

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 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 1,293 students in grades TK-8. Our student demographics include: 93.5% Hispanic, 2.9% White, 1.6% African American, 0.8 % 2+ Races, and 0.7% Filipino including 9.9% Students with Disabilities, 35% English Learners, 0.5% Homeless youth, 64.4% who qualify for free/reduced lunch and 65.9% Socioeconomically Disadvantaged.

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 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 2020-21 school year is the school's 2nd year of MTSS implementation. The following are the school's LCAP Goals are, 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 teachers, staff and 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.

The school's leadership team participated in MTSS yearlong training. 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.

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. Hawking STEAM Charter School will administer a systematic cycle of assessments that include diagnostic, formative, summative and internal/local assessments.

- NWEA MAP ELA & Math Assessments: 3 times/year – Gr K-8
- Achieve 3000 Level Sets: 3 times/year – Gr K-8
- ESGI TK/K focused on grade level standards
- Daily formative assessments

- Summative Assessments

Findings from initial diagnostic assessments in ELA, Math and ELD are used to identify and provide additional academic supports, to mitigate learning loss and accelerate student learning. English learner research-based intervention, that incorporates innovation, ELD strategies and access to instructional technology, will be provided by teachers during the instructional day via small group ELA and Mathematics instruction with integrated English language development, for English learners in grades TK-8.

This data is shared through ELAC, 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 2019 California School Dashboard revealed that the school received an “orange” Performance Category for Suspension Rate and ELA.

Student Group	Chronic Absenteeism	Suspension Rate	Graduation Rate	College/Career	English Language Arts	Mathematics
All Students	Yellow	Orange	None	None	Orange	Yellow
English Learners	Orange	Orange	None	None	Orange	Orange
Foster Youth	None	None	None	None	None	None
Homeless	None	None	None	None	None	None
Socioeconomically Disadvantaged	Yellow	Orange	None	None	Orange	Orange
Students with Disabilities	Orange	Orange	None	None	None	None
African American	None	None	None	None	None	None
American Indian or Alaska Native	None	None	None	None	None	None
Asian	None	None	None	None	None	None
Filipino	None	None	None	None	None	None
Hispanic	Yellow	Orange	None	None	Orange	Orange
Native Hawaiian or Pacific Islander	None	None	None	None	None	None
White	None	None	None	None	None	None
Two or More Races	None	None	None	None	None	None

During the school year, the ELAC, Leadership team, and stakeholders 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.

CHRONIC ABSENTEEISM

Hawking STEAM Charter School received a yellow performance level on the Fall 2019 CA Schools Dashboard for Chronic absenteeism (all students). The English Learner and Students with Disabilities (SWD) student groups received Orange and the Socioeconomically Disadvantaged and Hispanic student groups received a yellow performance level.

The following charts provide the total number of eligible students per student group, total count and chronic absenteeism rate calculated for the 2017-18 and 2018-19 school years which make up the Fall 2019 Dashboard. The 2018-19 chart reflects the merger of former Hawking and Hawking 2 STEAM Charter Schools into one charter school/LEA.

Note: per the CDE, in order to receive a performance level (color) there must be at least 30 students in the student group, in both academic years.

HAWKING STEAM CHARTER SCHOOL							
2017-18 CHRONIC ABSENTEEISM RATE				2018-19 CHRONIC ABSENTEEISM RATE			
	ELIG ENROLL	COUNT	RATE		ELIG ENROLL	COUNT	RATE
SCHOOLWIDE	471	18	3.9%	SCHOOLWIDE	1009	44	4.4%
HISPANIC	418	16	3.8%	FILIPINO	12	0	0.0%
WHITE	21	1	5.3%	HISPANIC	936	41	4.4%
2+ RACES	15	1	6.7%	WHITE	31	1	3.2%
ENGLISH LEARNERS	194	7	3.6%	2+ RACES	20	1	5.0%
SOC. ECON DISADV.	345	13	3.8%	ENGLISH LEARNERS	518	29	5.6%
SWD	30	2	6.7%	SOC. ECON DISADV.	685	34	5.0%
				SWD	94	7	7.4%

In order to improve student attendance and participation, Hawking STEAM Charter School has developed and implemented strategies to support this in alignment with SB98 daily student attendance, and participation; and designed student and parent expectations for distance learning.

