAL SUPPORT/INTERVENTION:

2017-18 Actions/Services

following social-emotional support system that will be provided to meet the needs of our students.

- Embodied Awareness Advisor: Coordinates all SEL programs.
- Credentialed Counselor/ psychologist consultant: Provide guidance on compliance and providing support and direction for Advisor.
- MindUp Character Development Program ties together the growth mindset and Positive Discipline.
- Mindfulness in the classroom: Program to help students learn to self-regulate and connect school stressors to future life stressors and how they can be maintained and mitigated by our personal thoughts.
- Sensory Room: A room for students who need to unwind and take a break. The room includes different items that students are guided to use in order to help ground and comfort them when they need it.
- SST Program
- Girls Circle: Teachers nominate candidates for this program that serves as a safe space for females to discuss ideas, issues or dreams with one another. The goal is to teach women how to support one another to reach

2018-19 Actions/Services

Upon a review and analysis of our school's student profile data, discussions with teachers, students and parents, our school has implemented a comprehensive suite of services to meet the needs of our students.

At Site 1: Hawking STEAM Charter School will employ a **Psychologist** to provide our at-risk students with social-emotional and/or behavioral counseling. Our school will pilot the **Second Step Character Development Program** that will be embedded in the instructional day by classroom teachers. During morning huddle our teachers implement HBOT Character Traits.

At Site 2: The **Assistant Principal, Counselor,** and **Guidance Advisor** will provide social-emotional counseling. Our school will continue to implement **Cloud 9 curriculum** during morning assemblies led by teachers.

2019-20 Actions/Services

Hawking's MTSS Program will identify and provide increased emphasis on social-emotional and behavioral supports to improve student outcomes.

Hawking STEAM Charter School's **Assistant Principals** will lead the school's SEL; provide counseling services (small group, individual) in collaboration with the **Counselor** and **Guidance Advisor**. Site 2 will implement 5th **Second Step** Character Development Program. Our school will research social-emotional/behavioral universal screeners for schoolwide implementation.

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

their highest potential.

- Boys Circle: Teachers nominate candidates for this program that serves as a safe space for females to discuss ideas, issues or dreams with one another. The goal is to help men how our actions have consequences and how those consequences affect others.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	See Staffing Salaries: Goal 1, Action 1	\$322,500	\$423,199
Source		LCFF S/C	LCFF S&C
Budget Reference		1000s	1000s, 2000s, 3000s

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, and Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Modified

2017-18 Actions/Services

STUDENT ENGAGEMENT

In order to provide students with relevant learning experiences outside of the classroom, our school will host and/or provide the

2018-19 Actions/Services

STAFFING, STRATEGIES, PROGRAMS & ACTIVITIES TO PROMOTE STUDENT ENGAGEMENT:

Hawking STEAM Charter School prides itself in

2019-20 Actions/Services

This action has been moved to/combined with Goal 3, Action 1.

2017-18 Actions/Services

following:

1. As part of our school's college-going culture, all 6th grade students will visit at least 4 different types of colleges/universities or learning environments post-secondary education.
2. Provide students with leadership opportunities through:
 - ASB
 - Student Surveys
 - Leading Daily Morning Huddle
 - Leading weekly Friday afternoon huddle
 - Intramural Sports
3. Offer after-school clubs and organizations.
 - HYPE: free after school Cooperative Fitness program.
 - Gizmos and Gadgets: fee based after school STEAM Academy
 - Teacher run clubs based on student interest.
4. Offer before-school academic/social enrichment program.
5. All students participate in EXPO: Each EXPO must have an element of Social Action where they connect to community

2018-19 Actions/Services

providing every student with numerous opportunities to engage students in the learning process.

Site 1 will host and/or provide the following:

- 6th grade Camp: Julian/Cuyamaca
- Field trips college/universities
- **Participate in leadership opportunities:** ASB, School wellness, Schoolwide events, Presentation: Read Across America Week
- After school Clubs/organizations:
 - Hype: After-school cooperative fitness program;
 - Gizmos & Gadgets
 - Teacher Run Clubs
- Participation in Expo

Site 2 will host and/or provide the following:

- **Field trips aligned to the content standards:** STEAM Workshops, SD Museum of Art, Lego Land, Dairy Farms, etc.
- 6th grade Camp
- Award Assembly: STEAM, Attendance
- **Inner City Outings:** Partnership with

2019-20 Actions/Services

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
organization and learn how to provide support.	Sierra Club <ul style="list-style-type: none"> • Schoolwide events/competitions: Day of Coding, Fall Festival, Spirit Week, Fun Run, Pie Day, Earth Day, Expos, Fabulous Fridays, Jump-a-Thon, dance-a-thon, Peace Run • Performances: Oregon Trail, and Gold Dust or Bust Play 	

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	1,3: 105,000; 2,4,5: See Staffing to Support Educational Program	\$65,000	N/A
Source	LCFF Base	LCFF Base	
Budget Reference	1: 5812; 2,4,5: See Staffing to Support Educational Program; 3: 5850	5812	

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified Goal

Goal 3

Engage parents, families, and members of the community as partners through education to support student academic achievement and provide a safe, supportive, welcoming, inclusive, and positive learning environment.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 3, 6

Local Priorities: 1, 3, 6

Identified Need:

There is a need to effectively communicate and partner with parents to improve student outcomes.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Parent involvement will include input in decision-making: SSC, & ELAC:	Met	Met	Met	Met
Parent involvement will include opportunities for participation in programs for unduplicated students:	Met	Met	Met	Met
Maintain suspension rates: <2%	0%	0%	<2%	<2%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Maintain expulsion rates: <1%	0%	0%	<1%	<1%
Facilities Inspection Tool (FIT) Report Score of “Good”: Good or better	Good	Good	Good -Site 1 Exemplary -Site 2	Good or Better
Increase participation rate on parent survey: *	Baseline	75%*	Site 1: 78 Site 2: 188	>60%
Increase participation rate on student survey: **	Baseline	88%**	Site 1: 84% Gr.3-5 Site 1: 100% Gr 6-7 Site 2: 59% Gr. 3-6	>90%
Increase participation rate on staff survey: ***	Baseline	45%	62%	65%

Note:

* See Local Indicators Report; and Annual update for Parent Survey findings.

