

Local Control and Accountability Plan (LCAP) Every Student Succeeds Act (ESSA) Federal Addendum Template

LEA name:

Hawking STEAM Charter School

CDS code:

37-68411-0126086

Link to the LCAP:

(optional)

www.hawkingschools.org

For which ESSA programs will your LEA apply?

Choose from:

TITLE I, PART A

Improving Basic Programs Operated by State and Local Educational Agencies

TITLE I, PART D

Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk

TITLE II, PART A

Supporting Effective Instruction

TITLE III, PART A

Language Instruction for English Learners and Immigrant Students

TITLE IV, PART A

Student Support and Academic Enrichment Grants

(NOTE: This list only includes ESSA programs with LEA plan requirements; not all ESSA programs.)

Hawking STEAM Charter School will participate in:

- Title I, Part A
- Title II, Part A
- Title III, Part A
- Title IV, Part A.

In the following pages, ONLY complete the sections for the corresponding programs.

Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding. LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

The LEA must address the Strategy and Alignment prompts provided on the following page.

Each provision for each program must be addressed, unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development.** ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into

their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

Hawking STEAM Charter School is a direct-funded charter school. In April 2017, it received approval from SUHSD for 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.

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 the 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.

MTSS is a systemic, continuous-improvement framework in which data-based problem solving and decision-making is practiced across all levels of the school's system for supporting students. This comprehensive framework focuses on the Common Core State Standards, core instruction, differentiated learning, student-centered learning, individualized student needs, and the alignment of systems necessary for all students' academic, behavioral and social success.

The intentional design and redesign of integrated and aligned services and supports is a key component of MTSS. That alignment supports the efficient alignment of state and federal resources to support those services.

Hawking STEAM Charter School is integrating the requirements of the School Plan for Student Achievement (SPSA) into their Local Control and Accountability Plan (LCAP) per AB 716. In this way, all actions, services, metrics, accountability, and funding will be included in one document, to better illustrate the degree to which the charter maintains its focus on the school's mission, vision and goals. The LCAP process, including stakeholder engagement, is the primary planning tool for the charter as they leverage resources, both state and federal, to meet their goals and improve student outcomes.

In addition to Dashboard and CAASPP data, Hawking STEAM Charter School uses surveys, school climate data, and interim assessments to complete the annual needs assessment, monitor student progress and modify instruction and intervention if needed. The interim assessments to complete the

annual needs assessment, monitor student progress and modify instruction and intervention if needed. The interim assessments include:

- NWEA MAP ELA & Math: 3 times/year
- Achieve 3000/Smarty Ants
- Publisher assessments

This data is shared through ELAC, SSC, board meetings and staff meetings to give all stakeholders information into the effectiveness of state and federal funded programs in addressing areas of need.

The data on the Fall 2018 California School Dashboard revealed that the school was in the “Yellow” Performance Category for Chronic Absenteeism, ELA and Math.

During the school year SSC, ELAC, and School Leadership Council will provide input/feedback on the LCAP Actions/services and monitor annual measurable outcomes. This is an opportunity for parents and community members to provide input on student programs and the allocation of Title Funds.

Hawking STEAM Charter School will continue to adhere to the requirements of AB716, and the school’s LCAP will serve as its School Plan for Student Achievement (SPSA).

Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

Hawking STEAM Charter School serves as an educational laboratory to students in grades TK-12, through a rigorous and enriching STEAM educational program that incorporates Science across all subjects, in a Project-based Learning environment, that differs from the traditional public school instructional setting.

- **SCIENCE:** Our Next Generation Science Standards (“NGSS”) Science curriculum provides our students with hands-on exploration including a realia-based language acquisition program; that builds on a student’s natural curiosity. Our charter school has adopted Seeds of Science, TCI Science, and KnowAtom as our NGSS core curriculum and these have been budgeted for each classroom to ensure that students have access to science- enriched curriculum and instructional materials needed throughout the year.

- **TECHNOLOGY:** Starting with kindergarten, our charter school has implemented a one-to-one student to device ratio. Students in kindergarten through second-grade use iPads to facilitate their learning; and students in grades three and above use netbooks. In addition, we maintain additional technological devices so that students can use and become familiar with different technology platforms, including Mac and Microsoft Windows operating systems. Our blended model includes the use of programs such as Khan Academy, Zearn Mathematics, Learning A to Z, Brain Pop, and various teacher selected iPad and Google applications that extend learning beyond the classroom. In addition, our students are learning to Code using the Codeable application along with Khan Academy. The main arguments behind the push

for students to learn to code usually center on preparing students for future jobs. There is a skill shortage in the computer science industry, which determines skilled job seekers can walk into lucrative contracts. This trend is predicted to rise. The other aspect to the usual argument is that even students who do not work in the technology industry will also benefit throughout their life and careers by learning computer science, as all industries now involve some component of programming.

