

LCFF Budget Overview for Parents

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

CDS Code: 37-68411-0126086

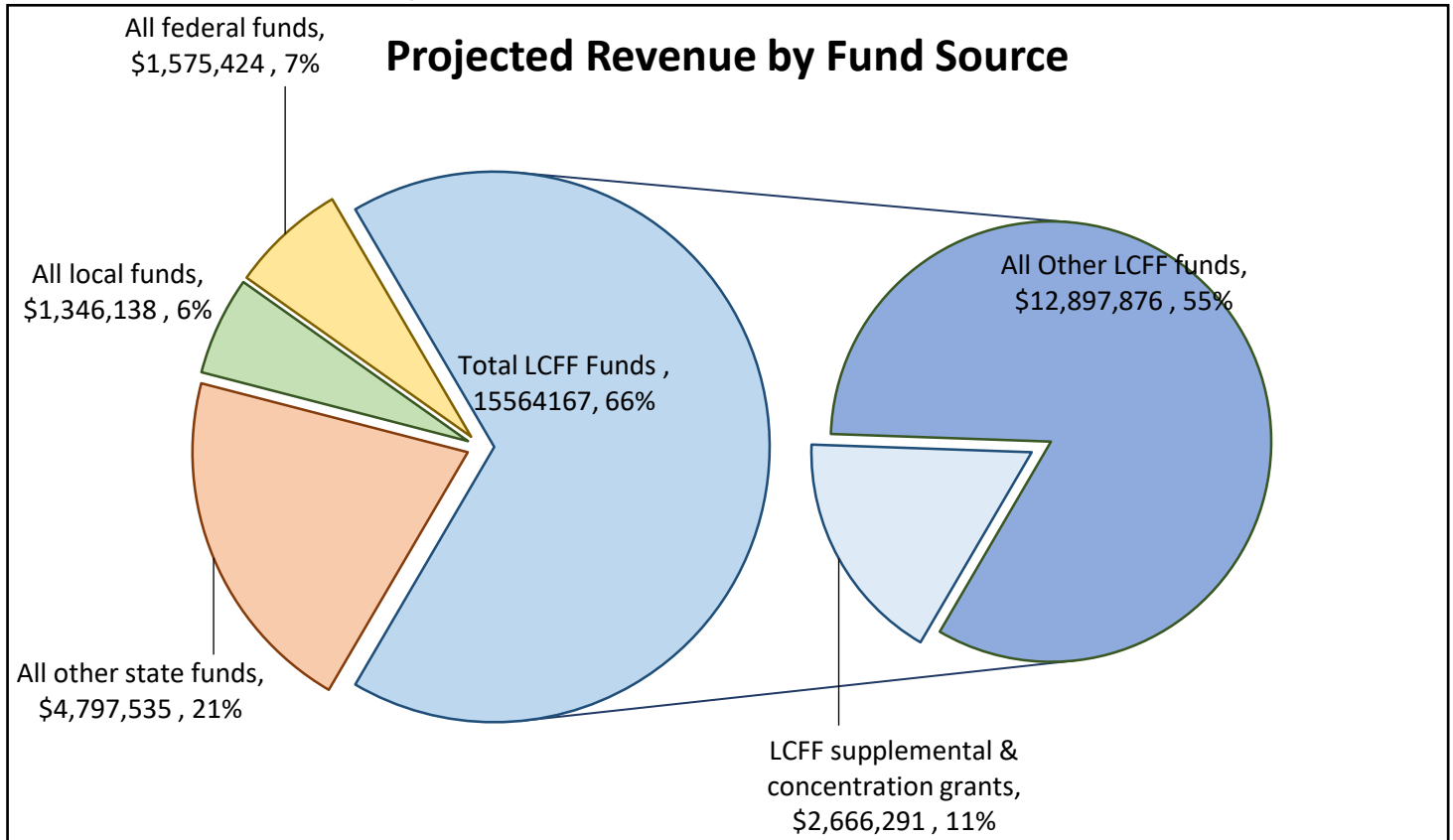
School Year: 2023-24

LEA contact information: Lorena Chavez

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

Budget Overview for the 2023-24 School Year

Projected Revenue by Fund Source

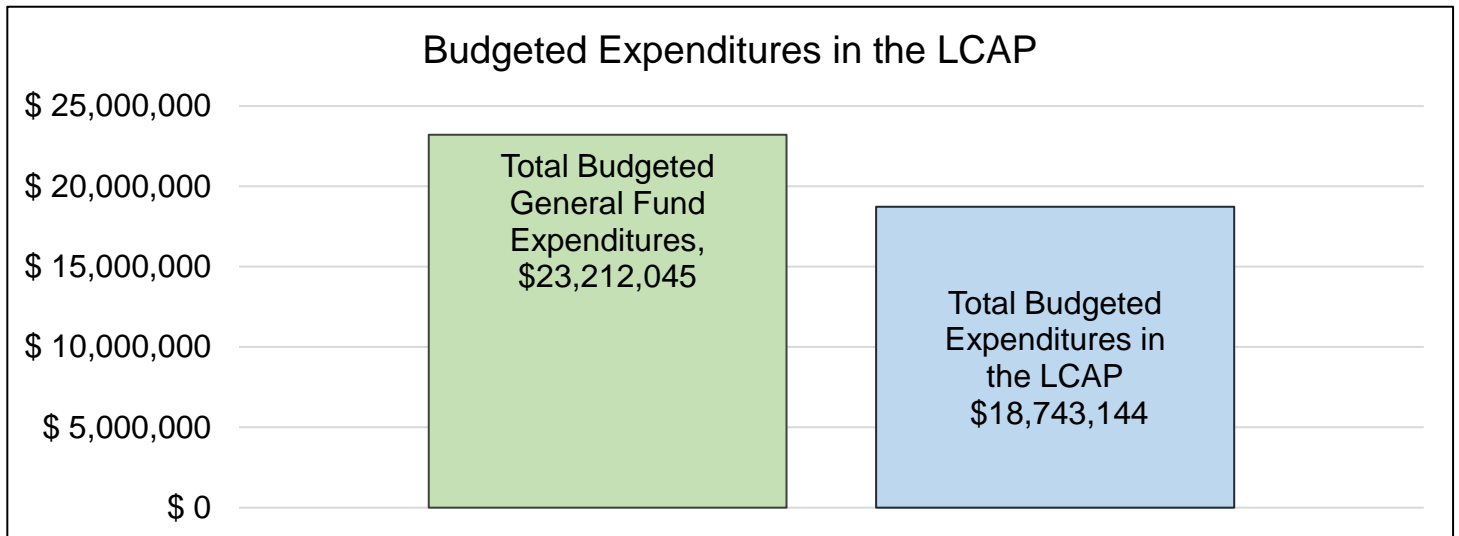


This chart shows the total general purpose revenue Hawking STEAM Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Hawking STEAM Charter School is \$23,283,264.00, of which \$15,564,167.00 is Local Control Funding Formula (LCFF), \$4,797,535.00 is other state funds, \$1,346,138.00 is local funds, and \$1,575,424.00 is federal funds. Of the \$15,564,167.00 in LCFF Funds, \$2,666,291.