** See Local Indicators Report; and Annual update for Student Survey findings.

*** See Annual Update for Staff Survey findings.

Planned Actions / Services

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners, Foster Youth, and Low Income

LEA-wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Modified

2017-18 Actions/Services

SCHOOL CLIMATE & SAFETY

Hawking STEAM Charter School will implement

2018-19 Actions/Services

STAFFING, PROGRAMS, STRATEGIES & ACTIVITIES TO PROMOTE A POSITIVE SCHOOL

2019-20 Actions/Services

STAFFING, PROGRAMS, STRATEGIES & ACTIVITIES TO PROMOTE STUDENT

2017-18 Actions/Services

the following actions and services to ensure all students are provided with a safe, welcoming and positive learning community.

1. The Leadership Team (or list the committee/staff position) will annually review and revise the Comprehensive School Safety Plan. The school's entire staff will be trained on the School Safety Plan, and monthly drills will take place.
2. Leadership Team/Principal will develop a supervision schedule that includes supervision of students before/during and after-school.
3. Hawking STEAM Charter School will implement Mind Up (Mindfulness) Program schoolwide.
4. Assemblies will take place bi-monthly to recognize students for the following: exuding positive character traits/behavior, perfect attendance, and "most improved."
5. All students will attend assemblies/workshops on the following topics: Bullying, restorative justice/practices, cyber-bullying, Internet

2018-19 Actions/Services

CLIMATE & ENSURE A SAFE SCHOOL:

Hawking STEAM Charter School will implement the following actions and services to ensure all students are provided with a safe, welcoming and positive learning community.

- The Leadership Team will annually review and revise the Comprehensive School Safety Plan.
- The school's entire staff will be trained on the School Safety Plan, and monthly drills will take place.
- Administrative Team will develop a supervision schedule for the (6) supervision aides.
- The school's ASB/Leadership Student Council will lead Spirit Rallies, Spirit Days, etc.
- Administer annual parent and student survey
- Implement Second Step & Cloud 9 Character Education Program.

2019-20 Actions/Services

ENGAGEMENT, A POSITIVE SCHOOL CLIMATE & PROVIDE SAFE SCHOOL ENVIRONMENT:

Hawking STEAM Charter School will implement the following:

- Student access to clubs/organizations & competitions that support and increase student engagement
- Provide opportunities for student leadership
- Students will participate in Student-led conferences and Expos where they will present/exhibit their learning and/or coursework
- Host **field trips** aligned to the content standards and provide experiential learning opportunities
- Implement and revise the Comprehensive School Safety Plan including annual needs assessment for **cameras/surveillance, security, supplies, first aid, and Supervisors** in charge of supervision and safety.
- Administer **student and staff survey** annually

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
safety, etc.		

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	See Staffing Salaries: Goal 1, Action 1	See Goal 1, Action 1	\$300,400
Source		See Goal 1, Action 1	LCFF S&C
Budget Reference		See Goal 1, Action 1	2000s, 3000s, 5000s

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

PARENT INPUT IN DECISION-MAKING

At Hawking STEAM Charter School, parent input in decision-making will take place through the following:

2018-19 Actions/Services

PARENT INPUT IN DECISION-MAKING

At Hawking STEAM Charter School, parent input in decision-making will take place through the following:

2019-20 Actions/Services

PARENT INPUT IN DECISION-MAKING

At Hawking STEAM Charter School, parent input in decision-making will take place through the following:

2017-18 Actions/Services

- School Site Council (SSC)
- English Language Advisory Committee (ELAC)
- Classroom Parent Committee
- Hawking Board of Directors: Parent member

2018-19 Actions/Services

- School Site Council (SSC)
- English Language Advisory Committee (ELAC)
- Hawking Board of Directors: Parent member

2019-20 Actions/Services

- School Site Council (SSC)
- English Language Advisory Committee (ELAC)
- Hawking Board of Directors: Parent member
- P's with the Principal (Site 1)
- Coffee with the Principal (Site 2)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	See Staffing Salaries: Goal 1, Action 1	See Goal 1, Action 1	See Goal 1, Action 1
Source		See Goal 1, Action 1	See Goal 1, Action 1
Budget Reference		See Goal 1, Action 1	See Goal 1, Action 1

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Modified

2017-18 Actions/Services

OPPORTUNITIES FOR PARENT PARTICIPATION

Hawking STEAM Charter School provides (or will provide) the following opportunities to

2018-19 Actions/Services

OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION:

Hawking STEAM Charter School will provide all

2019-20 Actions/Services

OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION:

2017-18 Actions/Services

engage parents as partners in their child's education. They include:

1. Volunteer in schoolwide events; and/or assist teachers in the classroom. All volunteers will undergo a live-scan and TB testing.
2. Hawking STEAM Charter School will employ a parent/community liaison to facilitate parent meetings, schoolwide events and communicate with parents.
3. Parent workshops on the following topics as requested by parents:
 - Mind Up Mindfulness Program
 - Positive Discipline
 - Successful Students' Parents' Best Practices
 - Supporting Academic Achievement as an ESL parent.
 - Student Learner Outcomes and School Culture
4. Administer an annual parent survey.
5. Ensure school website and social media is updated on a regular basis as a method to communicate with parents.