- **ENGINEERING:** Engineering is embedded in the NGSS standards and in our adopted science curriculum. Teachers and students have access to an abundance of building materials that can be used with the various engineering state standards. In addition, our charter school has partnered with International Bridge Technologies, Inc., a civil engineering company in San Diego that has volunteered to present to our students about what engineering is and its applicability in the 'real-world.'

- **THE ARTS:** The arts are integrated throughout the day across all subjects. It is most evident in our bi-annual expos where students display their artwork, and parents and members of the community attend the event. Students' innate levels of creativity are heightened by the expectation that they must deliver high-quality products for the expos and individual student-led conferences.

- **MATH:** Hawking STEAM Charter School students think like mathematicians. The math curriculum is aligned with the Common Core State Standards, which emphasize deeper learning, critical thinking, and conceptual

Example 1:

- All students at Hawking STEAM Charter School benefit from instruction by an appropriately credentialed and assigned classroom teachers, guided by the Executive Director. (LCFF Base)

- Additional academic support is provided through the MTSS framework by (2) Instructional Coaches who 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 students access the following intervention materials: Achieve 3000/Smarty Ants (Title I); Raz Kids, Learning A-Z & Zearn Math.

Example 2:

Hawking STEAM Charter School provides a robust evidence-based Professional Development: PBIS (SDCOE), ELD Standards, Restorative Practices, AVID, Wit & Wisdom, Eureka Math, Project-based Learning.

Teachers and the administrative team were provided with opportunities to improve their professional practice through attendance at conferences and workshops aligned to charter priorities, such as CCSA Conference, CAASPP Conference,

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

The engagement of stakeholders is critical to the charter's decisions regarding expenditures of LCFF and federal funds. This process includes teachers, Special Education teachers, EL specialist,

Paraprofessionals, students, parents, community and Board members in the data analysis, in developing growth targets, and in reflecting on what is working and where further support is needed. Resource allocation is aligned and maximized to meet the needs of students. The LCAP stakeholder engagement process is combined with input from ELAC and SSC, as well as survey results to ensure all voices are heard.

Results of the engagement process and information about priorities and services are shared with stakeholders through LCAP updates at Charter Board Meetings, regularly scheduled meetings with the Principal, and two assemblies attended by staff, parents and students.

As part of the school's data-driven culture, the California School Dashboard provides a starting point for data analysis. The Dashboard results are augmented by an extensive group of local, interim, formative and benchmark assessments that provide real-time feedback on student learning. These additional assessments include:

- NWEA MAP ELA & Math: 3 times/year
- Achieve 3000/Smarty Ants
- Publisher assessments

Per AB716, both state and federal funds are included within the LCAP, which also serves as the SPSA. The school uses the LCAP process of stakeholder engagement and continuous improvement to ensure alignment of goals, actions and funding sources, both state and federal, to most efficiently and effectively serve the needs of the students.

ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals, and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(1) (A–D)	1, 2, 4, 7, 8 (<i>as applicable</i>)

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

- (A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
- (B) identifying students who may be at risk for academic failure;
- (C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
- (D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 (<i>as applicable</i>)

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

Career Technical and Work-based Opportunities

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 (<i>as applicable</i>)

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

- (A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and

(B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

TITLE II, PART A

Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 (<i>as applicable</i>)

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

TITLE III, PART A

Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 (<i>as applicable</i>)

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

TITLE I, PART A

Poverty Criteria

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed**, unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

TITLE I, PART A

Educator Equity

ESSA SECTION 1112(b)(2)

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable to charter schools.

Parent and Family Engagement

ESSA SECTIONS 1112(b)(3) and 1112(b)(7)

Describe how the LEA will carry out its responsibility under Section 1111(d).

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Hawking STEAM Charter School ("Hawking") is one school with 2 sites: one in Chula Vista, and another in South San Diego (a border community). Each site has its own Principal, Assistant Principal, teachers, paraprofessionals, etc. and our staff collaborates as one school.