Our entire teaching staff scheduled Virtual Home Visits the week before school started to engage with families and welcome them to the new school year. This was also an opportunity to determine the specific needs of families and provide individualized tutorials on topics such as virtual classroom access and navigation. The purpose of this meeting was to ensure that all students and parents would know and fully understand the expectations with distance learning including the student's daily instructional schedule and how to access the learning platforms and instructional applications. Translator services were provided for families whose primary language was not English.

Hawking teachers and staff communicate with families on a regular basis using multiple methods including email, ClassDojo, Zoom, telephone, PowerSchool Parent Portal, Coffee with the Principal, to name a few. All teachers will offer daily office hours virtually for students and parents.

Our school has implemented the following additional venues to communicate school updates with families:

- July 29th – Parent Forum
- Coffee with the Principal: Monthly/bi-monthly
- Back-to-School Nights: During the month of September

Student participation in distance learning is tracked daily on the distance learning tracker. When students do not attend instructional blocks during the day, it will be documented in the distance learning tracker. Our school has designed a distance learning tracker that includes all of the components in the CDE's Combined Daily Participation and Weekly Engagement Template (Education Code (EC) Section 43504)

Hawking STEAM Charter School has developed and implemented a tiered reengagement strategy for all students who are absent from distance learning for more than 3 school days or 60% of the instructional days in a school week in accordance with Senate Bill 98.

Tier Level	Description of Support
Tier 1	Teachers take attendance each morning and then again during each core class. Teachers record all absences directly into PowerSchool and then on the participation and engagement spreadsheet. Teachers will document and report students who are present but not active or completing assignments. Teachers will reach out to parents/guardians to alert of absences and to consider individual solutions for re-engagement purposes. Attendance Techs reach out to parents of students who are absent from their first class or core instruction and document reasons why via phone calls and emails.
Tier 2	On a daily basis, teachers and attendance techs monitor attendance and inform the Principal and Guidance Advisor if there is a need to intervene to re-engage a student. This could be a phone call, SST, or IEP meeting to determine needs and develop individualized solutions.
Tier 3	Additional follow-up communication by the Principal may include phone call, designated support, access to information or resources and placement on the monitoring list for continued intervention.

SUSPENSION RATE

The following chart outlines cumulative enrollment, enrollment by student group, total number of suspensions, Unduplicated Pupil Counts, and suspension rates disaggregated by student group for the 2017-18 and 2018-19 school year.

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%
FILIPINO	7	0	0	0%	0%	0%
HISPANIC	418	0	0	0%	0%	0%
WHITE	21	0	0	0%	0%	0%
2+ RACES	16	0	0	0%	0%	0%
ELL	194	0	0	0%	0%	0%
SOC. ECON DISADV	345	0	0	0%	0%	0%
SWD	30	0	0	0%	0%	0%

2018-19 SUSPENSION RATE						
ETHNICITY	CUM ENROLL	TOTAL #	UNDUP COUNT	RATE	% STUD. W/1 SUSP	% STUD. W/MULT. SUSP
SCHOOLWIDE	1025	22	12	1.2%	66.7%	33.3%
FILIPINO	12	0	0	0%	0%	0%
HISPANIC	950	10	10	1.1%	70.0%	30.0%
WHITE	32	1	1	3.1%	0.0%	100%
2+ RACES	20	1	1	5.0%	100%	0%
ELL	525	14	6	1.1%	50%	50%
SOC. ECON DISADV	692	8	8	1.2%	88%	13%
SWD	94	1	1	1.1%	100%	0%

Hawking STEAM Charter Schools has adopted and implemented Second Step and Cloud 9 World for social emotional support. This includes Parent Support and resources provided during each Coffee with the Principal in addition to classroom lessons at each grade level. Each school site has a Counselor to address and provide supports with emotional needs tied to behavioral issues.

To address the mental health, social and emotional well-being of **students** Hawking teachers will be expected to observe the following guidelines:

- Practice greeting students when they enter a video Zoom meeting (Virtual)
- Consistently teach and reinforce Second Step and Cloud 9 world Concepts
- Plan for opportunities to build positive relationships with each student
- Plan for opportunities for students to build positive relationships with their peers
- Plan for opportunities for collaborative work and communication among peers throughout the school day.