2018-19 Actions/Services

parents (including unduplicated and Students with Disabilities) with numerous opportunities to engage as partners in their child's education. Our school will employ **(2) parent liaisons** who will facilitate the following:

- Coffee with the Principal
 - Character Education Program
 - Testing
 - Cyber bullying
 - Attendance & schoolwide expectations
- Coffee with the Counselor
- Parent Learning Workshops
 - ESL
 - Holistic family practices for student achievement
 - Positive Discipline in the home
- Administer annual parent surveys
- Volunteer opportunities
- Communicate with families

2019-20 Actions/Services

As part of Hawking STEAM Charter School's MTSS Program implementation our school will partner with parents (including parents of unduplicated and Students with Disabilities) to support student achievement. Parent engagement opportunities will include:

- Provide **Parent Education workshops led by PIQE**
- Coffee and P's with the Principal
- Provide volunteer opportunities
- Annual Parent Survey

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	1: \$1,000; 2-5: See Staffing to Support Educational Program	\$76,000	See Goal 1, Action 1
Source	LCFF Base	LCFF S/C	
Budget Reference	1: \$1,000; 2-5: See Staffing to Support Educational Program	2000s, 4000s	

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Modified

2017-18 Actions/Services

FACILITIES

The following actions and services are required in order to: ensure a safe, and well-maintained school facility; and appropriate classroom

2018-19 Actions/Services

FACILITIES

The following actions are essential in order to provide all students, and staff with a safe,

2019-20 Actions/Services

FACILITIES

Hawking STEAM Charter School strives to provide a safe, clean, and well-maintained school site for all students and staff. In order

2017-18 Actions/Services

space to implement the school's program:

1. Annual facility leasing cost for school site.
2. Costs for facility upgrades and/or expansion, maintenance/repairs, and janitorial services.
3. Administer an annual Facility Inspection (FIT) report; and make all necessary improvements as required.

2018-19 Actions/Services

clean, and well maintained school site:

- Facility Site (leasing costs for 2 sites) & relocation costs
- Provide maintenance including repairs and janitorial services.
- Security expenses (cameras)
- Administer annual FIT report for each site
- Addition of classrooms: 2 Kindergarten classrooms on E. Street.

2019-20 Actions/Services

to accomplish this, the following will take place:

- **Acquisition of new facility site**
- **Classroom furniture for new site and annual grade level expansion**
- **Facility leasing expenses**
- **Facility maintenance, repairs and custodial staff**
- Administer annual FIT Report

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	1: no cost in 2017-18; 2-3: \$26,000	\$554,294	\$1,865,000
Source	LCFF Base	4000s, 5000s	5000s
Budget Reference	2: 5630; 3: 7000s	LCFF Base	LCFF Base

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$ 1,874,165

19.41%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

2019-20

The following improved actions and services are principally directed towards unduplicated pupils and funded using Supplemental & Concentration Funds.

- **Goal 1, Action 2**: Professional Development: PBIS, ELD, AVID, Restorative Practices, Project-based learning, Conferences for teachers.
- **Goal 1, Action 4**: Purchase of technology devices, SMART Boards, Chromebooks, etc.
- **Goal 1, Action 5**: Broad Course of Study: (Site 1) AVID, CTE, Spanish, Music, Visual Arts. (Site 2): Media, Robotics, AVID, Music, Physical Education and Visual Arts.
- **Goal 2, Action 1**: NWEA MAP Assessments
- **Goal 2, Action 2**: For ELD Program: EL Coordinator and Instructional Aide
- **Goal 2, Action 3**: Academic Intervention: Instructional Aides, and intervention programs: Achieve 3000, RAZ Kids, Learning A-Z, Zearn math, & Brain Pop.
- **Goal 2, Action 4**: Social-emotional & Behavioral Intervention: Hawking's MTSS Program will identify and provide increased emphasis on social-emotional and behavioral supports to improve student outcomes. Hawking STEAM Charter School's Assistant Principals will lead the school's SEL;

provide counseling services (small group, individual) in collaboration with the Counselor and Guidance Advisor. Site 2 will implement 5th Step Character Development Program. Our school will research social-emotional/behavioral universal screeners for schoolwide implementation.

- **Goal 3, Action 1:** Strategies to increase student engagement and school climate/safety: Host field trips aligned the content standards and provide experiential learning opportunities. Administer annual student, parent and staff survey.

2018-19

Hawking STEAM Charter School provides a rigorous academic STEAM-based educational program across 2 sites in San Diego, one in Chula Vista, and the other in South San Diego.

The following improved actions and services are principally directed towards unduplicated pupils and funded using Supplemental & Concentration Funds.

- Goal 1, Action 2: Professional Development:

Hawking STEAM Charter School provides all teachers with evidence based professional development aligned to the CA State Standards, school's mission and educational program and targeted to meet the needs of our students. The focus will be on increasing and improving literacy (reading, writing, speaking) instruction, through GLAD training, Project-based Learning, AVID training, STEAM workshops, and MTSS yearlong training.