Hawking STEAM Charter School (“Hawking”) has engaged its stakeholders (Principals, Administrative/Leadership Staff, SPED Coordinator, EL Coordinator, Teachers, Paraprofessionals, Governing Board, and parents/guardians including those representing unduplicated pupils and Students with Disabilities, in the development of the school’s Title I Parent and Family Engagement Policy. This policy is reviewed and evaluated annually by the School Site Council (SSC) and ELAC/DELAC to measure effectiveness and address any areas of need based on input from stakeholders. The Title I Parent & Family Engagement Policy is then distributed and discussed in detail with all incoming/continuing families along with the Parent/Student Handbook led by the Principals. Interpreter services are provided and made available upon request, most of our staff are bilingual.

The school’s calendar of events for families, which includes parent education workshops, SSC/ELAC Meetings, Coffee with the Principal, schoolwide events, and Parent member on the Governing Board meetings are uploaded to the school’s website on a regular basis and notifications are also sent home. Monthly newsletters and social media are also used to communicate with families.

Hawking has implemented a plethora of methods including Class Dojo and Infinite Campus Messenger, to communicate with parents. invite and engage parents/families to participate in these venues (SSC, ELAC, Parent Education Workshops, etc.). Facilitated by the Principals, and/or Assistant Principals, the focus is on understanding the State academic standards, state-mandated assessments, local assessments (NWEA MAP Reading, & Math, Achieve 3000), how to monitor their child’s academic progress (i.e. reading and math strategies); strategies and resources available to support their child to improve academically (including Students with Disabilities), and providing onsite social-emotional supports & interventions, social media, technology use (integrity/plagiarism); all of which are methods to improve the achievement of their child, and foster parental involvement. Additionally, we also host workshops for families on how to access the school’s PowerSchool Parent Portal where families can also communicate with school staff, teachers, and monitor their child’s academic progress.

Our entire staff (teachers, paraprofessionals, administration, classified staff) participate in staff development that focuses on methods to engage, elicit, communicate and involve parents/families to our school. Hawking STEAM Charter School collaborates as equal partners in their child’s education; as outlined in our school’s LCAP Goal #3. Our school administers WestEd’s CA School Parent survey annually to gather input/feedback on our school’s program, LCAP Goals Actions/services, school connectedness, safety, and to assess how well our staff communicate and engage parents in their child’s education. The Parent surveys are reviewed and analyzed by the school’s Leadership Team; then presented to the entire staff, governing board; and parents; which also informs our Title I Parent & Family Engagement Policy as well as our school’s LCAP.

As a Charter School, a school of choice, serving a border community, our staff knows and understands the critical role parents/families play in the success of their child(ren) which also impacts the success of our school. Our Principals host parent meetings which serve to inform them of our school’s resources available to. Interpreter services are available for all schoolwide events, parent meetings, parent workshops, and upon request. Most of our staff are also bilingual. Materials sent home are translated to Spanish (the language identified by parents in the Home Language Survey; and in the parent survey), which serve to inform family members who have limited English Proficiency; and family of migratory

children. Accommodations as appropriate will also be made for family members with disabilities including providing information and school reports in a format (to the extent practicable) in a language that parents understand.

Per AB716, Hawking STEAM Charter School is utilizing its school's LCAP as the SPSA; and the LCAP Planning process to meet both state and federal requirements.

Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Hawking STEAM Charter School operates a Schoolwide Title I program and uses their Title I funding for Supplemental services to close the achievement gap between students meeting the CA State challenging standards and those that do not. The nature of the supports they provide includes both academic and social/emotional strategies that bridge the opportunity gap students may be experiencing.

Specifically, Hawking STEAM Charter School uses Title I funds to support interventions in their MTSS Program. The Principals at each site facilitate the implementation of MTSS intervention and supplemental support for at-risk students who are predominately Unduplicated Pupils (Low Income, EL and Foster Youth) students. The (2) Instructional Coaches (Title II) provides coaching for teachers and Instructional Aides on evidence-based instructional intervention strategies, data analysis, student progress monitoring and targeted interventions. The Math Interventionists (2) (both Title I) provide academic support for at-risk students as evidenced by CAASPP, NWEA, and Achieve 3000 assessments. The Instructional Aides are funded out of S&C in order to provide targeted assistance to students who are not responding to previous interventions.

The engagement of stakeholders is critical to the charter's decisions regarding expenditures of LCFF and federal funds. This process includes stakeholders such as teachers (including Special Education and EL specialists), paraprofessionals, students, parents, community and Board members in the data analysis, in developing growth targets, and in reflecting on what is working and where further support is needed. Resource (state and federal) allocation is aligned and maximized to meet the needs of students. The LCAP stakeholder engagement process includes input from ELAC and SSC, as well as survey results to

ensure all voices are heard. The annual process of evaluating the impact of current programs through the Annual Update to inform any updates to the Goals, Actions and Services, and funding is effective and transparent.