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Hawking STEAM Charter School plans to spend for 2023-24. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Hawking STEAM Charter School plans to spend \$23,212,045.00 for the 2023-24 school year. Of that amount, \$18,743,144.00 is tied to actions/services in the LCAP and \$4,468,901.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

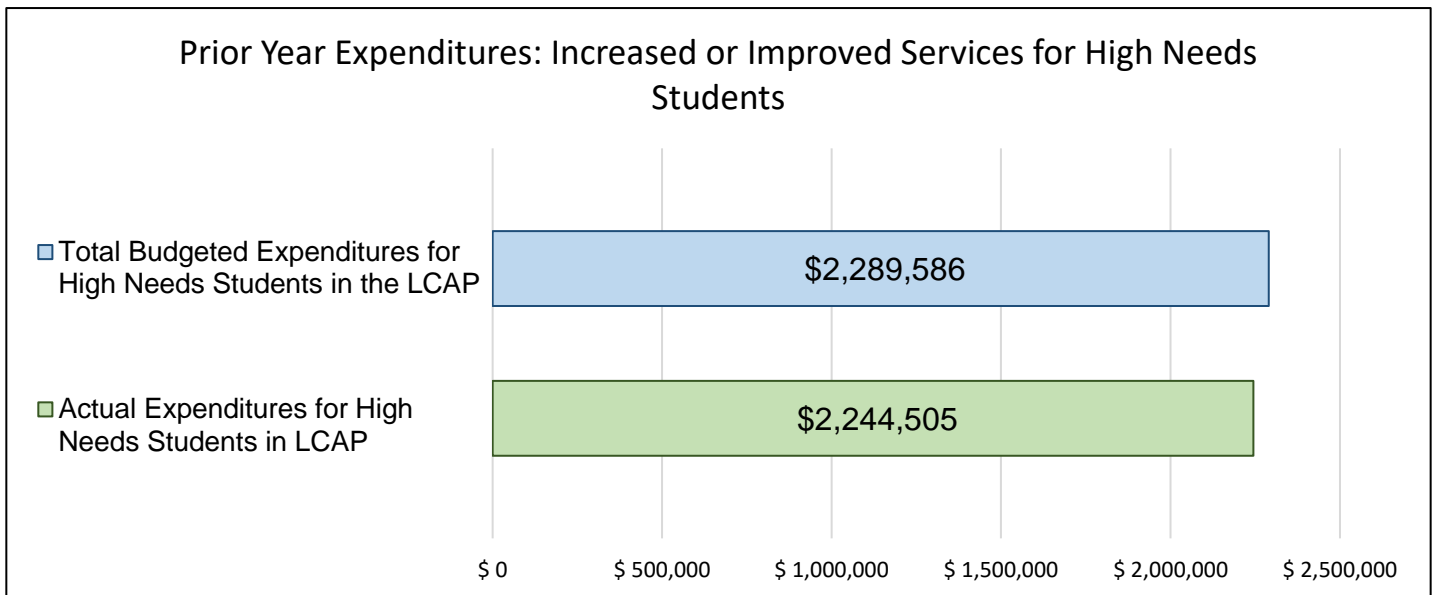
1. General administrative operating costs, such as Executive Director and office staff, plus insurance, legal, audit, communications and some supplies
2. Some facility costs such as utilities, office rent, and repairs
3. Business service costs such as accounting, fundraising, and other consulting costs
4. Oversight fees paid to authorizing district
5. Nutrition program costs