- Goal 1, Action 4: Technology

In order to ensure students have access to web-based programs and supplemental resources, our school will implement a 1:1 student to device ratio. Purchases for the upcoming year include Chromebooks for incoming grade 7 students at Site 1; and replacement Chromebooks, IT services to set-up all laptops, provide tech support and ensure both sites have proper bandwidth for students and staff to access.

- Goal 1, Action 5. Course Access

100% of our students have access to ELA, Math, Science, and History (Social Studies). In addition: to the following electives/enrichment courses: Dance, Music, Visual Arts, Fitness/Athletics, Gardening, Coding, Robotics/Engineering, AVID, Music Appreciation, Fitness/Athletics, Robotics/Engineering, and Rocket TV.

This upcoming year, our school sites will be piloting AVID with specific grade levels in order to evaluate the program and plan how to effectively implement it schoolwide.

Goal 2, Action 2:ELL Supports & Program

Hawking STEAM Charter School will review and revise its EL Master Plan to align with the adoption of ELPAC, ELD curriculum, in order to ensure that all ELs receive appropriate, adequate and targeted ELD designated and integrated instruction. The school's ELA/EL Interventionist will administer the ELPAC assessment.

All EL's will receive designated (30-40 minutes/day) and integrated ELD instruction delivered by classroom teachers. Our school will purchase the following curricular programs: Signs for Sound curriculum; and Focused Reading Intervention

Goal 2, Action 3: STAFFING, SUPPLEMENTAL CURRICULUM, & PROGRAMS TO PROVIDE ACADEMIC INTERVENTIONS:

Hawking STEAM Charter School will continue to align academic interventions to core instruction; and grade level content to ensure all students including unduplicated students, are on track towards grade level mastery, in order to narrow any achievement gaps.

The Instructional Coaches (2) will provide our teachers with instructional coaching, through classroom observations, and feedback, that will be ongoing throughout the school year. Students will receive additional academic support from the Instructional Aides (17), during the instructional day and after-school. The Math Interventionist will provide academic support for students who are struggling academically.

Our school will provide our struggling students with access to the following academic intervention/web-based programs: Achieve 3000 (subscription), Smarty Ants (subscription); Brain Pop (subscription), Zearn Math (subscription), Khan Academy, and Pioneer Valley Guided reading. Our school will provide students with after-school academic and social enrichment program (ASES) that includes after-school tutoring. At Site 1: Gizmos & Gadgets will be offered.

At Site 1: A 2-week Summer School Program will be offered at site 1, with a focus on ELA and Math.

At Site 2: A 1-2 week intersession Intervention will be offered 3 times per year (Fall, Spring, Summer) that will focus on ELA and Math.

Goal 2, Action 4: STAFFING, SUPPLEMENTAL CURRICULUM, & PROGRAMS THAT PROVIDE SOCIAL-EMOTIONAL/BEHAVIORAL SUPPORT/INTERVENTION:

Upon a review and analysis of our school's student profile data, discussions with teachers, students and parents, our school has implemented a comprehensive suite of services to meet the needs of our students.

At Site 1: Hawking STEAM Charter School will employ a Psychologist to provide our at-risk students with social-emotional and/or behavioral counseling. Our school will pilot the Second Step Character Development Program that will be embedded in the instructional day by classroom teachers. During morning huddle our teachers implement HBOT Character Traits.

At Site 2: The Assistant Principal, Counselor, and Guidance Advisor will provide social-emotional counseling. Our school will continue to implement Cloud 9 curriculum during morning assemblies led by teachers.

Goal 3, Action 3: OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION:

Hawking STEAM Charter School will provide all parents (including unduplicated and Students with Disabilities) with numerous opportunities to engage as partners in their child's education. Our school will employ (2) bilingual parent liaisons (one for each site) that will facilitate the following: Coffee with the Principal, parent learning workshops, Coffee with the Counselor, Administer parent surveys, offer volunteer opportunities and communicate with families.

The Supplemental and Concentration Funds are being expended on actions and service that are principally directed toward unduplicated student groups:

- Goal 1 includes Guidance Counselor, Instructional Aides, and a portion of teacher salaries to support unduplicated students (Goal 1, Action 1) on working with EL (Goal 2, Action 1), Low Income, and Homeless students in providing academic and social-emotional support and intervention; and ELD instruction and professional development on ELD standards.
- Reviewing and revised ELD Program including identified ELD supports. (Goal 2, Action 2)

Professional Development is provided for all teachers regardless if they do not teach unduplicated pupils since these strategies are effective evidence-based that will benefit all students. Unduplicated students who are underperforming in ELA and Math will benefit from these strategies. Hawking STEAM Charter School provides a rigorous academic STEAM-based educational program across 2 sites in San Diego, one in Chula Vista, and the other in South San Diego.

The following improved actions and services are principally directed towards unduplicated pupils and funded using Supplemental & Concentration Funds.

- Goal 1, Action 2: Professional Development:

Hawking STEAM Charter School provides all teachers with evidence based professional development aligned to the CA State Standards, school's mission and educational program and targeted to meet the needs of our students. The focus will be on increasing and improving literacy (reading, writing, speaking) instruction, through GLAD training, Project-based Learning, AVID training, STEAM workshops, and MTSS yearlong training.