The Comprehensive Needs Assessment involves a robust data set with formative, interim and summative assessments. Led by the Leadership team at both sites the charter uses the California School Dashboard data as a starting point for identifying areas where the charter is not making gains or not meeting desired outcomes. Then a more in-depth look at data follows as the staff reviews result from interim data sets such as:

- NWEA MAP ELA & Math Assessments: 3 times/year
- Achieve 3000 Lexile growth
- Raz Kids
- Zearn math
- Brain Pop

This information is shared with all stakeholder groups through scheduled Board meetings, SSC/ELAC meetings, Coffee and P's with the Principal, Leadership meetings and staff meetings. Stakeholder ideas are gathered and added to the data set, along with survey results to help the charter complete a root cause analysis and engage in a process of continuous improvement to address key areas of concern. SSC and ELAC discuss the findings and suggest actions for change. The final LCAP is presented to the Board for approval. (Charters are not required to hold a Public Hearing)

The analysis of the current Dashboard and other data showed an achievement gap in CAASPP ELA for all student groups (English Learners, SWD and Hispanic). 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 the Second Step Character Development Program. Our school will research social-emotional/behavioral universal screeners for schoolwide implementation.

Hawking STEAM Charter School does not have any students living in local institutions for neglected or delinquent children or attending school in community day school programs.

TAS: Not applicable

Neglected or delinquent: Not applicable

Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

THIS ESSA PROVISION IS ADDRESSED BELOW:

Hawking STEAM Charter School ensures that students who are experiencing homelessness have equal access to the same free, appropriate public education that is provided to other students. Students are enrolled immediately and participate fully in the school program allowing them the opportunity to meet rigorous academic standards. The Counselor is the Homeless Liaison and ensures that students experiencing homelessness are appropriately identified. The Liaison will also assist the students through the enrollment process, help register them for appropriate classes, and provide additional support with their individual and specific needs, including strategies to optimize their attendance at school. This outreach ensures the students have access to all resources, extended day and year interventions, and other supports offered at Hawking STEAM Charter School. Additional supports are made available to the families of the students experiencing homelessness.

Title I funding for homeless students may be used for items such as transportation/bus passes, school uniforms, or before and after school care and tutoring, depending on the needs of the student. The school also refers to students and their families to community resources that provide help and support to homeless and displaced families and will write letters of recommendation to secure housing if needed. Students who are experiencing homelessness have access to all the same supports as all students at the school. This includes tutoring, counseling, 1:1 student to laptop ratio, and support for RTI specialists as needed (Title I).

Student Transitions

ESSA SECTIONS 1112(b)(8) and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

- (A) through coordination with institutions of higher education, employers, and other local partners; and
- (B) through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Hawking STEAM Charter Schools provide annual spring orientations for incoming Transitional Kindergarten and Kindergartners for the fall and parent meetings to assist in the transition of participants to the elementary school. Hawking STEAM Charter Schools Title I Program focuses on the elementary and middle school grades and students are provided annual orientations to the middle school with transitional meetings between elementary and middle school staff in the spring in anticipation of the fall enrollment. Currently, Hawking STEAM Charter Schools service grades TK-7th and as the grades progress (expanding by one grade level annually) an orientation is provided for the new grade level. Efforts are made to communicate with neighboring schools for students transitioning to higher grades. During 6th-grade parent meetings we share information about school options.

The Principals at each site review every new student's cumulative folder and communicates important information with teachers. Our office team ensures we have new students' assessment data like ELPAC and CAASPP scores if available. New students are carefully monitored during the first few months of school to determine the need for academic, behavior, social-emotional support or intervention.

Additional Information Regarding Use of Funds Under this Part

ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

- (A) assist schools in identifying and serving gifted and talented students; and
- (B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable.

TITLE I, PART D

Description of Program

ESSA SECTION 1423(1)

Provide a description of the program to be assisted [by Title I, Part D].

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable to charter schools.

Formal Agreements

ESSA SECTION 1423(2)

Provide a description of formal agreements, regarding the program to be assisted, between the

(A) LEA; and

(B) correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable to charter schools.

Comparable Education Program

ESSA SECTION 1423(3)

As appropriate, provide a description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable to charter schools.

Successful Transitions

ESSA SECTION 1423(4)

Provide a description of the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable to charter schools.

Educational Needs

ESSA SECTION 1423(5)

Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable to charter schools.