School counselors are available to support students and their families. Our school has partnered with South Bay Community Services and the Chula Vista Community Collaborative for referrals for our students/families to receive additional mental health services. ‘

ACADEMIC INDICATORS

The following chart outlines schoolwide and student group performance on the Spring 2018 and 2019 ELA & Math CAASPP, as measured by Distance from Standard (DFS) Scale Scores, used on the CA Dashboard.

Note: SWD - Students with Disabilities; SED – Socioeconomically Disadvantaged; EL – English Learners

CAASPP	ELA		MATH	
	2018 DFS	2019 DFS	2018 DFS	2019 DFS
All Students	+2.5	-6.9	-11.6	-21.8
EL	-17.4	-24.6	-29.4	-35.3
SED	-12.3	-20.6	-21.6	-34.7
SWD	-57.3	-82.6	-60.9	-94.5
HISPANIC	-3	-11.5	-17.2	-26.2

A comparison of the Fall 2018 CAASPP performance (using Scale Scores), demonstrates an overall decline in schoolwide performance and across all student groups, which resulted in an orange performance level for ELA and yellow for Math.

In order to promote parent input in decision-making, Hawking STEAM Charter School hosts Parent (PAC) Meetings, ELAC Meetings, including elections of parents. Per Section 70 of SB820 Charter Schools are not required to have a School Site Council for the 2020-21 school year.

As a result of SB820 and SB98, the LCAP was eliminated and charter schools that receive Title Funds are required to complete a SPSA for the 2020-21 school year to identify and report how Title Funds will be spent to support the school's goals and improve student and schoolwide outcomes.

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 students in grades TK-8th, 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 science and building materials that can be used with the various engineering state standards.

- **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

As a result of SB820 and SB98, the LCAP was eliminated and charter schools that receive Title Funds are required to complete a SPSA for the 2020-21 school year to identify and report how Title Funds will be spent to support the school's goals and improve student and schoolwide outcomes.

The participating stakeholder groups (parents, staff, students) are aware of how federal funds should be used to supplement and enhance programs and services funded with state funds.

The 2020-21 SPSA provides goals, actions/services, annual measurable outcomes, and federal funding (Title funding) amounts which has been shared with stakeholder for input. The SPSA will be approved by the governing board on December 10, 2020; along with the 2020-21 LCAP Federal Addendum.

Both the 2020-21 SPSA and 2020-21 LCAP Federal Addendum will be uploaded to the school's website

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

The engagement of stakeholders is critical to the school's decisions regarding expenditures of LCFF and federal funds. This process includes teachers, Special Education teachers, 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 PAC, as well as survey results to ensure all voices are heard.

As part of the school's data-driven culture, the California School Dashboard provides a starting point for data analysis. 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. Hawking STEAM Charter School will administer a systematic cycle of assessments that include diagnostic, formative, summative and internal/local assessments.

- NWEA MAP ELA & Math Assessments: 3 times/year – Gr TK-8
- Achieve 3000 Level Sets: 3 times/year – Gr K-8
- ESGI TK/K focused on grade level standards
- Daily formative assessments
- Summative Assessments

The aligned services above were organized and designed by the school leadership, with multiple opportunities for input from teachers.

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, teachers, paraprofessionals, etc. and our staff collaborates as one school.

Hawking STEAM Charter School (“Hawking”) has developed its Title I Parent and Family Engagement Policy.

This policy is reviewed and evaluated annually by the Parent Advisory Committee (PAC) and ELAC 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 is bilingual.

Normally, this policy is reviewed and evaluated annually by the School Site Council (SSC) and ELAC to measure effectiveness and address any areas of need based on input from stakeholders. However, Per Section 70 of SB820 Charter Schools are not required to have a School Site Council for the 2020-21 school year.

As a result of SB820 and SB98, the LCAP was eliminated and charter schools that receive Title Funds are required to complete a SPSA for the 2020-21 school year to identify and report how Title Funds will be spent to support the school’s goals and improve student and schoolwide outcomes. The stakeholder engagement requirements for the SPSA are the same as for the Learning Continuity & Attendance Plan per SB820.

The school’s calendar of events for families, which includes parent workshops, 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.