- Goal 1, Action 4: Technology

In order to ensure students have access to web-based programs and supplemental resources, our school will implement a 1:1 student to device ratio. Purchases for the upcoming year include Chromebooks for incoming grade 7 students at Site 1; and replacement Chromebooks, IT services to set-up all laptops, provide tech support and ensure both sites have proper bandwidth for students and staff to access.

- Goal 1, Action 5. Course Access

100% of our students have access to ELA, Math, Science, and History (Social Studies). In addition: to the following electives/enrichment courses: Dance, Music, Visual Arts, Fitness/Athletics, Gardening, Coding, Robotics/Engineering, AVID, Music Appreciation, Fitness/Athletics, Robotics/Engineering, and Rocket TV.

This upcoming year, our school sites will be piloting AVID with specific grade levels in order to evaluate the program and plan how to effectively implement it schoolwide.

Goal 2, Action 2:ELL Supports & Program

Hawking STEAM Charter School will review and revise its EL Master Plan to align with the adoption of ELPAC, ELD curriculum, in order to ensure that all ELs receive appropriate, adequate and targeted ELD designated and integrated instruction. The school's ELA/EL Interventionist will administer the ELPAC assessment.

All EL's will receive designated (30-40 minutes/day) and integrated ELD instruction delivered by classroom teachers.

Our school will purchase the following curricular programs: Signs for Sound curriculum; and Focused Reading Intervention

Goal 2, Action 3: STAFFING, SUPPLEMENTAL CURRICULUM, & PROGRAMS TO PROVIDE ACADEMIC INTERVENTIONS:

Hawking STEAM Charter School will continue to align academic interventions to core instruction; and grade level content to ensure all students including unduplicated students, are on track towards grade level mastery, in order to narrow any achievement gaps.

The Instructional Coaches (2) will provide our teachers with instructional coaching, through classroom observations, and feedback, that will be ongoing throughout the school year. Students will receive additional academic support from the Instructional Aides (17), during the instructional day and after-school. The Math Interventionist will provide academic support for students who are struggling academically.

Our school will provide our struggling students with access to the following academic intervention/web-based programs: Achieve 3000 (subscription), Smarty Ants (subscription); Brain Pop (subscription), Zearn Math (subscription), Khan Academy, and Pioneer Valley Guided reading.

Our school will provide students with after-school academic and social enrichment program (ASES) that includes after-school tutoring. At Site 1: Gizmos & Gadgets will be offered.

At Site 1: A 2-week Summer School Program will be offered at site 1, with a focus on ELA and Math.

At Site 2: A 1-2 week intersession Intervention will be offered 3 times per year (Fall, Spring, Summer) that will focus on ELA and Math.

Goal 2, Action 4: STAFFING, SUPPLEMENTAL CURRICULUM, & PROGRAMS THAT PROVIDE SOCIAL-EMOTIONAL/BEHAVIORAL SUPPORT/INTERVENTION:

Upon a review and analysis of our school's student profile data, discussions with teachers, students and parents, our school has implemented a comprehensive suite of services to meet the needs of our students.

At Site 1: Hawking STEAM Charter School will employ a Psychologist to provide our at-risk students with social-emotional and/or behavioral counseling. Our school will pilot the Second Step Character Development Program that will be embedded in the instructional day by classroom teachers. During morning huddle our teachers implement HBOT Character Traits.

At Site 2: The Assistant Principal, Counselor, and Guidance Advisor will provide social-emotional counseling. Our school will continue to implement Cloud 9 curriculum during morning assemblies led by teachers.

Goal 3, Action 3: OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION:

Hawking STEAM Charter School will provide all parents (including unduplicated and Students with Disabilities) with numerous opportunities to engage as partners in their child's education. Our school will employ (2) bilingual parent liaisons (one for each site) that will facilitate the following: Coffee with the Principal, parent learning workshops, Coffee with the Counselor, Administer parent surveys, offer volunteer opportunities and communicate with families.

2017-18

The Supplemental and Concentration Funds are being expended on actions and service that are principally directed toward unduplicated student groups:

- Goal 1 includes Guidance Counselor, Instructional Aides, and a portion of teacher salaries to support unduplicated students (Goal 1, Action 1) on working with EL (Goal 2, Action 1), Low Income, and Homeless students in providing academic and social-emotional support and intervention; and ELD instruction and professional development on ELD standards.
- Reviewing and revised ELD Program including identified ELD supports. (Goal 2, Action 2)

Professional Development is provided for all teachers regardless if they do not teach unduplicated pupils since these strategies are effective evidence-based that will benefit all students. Unduplicated students who are underperforming in ELA and Math will benefit from these strategies.

Local Control Funding Formula (LCFF) Budget Overview for Parents Template

Developed by the California Department of Education, December 2018

LCFF Budget Overview for Parents: Data Input

Local Educational Agency (LEA) name:	Hawking STEAM Charter School
CDS code:	37-68411-0126086
LEA contact information:	Lorena Chavez, Executive Director 619.483.3008 lchavez@hawkingcharter.org
Coming LCAP Year:	2019-20
Current LCAP Year	2018-19

*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

Projected General Fund Revenue for the 2019-20 LCAP Year		Amount
Total LCFF funds	\$	11,530,329
LCFF supplemental & concentration grants	\$	1,874,165
All other state funds	\$	2,164,847
All local funds	\$	34,067
All federal funds	\$	872,341
Total Projected Revenue	\$	14,601,584