Social, Health, and Other Services

ESSA SECTION 1423(6)

As appropriate, provide a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable to charter schools.

Postsecondary and Workforce Partnerships

ESSA SECTION 1423(7)

As appropriate, provide a description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable to charter schools.

Parent and Family Involvement

ESSA SECTION 1423(8)

As appropriate, provide a description of how the program will involve parents and family members in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable to charter schools.

Program Coordination

ESSA SECTION 1423(9–10)

Provide a description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.

Include how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable to charter schools.

Probation Officer Coordination

ESSA SECTION 1423(11)

As appropriate, provide a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable to charter schools.

Individualized Education Program Awareness

ESSA SECTION 1423(12)

Provide a description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable to charter schools.

Alternative Placements

ESSA SECTIONS 1423(13)

As appropriate, provide a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable to charter schools.

TITLE II, PART A

Professional Growth and Improvement

ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Hawking STEAM Charter School has established a system of professional growth and improvement for its teachers, Principals and school leaders that is research and evidence-based, with the goal of building the capacity of its teachers and providing opportunities to develop meaningful teacher leadership the impacts teacher satisfaction, retention and student academic outcomes as outlined in our school's LCAP Goal #1.

In alignment with this focus, our school continues to provide all teachers with evidence-based professional development aligned to the CA State Standards, the school's mission, our educational program, based on a Comprehensive Needs Assessment using multiple forms of student and teacher data, input from teachers, and aligned to our Multi-tiered System of Supports (MTSS).

NEW TEACHERS: Teachers new to the profession are provided significant support through teacher induction costs funded with Title II funds; will receive additional mentoring from our "Lead Teachers," and coaching from our Instructional Coaches.

ALL TEACHERS: All teachers participate in a robust professional learning that starts in the summer (prior to the start of the school year); biweekly during the academic school year; in addition to 2 non-instructional days which focus on data analysis, CA State Standards, pedagogical strategies (differentiation and Project-based Learning), adopted curriculum, and on Restorative Practices and PBIS, which has been implemented in alignment with our MTSS focus on meeting the academic, social-emotional and behavioral needs of our students. Areas of focus for professional learning are based on findings from state-mandated assessments, internal/local benchmark assessments (NWEA MAP ELA & Math), teacher need based on observations from Instructional Coaches, and strategies identified by our teachers to improve their practice, and build the capacity of our teachers, developing meaningful opportunities for teacher leadership.

PRINCIPALS, LEADERS & PARAPROFESSIONALS: Hawking strongly supports the professional learning of its Principals, school leaders and paraprofessionals and provides them with extensive professional learning through the San Diego County Office of Education (SDCOE) Leadership Trainings, E3 (Teacher/staff evaluation) Training, SELPA Provider (El Dorado COE SELPA Leadership Academy), and Universal Design for Learning and through other venues. In addition, the Executive Director provides Leadership Coaching for both Principals; and our Principals provide coaching for staff interested in

leadership positions. The Principals and School Leaders may also request to attend training, workshops, and/or conferences that support their professional learning.

Our school and organization support the professional learning of all staff from the beginning of their careers, throughout their careers and through advancement opportunities. Developing future leaders and building capacity within our staff is essential for the ongoing growth of our school. Hawking STEAM Charter School is situated over 2 sites currently serving students in grades TK-8 and will be expanding in the future to serve grades TK-12 across two sites. Our goal is to provide high quality ongoing training for prospective teacher leaders and staff for future advancement leadership positions.

Prioritizing Funding

ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

THIS ESSA PROVISION IS ADDRESSED BELOW:

Hawking is a single school charter and not identified for CSI/TSI so this provision does not apply.

In the future, if Hawking were to be identified for comprehensive support and improvement or targeted support and improvement, we would prioritize our Title II funds to provide professional development in support of strategies, identified through data and root cause analysis, which are focused on addressing the needs that triggered the identification. All stakeholders (teachers, administrators, classified staff, students and families) would be involved in this improvement process through SSC/ELAC, staff meetings, and surveys. The implementation would be monitored and evaluated quarterly, as part of the continuous improvement process to determine the effectiveness or needed revisions. The focused activities and results would be included in the LCAP and communicated through the LCAP process to all stakeholders, including SSC/ELAC.