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 (PAC, ELAC, Parent Education Workshops, etc.). Facilitated by the 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 inform 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, 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. Interpreter services are available for all schoolwide events, parent meetings, parent workshops, upon request. Currently, all meetings take place virtually as a result of the COVID-19 pandemic. Most of our staff are also bilingual. Materials sent to families/guardians are translated to Spanish (the language identified by parents in the Home Language 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.

For the 2020-21 school year, Hawking STEAM Charter School has developed a SPSA to meet 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.

The engagement of stakeholders is critical to the charter's decisions regarding expenditures of LCFF and federal funds. The LCAP process includes stakeholders 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 stakeholders at meetings, as well as survey results, to ensure all voices are

heard. 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.

The analysis of the Fall 2019 Dashboard (Fall 2020 Dashboard was suspended due to COVID-19 pandemic and suspension of all state-mandated assessments in Spring 2020) and other data showed there is a need for improvement in both ELA and Math at all grade levels.

For the 2020-21 school year, Hawking has used the Learning Continuity & Attendance Plan Stakeholder Engagement Process for the development of the school's SPSA per Section 70 of SB820.

The school's leadership team comprised of the Executive Director, SPED Coordinator, Principals from each site, Lead teachers, Instructional Coaches, and Counselors, collected, disaggregated and analyzed multiple types of data, that was shared with stakeholders to develop the **needs assessment**. Data analysis included the Fall 2019 California Schools Dashboard (see below), local indicators, LCAP (8 State Priorities metrics), CA state long-term goals, stakeholder survey results (teacher, parent and student), CAASPP, ELPAC, CAST, in addition to internal assessment data, and NWEA MAP Assessments for Reading and Math.

The California School Dashboard data is used as a starting point for identifying areas where the charter is not making gains or not meeting desired outcomes.

To address the academic needs the school will use **Title I Funds to fund the following actions** as outlined in the school's 2020-21 SPSA:

- **Instructional Coaches** will provide coaching for teachers utilizing their individualized Professional Growth Plan (PGP), a newly implemented teacher evaluation system. With this system, teacher reflect on the delivery of their instruction, review and analyze student assessment results (CAASPP, ELPAC, CAST, NWEA, Formative/summative assessments, student work) and establish instructional goals.

The Coach will conduct classroom observations, provide teachers with targeted feedback, provide instructional coaching, monitor student data, and monitor teacher progress toward their PGP

- **Instructional Aides** will provide push-in targeted academic support and intervention in ELA/reading and mathematics for students that are struggling academically as evidenced in findings from CAASPP, ELPAC, ESGI and NWEA MAP assessments. Academic support will be provided to students to address learning gaps and accelerate student learning. The Instructional Aides, funded with Title I funds, participate in planning with teachers in order to implement evidence-based strategies, evidence-based interventions, and monitor student progress, while also identifying learning gaps

- Hawking STEAM Charter School has implemented and will continue to administer the Northwest Evaluation Association (NWEA) Measure of Academic Progress (MAP), a standards-aligned, computerized adaptive test, that is nationally recognized. NWEA MAP, is a valid, peer reviewed assessment administered to over 11 million students (24,500 public schools in 5,800 districts across the United States) that accurately reflects the instructional level of each student and measures growth over time. MAP Growth measures student performance with the RIT Scale, a stable measurement that provides an accurate measure of student performance. (www.nwea.org)

NWEA MAP Assessments (Reading & Math) will be administered 3 times/year to measure and monitor student academic progress. Results will be used to inform instruction and/or identify student academic needs, learning gaps, and provide targeted academic supports

- **Achieve 3000** is an evidence-based intervention with a rating of “strong” for ESSA, that has demonstrated accelerated literacy growth for students across grade levels and abilities. Continue to implement Achieve 3000 for all grade levels for assessments (reading Lexile level) and to accelerate reading comprehension.

- **ESGI Kindergarten Readiness Assessment** is a one-on-one online assessment platform with a focus on standards-aligned Kindergarten knowledge and skills assessment. Teachers will use the data from ESGI to differentiate instruction, and guide instruction. With Distance Learning, ESGI, provides authentic progress monitoring using Zoom/Google Meets.

- **SIPPs Reading (intervention) Program**, an evidence-based structured reading program that focuses on foundational skills and strengthens reading skills by building confidence and motivation. It can improve reading proficiency between 2.0-2.5 grade levels.

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 Principal at each school site 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. Students who are experiencing homelessness have access to all the same supports as all students at the school. This includes tutoring, counseling, and 1:1 student to laptop ratio.