Total Budgeted Expenditures for the 2019-20 LCAP Year		Amount
Total Budgeted General Fund Expenditures	\$	15,054,274
Total Budgeted Expenditures in LCAP	\$	10,107,487
Total Budgeted Expenditures for High Needs Students in LCAP	\$	2,020,139
Expenditures not in the LCAP	\$	4,946,787

Expenditures for High Needs Students in the 2018-19 LCAP Year		Amount
Total Budgeted Expenditures for High Needs Students in the LCAP	\$	1,212,737
Estimated Actual Expenditures for High Needs Students in LCAP	\$	1,775,555

Required Prompt(s)
<p>Briefly describe any of the General Fund Budget Expenditures for the LCAP year not included in the LCAP.</p> <p>.....</p> <p>A prompt may display based on information provided in the Data Input tab.</p> <p>.....</p> <p>A prompt may display based on information provided in the Data Input tab.</p>

Response(s)
General and administrative salary and consumable expenses not directly related to student or program services not included.
[Respond to the prompt here; if there is no prompt a response is not required.]
[Respond to the prompt here; if there is no prompt a response is not required.]

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Hawking STEAM Charter School

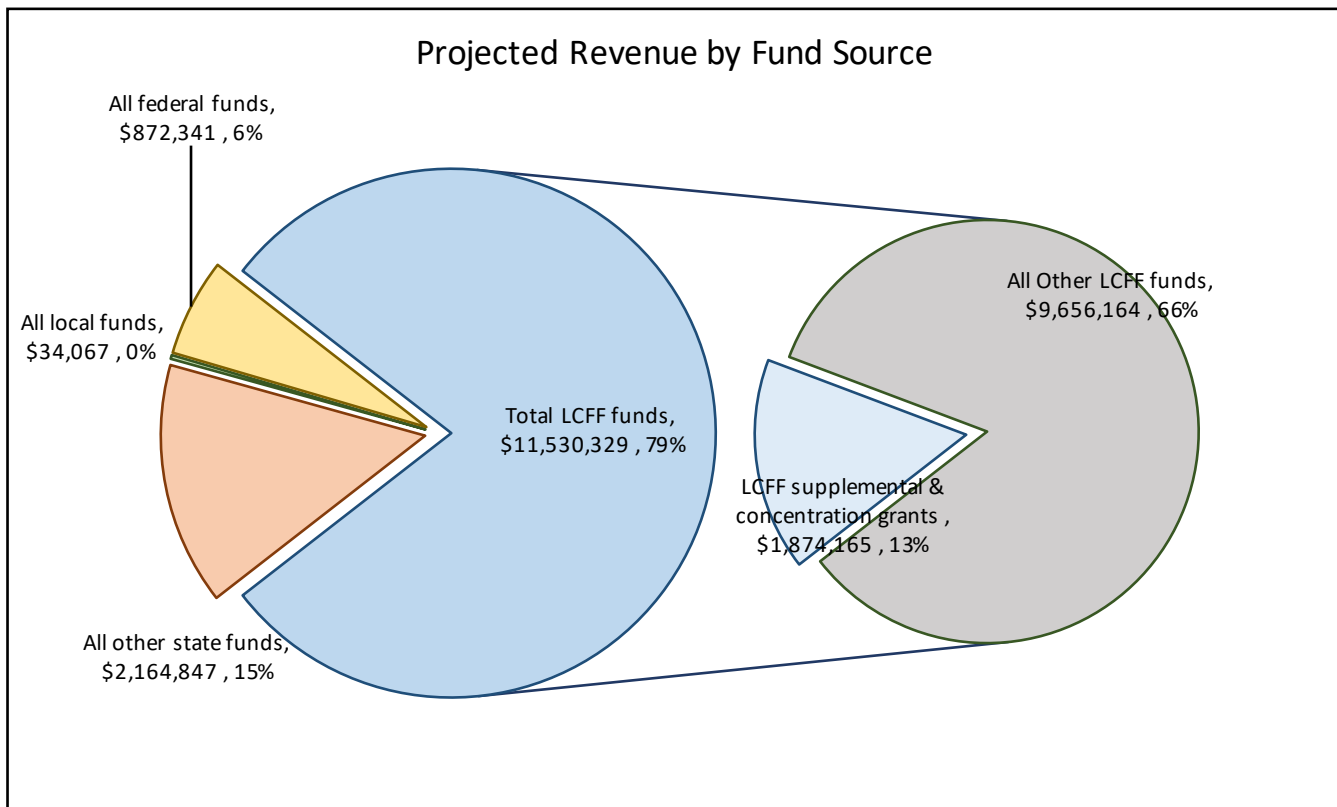
CDS Code: 37-68411-0126086

Local Control and Accountability Plan (LCAP) Year: 2019-20

LEA contact information: Lorena Chavez, Executive Director 619.483.3008 Ichavez@hawkingcharter.org