Data and Ongoing Consultation to Support Continuous Improvement

ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Hawking STEAM Charter Schools professional development planning begins with an analysis of data of student performance and needs, CA Schools Dashboard, educators' capabilities and needs, progress in school initiatives, and data about the effectiveness of current professional development to determine their needs and priorities. Data analysis and need assessment is augmented by input from stakeholders

and local/benchmark assessment data and surveys. Interim assessments used include NWEA MAP, and Achieve 3000, and writing assessments administered multiple times per year. Our focus is on student achievement for ALL students, and we use Dashboard data plus other disaggregated data to identify individual students and student groups not meeting expectations in English language arts, mathematics, socio-emotional development, behavior, attendance, and progression toward success in college and career. Conversations with teachers through PLCs and Grade Level Meetings, Leadership PLCs, and classroom observations help us identify areas in which professional development would help teachers meet student needs. We identify needs for principals and other leaders as we analyze data and identify focus areas for improvement.

Our professional development (PD) can generally be divided into two primary categories: academic and socio-emotional/behavioral. It is important to us to address both areas, and our data shows that it is often socio-emotional factors, not just academic factors, that are interfering with some students' ability to master academic standards and thus our ability to close the achievement gap. An example is our current focus on inclusion, which includes supporting PD in Universal Supports, Behavior Basics, Evidence Based Teaching Strategies and training in co-teaching as well as training in meeting students' socio-emotional needs. Multiple areas must be addressed if inclusion is to be successful.

The administrative team will present data on a monthly basis to the Board of Directors at public meetings that include an assessment of the impact of the professional development on actions/services and on the progress toward meeting LCAP goals and outcomes.

The success of Professional Learning is ultimately judged by the success of the students, so improvement in student outcomes will be one measure of the effectiveness of the Professional Learning activities. However, other qualitative measures, such as teacher feedback on both the PD sessions and the ability to implement the strategies taught in the classroom will also be considered. The qualitative measures will also include observations of the Professional Development itself, and of the implementation in the classroom, by the Hawking leadership team.

Currently, Title II will be funding schoolwide ongoing coaching on Wit & Wisdom ELA Standards aligned curriculum; Coaching on Achieve 3000, and AVID Coaching for lower grades. This will allow for more in-depth data analysis to inform next steps.

The EL Coordinator (a credentialed teacher) and Leadership Team will review and revise the EL Master Plan to align with the ELPAC, ELD curriculum (Accelerated Language Development), in order to ensure that all ELs receive appropriate, adequate and targeted ELD designated and integrated instruction across all grade levels. In addition, the EL Coordinator also analyzes multiple forms of data and monitors the progress of our EL students.

Per AB716, both state and federal funds are included within the LCAP, which also serves as the SPSA. This ensures alignment of goals, actions and funding sources to most efficiently serve the needs of the students.

TITLE III, PART A

Title III Professional Development

ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Hawking STEAM Charter School does not fund Professional Development with Title III Funds; but rather utilizes other non-Title Funds. Hawking STEAM Charter School provides all teachers, administrators, school leaders, and paraprofessionals with coherently focused, sustainable, evidence-based, ongoing professional development to specifically address the academic needs of our English Learners (including Long-term ELs) that includes: GLAD Strategies; SDAIE and Differentiation. These strategies have been identified as key areas of focus for our English Learners, based on a review and analysis of assessment data, extensive research on English Learners; findings from teacher (classroom observations), feedback from staff and our English Learner students. Annually, our school uses multiple forms of data including state-mandated assessments (CAASPP ELA/Math, ELPAC), reclassification rates, internal/benchmark data (NWEA, Achieve 3000, Learning A-Z), student work, survey findings (teacher, parent, student), findings from classroom observations, and input from stakeholders (administrators, teachers, paraprofessionals, EL Specialist, SPED Coordinator, students and parents) to identify professional development needs, in order to design an annual Professional Development plan to improve the instruction and assessment of English Learners; support teachers in implementing curriculum, assessments, and pedagogical strategies, and including English Language Proficiency for English Learners. At Hawking, Professional Development is evidence-based, sustainable, and ongoing to ensure a positive lasting impact on the teachers' performance in the classroom with instruction, that will result in positive outcomes for our EL students.

Enhanced Instructional Opportunities

ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable. Hawking STEAM Charter School does not receive Immigrant Funds.