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-8th 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 and our educational program.

Hawking ensures that all teachers are appropriately assigned and fully credentialed in accordance with applicable state requirements for certificated employment. Professional development is provided for all staff to make certain that staff is fully equipped to meet the needs of their students.

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

ALL TEACHERS: All teachers participate in professional learning that starts in the summer (prior to the start of the school year); biweekly during the academic school year; in addition to 3 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 professional learning through the San Diego County Office of Education (SDCOE) Leadership Trainings, E3 (Teacher/staff

evaluation) Training and SELPA Provider (El Dorado COE SELPA Leadership Academy). In addition, the Executive Director provides Leadership Coaching for both Principals. The Principals and School Leaders may also request to attend training, workshops, and/or conferences that support their professional learning.

Hawking STEAM Charter school has designed the following professional development for teachers and staff to ensure the delivery of high quality instruction via distance learning.

- 1 week of professional development June 2020 – Distance learning thinking – National Summer School Initiative training
- August 2020: Safety Protocols; Distance Learning Plan; Preparation, Guidelines for Home visits, setting up Google Learning Platform, and technology based applications for distance learning
- School culture and Character Building
- Professional Reading
- Understanding, assessing and certifying Time Value for assignments per SB98 (Credentialed teachers)

Additional professional learning will be added as necessary, in order to best meet the needs of teachers and students including for teachers on meeting the needs of SWD: modifications and accommodations.

Hawking teachers are participating in two 45 minute sessions weekly. This Intellectual Professional Development allows teachers to collaborate with a mentor teacher provided by Cadence Learning (formerly NSSI).

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.

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.

The Principals at each site conduct classroom observations at least on a bi-weekly basis structured on the 5 Dimensions of Teaching and Learning, an evidence-based framework developed by the University of Washington, Center for Educational Leadership .

The 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.

Anecdotal data, such as feedback from classroom visits by school administrators is also included in determining the impact of Professional Learning. The SPSA stakeholder engagement process (per section 70 of SB820) is combined with input from ELAC, as well as PD survey results to ensure all voices are heard.

To address the academic needs the school will **use Title II Funds to fund the following actions** as outlined in the school's 2020-21 SPSA:

- Teachers will participate in targeted feedback coaching by SDCOE Coach, Joe Frescatore

- Provide Advancement Via Individual Determination (**AVID**) **Coaching** and training for all teachers. AVID is a college-readiness evidence-based program designed to help students develop the essential skills to be successful in college. AVID focuses on writing, critical thinking, teamwork, organizational and reading skills.

Teachers will participate in professional development that includes a suite of resources, and ongoing support where educators reevaluate their beliefs and expectations around student potential and learn and practice activities that transform classrooms and schools. Training covers all content areas and includes Culturally Relevant Teaching, Academic Language and Literacy and Digital Teaching and Learning

- Hawking STEAM Charter School will support teachers participating in **high quality educator induction programs** (BTSA Induction program), certification program aligned with challenging state academic standards) evidence-based and are designed to improve classroom instruction and student learning and achievement as well as increase the retention of effective teachers. (ESEA sections 2101(c)(4)(B)(vii)(III) and 2103(b)(3)(B)(iv))

Provide Administrators with support with a Tier 2 Administrative Credential: in order to recruit and retain school leaders; developing new school leader evidence-based mentoring, induction, and/or to improve the effectiveness of principals, who are “responsible for the daily instructional leadership and managerial operations in at the elementary school.” (ESEA Section 8101(44))

- Remaining Title II funds will be transferred to Title I.

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 did not apply for Title III Funds.

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:

Hawking STEAM Charter School did not apply for Title III 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:

Hawking STEAM Charter School did not apply for Title III Funds.

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 did not apply for Title III Funds.

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 to Title I.

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.

For the 2020-21 school year Hawking has used the Learning Continuity & Attendance Plan Stakeholder Engagement Process for the development of the school's SPSA per Section 70 of SB820.

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 PAC 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 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), Teachers, parents (including SSC, ELAC), students, and Board of Directors.

Hawking STEAM Charter School would prioritize the use of its Title IV funds to support:

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. The counselors at each school lead the school's SEL Program and provide small group

counseling for our students in collaboration with the Guidance Advisor. 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.