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2019-20 LCAP Year

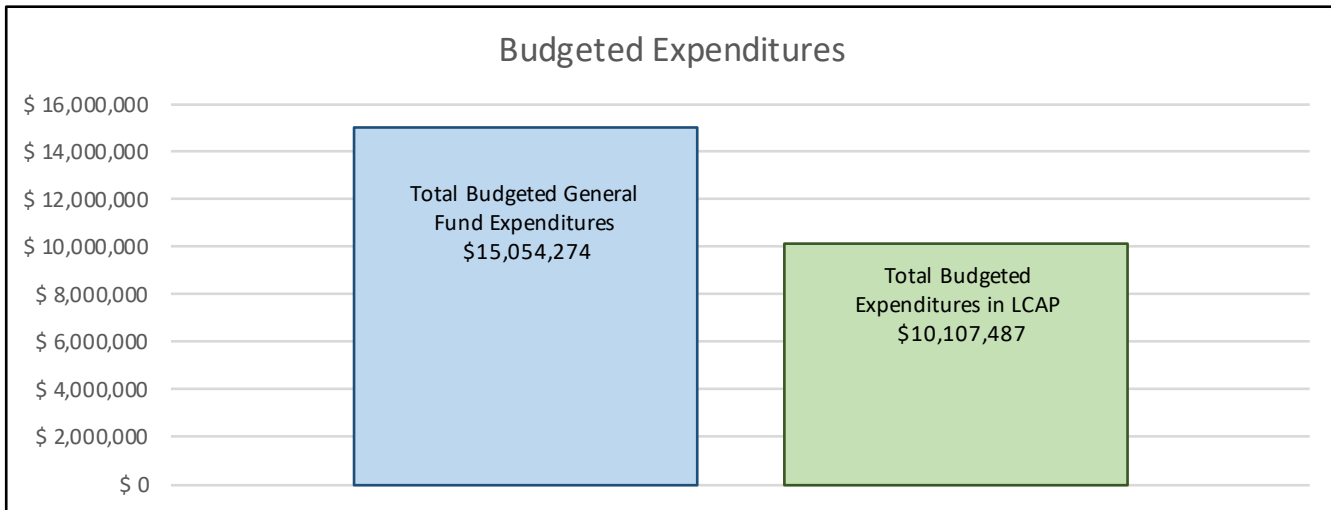


This chart shows the total general purpose revenue Hawking STEAM Charter School expects to receive in the coming year from all sources.

The total revenue projected for Hawking STEAM Charter School is \$14,601,584.00, of which \$11,530,329.00 is Local Control Funding Formula (LCFF), \$2,164,847.00 is other state funds, \$34,067.00 is local funds, and \$872,341.00 is federal funds. Of the \$11,530,329.00 in LCFF Funds, \$1,874,165.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.

LCFF Budget Overview for Parents



This chart provides a quick summary of how much Hawking STEAM Charter School plans to spend for 2019-20. It shows how much of the total is tied to planned actions and services in the LCAP.

Hawking STEAM Charter School plans to spend \$15,054,274.00 for the 2019-20 school year. Of that amount \$10,107,487.00 is tied to actions/services in the LCAP and \$4,946,787.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

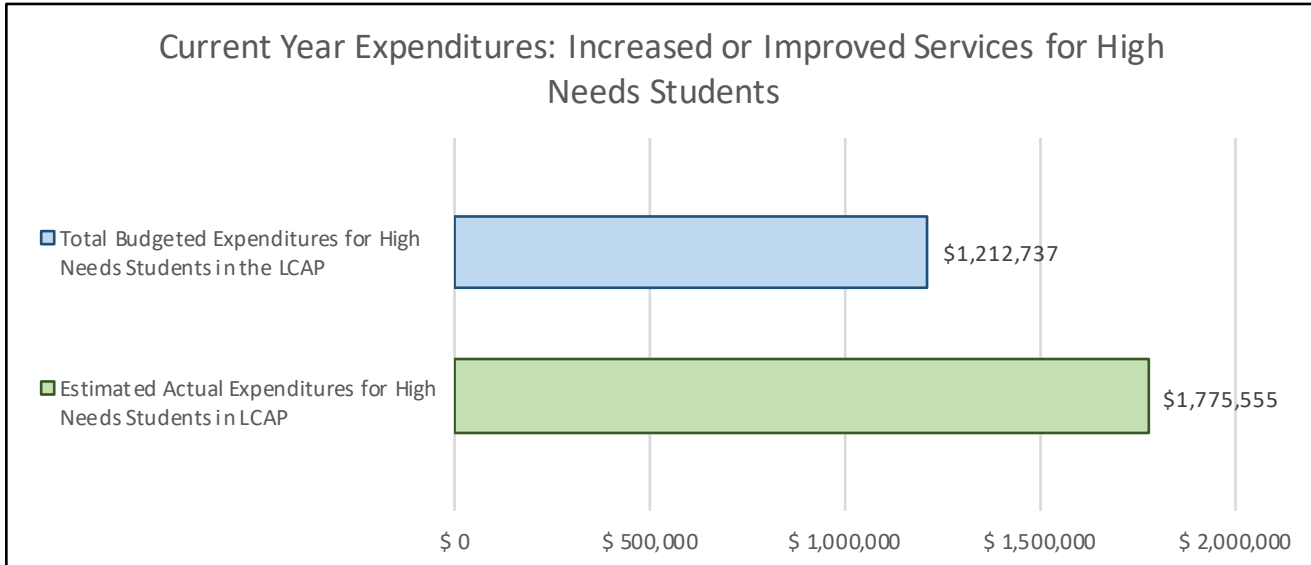
General and administrative salary and consumable expenses not directly related to student or program services not included.

Increased or Improved Services for High Needs Students in 2019-20

In 2019-20, Hawking STEAM Charter School is projecting it will receive \$1,874,165.00 based on the enrollment of foster youth, English learner, and low-income students. Hawking STEAM Charter School must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, Hawking STEAM Charter School plans to spend \$2,020,139.00 on actions to meet this requirement.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2018-19



This chart compares what Hawking STEAM Charter School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Hawking STEAM Charter School estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2018-19, Hawking STEAM Charter School's LCAP budgeted \$1,212,737.00 for planned actions to increase or improve services for high needs students. Hawking STEAM Charter School estimates that it will actually spend \$1,775,555.00 for actions to increase or improve services for high needs students in 2018-19.