Title III Programs and Activities

ESSA SECTION 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

As a result of our annual Comprehensive Needs Assessment, Hawking STEAM Charter School has identified the need to further academically support with supplemental services – English Learners and long-term English Learners in order to increase their English Language Proficiency and meet the challenging State academic standards. Title III Funds are used to fund Instructional Assistants who provide academic support for English Learners, and Long-term EL students, that provide push-in/pull-out academic support for struggling English Learners, and long-term English Learners, in addition to the high-quality language instruction that is provided to all English Learners in core instruction by classroom teachers. Title III Sub-grant will fund supplemental effective academic support for English Learners through additional language instructional program that supplements the core program to help English Learners increase their English Language proficiency and meet the challenging State Academic Standards. All English Learners receive integrated ELD instruction across disciplines and designated ELD daily through instruction by a credentialed teacher. Annually the school's English Learner Master Plan is reviewed and revised with the input and consultation of stakeholders (administrators, teachers, EL Specialist, SPED Coordinator, paraprofessionals, students and parents); in alignment with CDE guidance and requirements. Our school administers multiple forms of assessments in addition to the ELPAC, which are reviewed, and analyzed on a regular basis, to monitor the academic progress of English Learners throughout the academic school year and is shared with stakeholders (administrators, school staff, students, parents - including ELAC, and governing board), as well as reported in the school's LCAP, and ELAC meetings. Findings from this data are used to assess and evaluate the effectiveness of the school's EL Program, use of Title III Funds, and other school funds, that impact EL student achievement.

English Proficiency and Academic Achievement

ESSA SECTION 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

- (A) achieving English proficiency based on the State's English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State's long-term goals, as described in Section 1111(c)(4)(A)(ii); and
- (B) meeting the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Hawking STEAM Charter School monitors EL progress regularly using formative and summative assessments. The assessments are used to determine students' English language proficiency in English as well as academic performance. Student data is disaggregated and reviewed by school administrators and

teachers and shared with parents. ELs are expected to show one language proficiency level of growth annually as measured by the ELPAC until they reach English proficiency and then maintain level until reclassified. Data from the annual ELPAC administration is compiled to identify individual students who are not meeting this expectation, and appropriate interventions are planned and implemented. CAASPP ELA & Math results are disaggregated by student groups and grade level.

The school monitors EL students throughout the year to ensure they are progressing in English proficiency and understanding of the State academic standards. Teachers and the Leadership Team review, analyze and disaggregate student achievement data regularly. Teachers collaborate to identify students who require additional intervention/support; and those that are ready to progress to the next level and/or challenged further academically. The emphasis is on measuring growth for each student, student group and grade level and developing next steps.

Currently, Hawking STEAM Charter School has 34% English Learners, with 8% identified as Long-term English Learners (LtEL). In 2017-18, the reclassification rate was 26.3% (using CELDT); and in 2018-19 the Reclassification Rate was 10.5% (using ELPAC). Also, 37.4% of EL met English Proficiency as measured by ELPAC (Level 4 – well developed) as reported on the CA Schools Dashboard.

- For Spring 2018 ELA, CAASPP ELs scored: -17.4 points below Distance from Standard (Mean Scale Score)

- For Spring 2018, Math CAASPP ELs scored: -29.4 points below Distance from Standard (Mean Scale Score)

Reclassification criteria are based on guidelines from the California Department of Education and approved by the State Board of Education.

Students who struggle academically will have access to additional extended learning support with support provided by our teachers during after-school tutoring in ELA and ELD (for ELs). They will also benefit from the increased knowledge and skills of the teachers who will be expanding their expertise through Professional Development and Coaching. The strategies they learn will improve outcomes for English Learners in English Proficiency and in mastering academic content standards.

TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

- (A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
- (B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
- (C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
- (D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
- (E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Hawking STEAM Charter School plans to transfer Title IV funds into Title I or II.

Hawking STEAM Charter School receives \$10,000 in Title IV Allocations. Therefore, per CDE guidance - regarding the requirement of Section 4106(d) for a needs assessment - LEAs receiving a Student Support and Academic Achievement (SSAE) program allocation of less than \$30,000 are exempt from this requirement.

Hawking STEAM Charter School is a charter school and is not subject to equitable services for private school requirements.

If for some reason those funds are not transferred the school will use the funds in alignment with the Title IV regulations and with input from all stakeholder groups as part of the LCAP process. Programs will be monitored and evaluated regularly, based on academic, climate and survey data during the annual update process.

Per AB 716 Hawking STEAM Charter School is utilizing the LCAP to serve as the SPSA, and the LCAP planning process to meet both the state and federal requirements. Our charter has consulted with parents, community members/partners, students, teachers, administrators, and other school personnel as part of our stakeholder engagement process. Special Education and English learner representatives were also included in the planning process.