LCFF Budget Overview for Parents Data Entry Instructions

These instructions are for the completion of the Local Control Funding Formula (LCFF) Budget Overview for Parents. The local educational agency (LEA) will enter its data in the 'Data Input' tab in the Excel workbook and respond to the available prompts in the 'Narrative Response' tab. This information will automatically populate the 'Template' pages of the Budget Overview for Parents with the information. To start, ensure that you are on 'Data Input' worksheet by clicking on the 'Data Input' in the lower left hand side.

***NOTE: The "High Needs Students" referred to below are Unduplicated Students for LCFF funding purposes.**

Data Input Tab

LEA Information (rows 1-3)

The LEA must enter the LEA name, county district school (CDS) code, and LEA contact information (name, phone number and email address) in the corresponding blue boxes.

Identify the Applicable LCAP Year

- **Coming LCAP Year (row 4):** Enter the upcoming fiscal year for which the Local Control and Accountability Plan (LCAP) is adopted or updated on or before July 1. Enter in this format 20XX-XX.
- **Current LCAP Year (row 5):** Enter the current fiscal year for which the previous LCAP was adopted or updated on July 1. Enter in this format 20XX-XX.

Projected General Fund Revenue for the Coming LCAP Year

All amounts should be entered in the gray boxes adjacent to the corresponding amount title. The coming LCAP year (as indicated in row 4) means the fiscal year for which an LCAP is adopted or updated by July 1.

- **Total LCFF funds (row 8):** This amount is the total amount of LCFF funding (including supplemental & concentration grants) the LEA estimates it will receive pursuant to California *Education Code (EC)* sections 2574 (for county offices of education) and 42238.02 (for school districts and charter schools), as applicable for the coming LCAP year. This amount is the amount indicated in the Standardized Account Code Structure (SACS) Budget Fund Form 01, Column F, row A.1 (LCFF Sources).
- **LCFF supplemental & concentration grants (row 9):** This amount is the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to *California Code of Regulations Title 5 (5 CCR)* Section 15496(a)(5), pursuant to *EC* sections 2574 and 42238.02, as applicable for the coming LCAP year.
- **All other state funds (row 11):** This amount is the total amount of other state funds (not including LCFF funds) the LEA estimates it will receive.
- **All local funds (row 12):** This amount is the total amount of local funds and entitlements the LEA estimates it will receive.
- **All federal funds (row 13):** This amount is the total amount of federal funds (including all Every Student Succeeds Act Title funds) the LEA estimates it will receive.

The total of the General Fund Revenue should equal the amount indicated in the SACS Budget Fund Form 01 Column F, row A.5 (Total Revenues).

LCFF Budget Overview for Parents Data Entry Instructions

Total Budgeted Expenditures for the Coming LCAP Year

- **Total Budgeted General Fund Expenditures (row 17):** This amount is the LEA's total budgeted General Fund expenditures for the coming LCAP year as indicated on SACS Budget Fund Form 01, column F, Row B.9 (Total Expenditures). The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual* (<http://www.cde.ca.gov/fg/ac/sa/>). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)

- **Total Budgeted Expenditures in the LCAP (row 18):** This is the total amount of budgeted expenditures on planned actions and services to meet the goals included in the LCAP for the coming LCAP year.
- **Total Budgeted Expenditures for High Needs Students in LCAP (row 19):** This is the total amount of the budgeted expenditures, from all fund sources, in the planned actions and services included in the LCAP that identified as contributing to the increased or improved services for high needs students pursuant to *EC* Section 42238.07.

Expenditures for High Needs Students in the Current LCAP Year

- **Total Budgeted Expenditures for High Needs Students in the LCAP (row 23):** This amount is the total of the budgeted expenditures, from all fund sources, in the planned actions and services included in the LCAP that identified as contributing to the increased or improved services for high needs students pursuant to *EC* Section 42238.07 for the current LCAP year.
- **Estimated Actual Expenditures for High Needs Students in LCAP (row 24):** This is the total of the estimated actual expenditures, from all fund sources, on the actions and services included in the LCAP that are identified as contribute to the increased or improved services for high needs students pursuant to *EC* Section 42238.07, as reflected in the Annual Update for the current LCAP year.

Narrative Responses Tab

The LEA's response for each prompt is limited to 75 words. Double click on the applicable cell to respond to the required prompt(s).

- **Brief description for General Fund Expenditures (row 2):** Briefly describe any of the General Fund Budgeted Expenditures for the LCAP year that are not included in the LCAP.
- **Brief description for High Needs Students (row 3):** If the amount on line 19 ('Data Input' tab) is less than the amount on line 9 ('Data Input' tab), a prompt will appear and the LEA must provide a brief description of how the planned actions and services in the LCAP will meet the requirement to improve services for high needs students. If no prompt appears, the LEA is not required to supply a description.
- **Brief description for actual expenditures for high needs students (row 4):** If the amount in line 23 ('Data Input' tab) is greater than the amount in line 24 ('Data Input' tab), a prompt will appear and the LEA must provide a brief description of how the difference impacted the actions and services and overall increased or improved services for high needs students in the current fiscal year pursuant to *EC* Section 42238.07. If no prompt appears, the LEA is not required to supply a description.