In order to promote and elicit parent input in decision-making, Hawking held numerous SSC and ELAC meetings during the school year, along with other family meetings, and obtained input/feedback on the school's LCAP Goals, Actions/Services, and Annual Measurable Outcomes. All parents (including Low Income, EL and Students with Disabilities) had numerous opportunities to engage in these discussions, as partners in their child's education. The engagement of parents is critical to the development of the LCAP and LCAP Federal Addendum, to the identification and analysis of needs, developing annual growth targets, the allocation of public school funds (state and federal), and in the reflection process of what worked and where further support is needed. The outcomes for activities funded through Title IV are included in the LCAP Annual Outcomes. Translation is provided for parent/community meetings, and information is sent home to parents in their preferred language, to the extent possible.

The process of evaluating the impact of current programs through the Annual Update, which informs revisions to the Goals, Actions, and Services, is effective and transparent. Programs will be monitored and evaluated regularly, based on academic, climate and survey data during the annual update process. The California School Dashboard, other state data such as the Physical Fitness Test, school surveys and stakeholder input will inform the annual update regarding the success of the programs to meet the desired outcomes, which are included in the LCAP.

Hawking STEAM Charter School (aka Hawking) is a public charter school currently serving grades TK-8 across two school sites in Chula Vista and South San Diego. At Hawking, stakeholders are actively involved in the LCAP process (annual update, and development of 2019-20) process and the use of Federal Funds. Annually, Hawking revises its Comprehensive Needs Assessment based on multiple types of data including demographics, LCAP Metrics, state-mandated assessments, local/benchmark assessments, CA School Dashboard, stakeholder survey results, feedback from teachers, in alignment with LCAP goals, its charter petition, and the school's mission and vision. Our stakeholders include the Administrative Leadership Team (Executive Director, Principals from each site, SPED Coordinator, EL Coordinator), Teachers, Paraprofessionals, parents (including SSC, ELAC), students, and Board of Directors.

Information from our CA Schools Dashboard and other data demonstrate that our school earned a "Blue" Performance Category for the Suspension Rate Indicator. However, our school received a Yellow Performance Category for Chronic Absenteeism, ELA and Mathematics. Hawking was recently awarded the MTSS/SUMS Grant, and staff from both school sites participated in a year long MTSS Intensive Training (Planning Phase) at the San Diego County Office of Education. As such, Hawking's Administrative Leadership Team continuously engages in the cycle of ongoing schoolwide improvement, and our stakeholders are regularly provided with updates on schoolwide data, benchmark/interim assessments, the state indicators (CA Schools Dashboard), including state-mandated assessments (CAASPP, ELPAC, PFT, CAST) – which are disaggregated by student group, and grade level.

Hawking STEAM Charter School would prioritize the use of its Title IV funds to support the **area of Well-Rounded Education** through our course offering of AVID, Spanish, Music, Visual Arts, Media (Robotics/Engineering), CTE, and Physical Education. The implementation of AVID's professional learning and curriculum promote student-centric problem solving, rather than teachers delivering answers with lectures. This student-centered approach ensures that the people doing the most talking

learn the most. This engages students and creates content mastery through inquiry and collaboration. We anticipate this will improve student academic performance and engagement.

For Safe and Healthy Students: our school has recently implemented Second Step Social-Emotional Curriculum and the Assistant Principals at each school site will lead the school's SEL Program and provide small group counseling for our students in collaboration with the Counselor and Guidance Advisory. We will research social-emotional and behavioral universal screeners for implementation. In addition, our school administers WestEd's CA Healthy Kids Survey; Parent Survey and Staff Survey that measures school connectedness, school climate, and safety. Results are analyzed by the Leadership team, reviewed by all teachers/staff and then reported to stakeholders. We anticipate that these additional services in conjunction with our MTSS Implementation will result in a decline in suspension rates, improve school climate, and increase student engagement.

We anticipate that these services will impact our chronic absenteeism, ELA and Mathematics State Indicators on the CA Dashboard. Results from these surveys may provide ideas on ways in which Title IV could improve this experience over the years. Funded programs would be evaluated regularly by school leaders, using both local (interim) and California Schools Dashboard data, to determine if the program is meeting the established objectives and outcomes. The evaluation will include input from all stakeholders, and the findings used to revise or refine the strategies as part of the continuous improvement process to promote student success.

Hawking STEAM Charter School plans to transfer Title IV funds into Title I or II. If for some reason those funds are not transferred the school will use the funds in alignment with the Title IV regulations and with input from all stakeholder groups as part of the LCAP process.

Per AB716, both state and federal funds are included within the LCAP, which also serves as the SPSA. This ensures alignment of goals, actions and funding sources to most efficiently serve the needs of the students.