LCFF Budget Overview for Parents

Increased or Improved Services for High Needs Students in the LCAP for the 2023-24 School Year

In 2023-24, Hawking STEAM Charter School is projecting it will receive \$2,666,291.00 based on the enrollment of foster youth, English learner, and low-income students. Hawking STEAM Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Hawking STEAM Charter School plans to spend \$2,670,980.00 towards meeting this requirement, as described in the LCAP.

Update on Increased or Improved Services for High Needs Students in 2022-23



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

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The text description of the above chart is as follows: In 2022-23, Hawking STEAM Charter School's LCAP budgeted \$2,289,586.00 for planned actions to increase or improve services for high needs students. Hawking STEAM Charter School actually spent \$2,244,505.00 for actions to increase or improve services for high needs students in 2022-23. The difference between the budgeted and actual expenditures of \$45,081.00 had the following impact on Hawking STEAM Charter School's ability to increase or improve services for high needs students:

The 2022-23 budget for the school expected approximately 53 students (ADA) more than what actually enrolled and attended. This led to a decrease in the LCFF funds overall, including a decrease in the Supplemental & Concentration funding. All the Supplemental & Concentration funding which is expected to be received for the year to support high needs students has been spent on increasing and improving services for that group of students, so there is no negative impact.

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Hawking STEAM Charter School	Lorena Chavez, Executive Director	lchavez@hawkingcharter.org (619) 483-3008

Plan Summary 2023-24

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Hawking STEAM Charter School (Hawking) is a direct-funded public charter school situated across 2 campuses, in Chula Vista and South San Diego/San Ysidro serving the community with grades TK-8 at both sites.

Currently, Hawking STEAM Charter School serves 1,297 students in grades TK-8 with the following demographics: 94% Hispanic, 3% White, 1% African American, 1% Filipino, 1% 2+ Races, 10% Students with Disabilities (SWD), 41% English Learners (EL), 0.1% Foster Youth (FY), 0.5% Homeless Youth (HY), and 69% Socioeconomically Disadvantaged (SED).

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.

EQUITY:

At Hawking, educational equity means that every adult routinely reflects on their practice to increase academic and social-emotional learning. We pledge to advocate for and connect to each and every one of our students by providing them access to quality and culturally relevant instruction, from a foundation of love.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

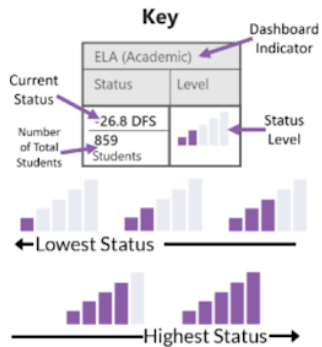
The following chart reflects Hawking STEAM Charter School's performance on the 2022 CA School Dashboard by indicator and student group:



Dashboard Student Group Report

Hawking S.T.E.A.M. Charter

The Fall 2022 Dashboard includes Status only; it is anticipated that Status and Change will return for the Fall 2023 Dashboard



Lowest Status Cutoffs

Indicator	TK-12	Elementary	High School
English Learner Progress	34.9% or lower	34.9% or lower	34.9% or lower
Academic - ELA	-70.1 DFS or lower	-70.1 DFS or lower	-45.1 DFS or lower
Academic - Math	-95.1 DFS or lower	-95.1 DFS or lower	-155.1 DFS or lower
Suspension	8.1% or greater	6.1% or greater	9.1% or greater
Chronic Absenteeism (TK-8)	20.1% or greater	20.1% or greater	N/A
Graduation Rate	67.9% or lower	N/A	67.9% or lower
CCI (Not available for 2022)	N/A	N/A	N/A

Report designed by:

Student Group	Pupil Achievement						School Climate		Pupil Engagement			
	ELPI		ELA (Academic)		Math (Academic)		Suspension Rate		Chronic Absenteeism		Graduation Rate	
	Status	Level	Status	Level	Status	Level	Status	Level	Status	Level	Status	Level
All Students	39.9% n=328		-9.2 dfs n=769		-47.1 dfs n=766		2.2% n=1297		24.2% n=1287			
Student Program												
English Learner	39.9% n=328		-25.1 dfs n=443		-62.4 dfs n=442		2% n=508		27.5% n=505			
Foster Youth							n=1		n=1			
Homeless Youth			n=6		n=6		n=7		n=7			
Socioeconomically Disadvantaged			-21.4 dfs n=459		-59.7 dfs n=457		1.9% n=801		26.7% n=798			
Students with Disabilities ATSI			-84.3 dfs n=87		-98.8 dfs n=87		3.8% n=156		32.2% n=152			
Student Race/Ethnicity												
Black/African American			n=10		n=10		0% n=18		5.9% n=17			
American Indian or Alaska Native							n=1		n=1			
Asian							n=2		n=2			
Filipino			n=6		n=6		n=7		n=7			
Hispanic			-13.5 dfs n=722		-51.5 dfs n=720		2.3% n=1218		24.9% n=1210			
Pacific Islander			n=2		n=2		n=2		n=2			
White			51 dfs n=22		25.8 dfs n=21		0% n=36		17.1% n=35			
Multiple Races/Two or More			n=8		n=8		7.7% n=13		23.1% n=13			

Hawking STEAM Charter School is proud of the following accomplishments from the 2022 CA School Dashboard and local data:

- “Very High” performance level for the Suspension Rate indicator for the White student group (0%)
- “Medium” performance level for the Suspension Rate indicator for all students 2.2%; and the following student groups: English Learners (2%); and Hispanic (2.3%)
- All Local Indicators earned a “Standards met” on the 2022 CA School Dashboard.

Suspension Rates: Our suspension rates this year have declined, in part due to the schoolwide implementation of SEL practices, additional campus security, additional counselors and additional APs. We have implemented Second Step lessons school-wide with growing fidelity as a proactive positive behavior measure.

As a recipient of the MTSS SUMS Phase 3 Grant, Hawking is engaging in comprehensive staffwide MTSS training with an equity lens to improve the delivery of services, schoolwide practices, and further reinforce our schoolwide commitment to proven strategies that address academic, social-emotional, behavioral, and mental health needs of our students.

This school year, Hawking STEAM Charter School was the recipient of the CA Community Schools Partnership Planning Grant. Hawking’s “whole child” approach to education aims to remove barriers to learning by addressing student, family and staff needs through the implementation of the CA Community Schools Framework & the 4 Pillars of Community Schools: (1) Integrated Student Supports; (2) Family & Community Engagement; (3) Collaborative leadership and practices for educators and administrators; and (4) Extended Learning time and opportunities.

Hawking is committed to building a coherent, comprehensive, and sustainable community school. Hawking will leverage existing resources and establish partnerships with community and government agencies, R-TAC, San Diego County Office of Education (SDCOE), and the Los Angeles Education Partnership (LAEP). LAEP helps transform schools into community resource hubs that address systemic inequities and enact liberatory practices. We ensure these educational communities thrive long after our involvement ends by building agency, fostering empowerment, and merging best practices and innovative approaches with a commitment to radical inclusion. LAEP provides both direct services, leading the transformation on campus and technical assistance to support schools, as they do the work. Hawking will provide families with parent education workshops that engages, empowers, and transforms families by providing them with the knowledge and skills to partners with schools and communities to ensure their students achieve their full potential.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Hawking STEAM Charter School has identified the following areas of need for significant improvement based on a review of the Dashboard and local data:

- “Low” performance level for the English Learner Progress Indicator (ELPI): 39.3%

- “Low” performance level for the English Language Arts (ELA) Indicator all students (-9.2dfs) and the following student groups: English Learners (-25.1dfs); Socioeconomically Disadvantaged (-21.4dfs), and Hispanic (-13.5dfs).
- “Very Low” performance level for the English Language Arts (ELA) Indicator for Students with Disabilities (-84.3dfs)
- “Low” performance level for the Math Indicator all students (-47.1dfs) and the following student groups: English Learners (-62.4dfs); Socioeconomically Disadvantaged (-59.7dfs), and Hispanic (-51.5dfs).
- “Very Low” performance level for the Math Indicator for Students with Disabilities (-98.8dfs)
- “Very Low” performance for the Chronic Absenteeism Rate Indicator for all students (24.2%); and the following student groups: English Learners (27.5%); Socioeconomically Disadvantaged (26.7%); Students with Disabilities (32.2%); and Hispanic (24.9%)
- ATSI eligibility for the Students with Disabilities student group.

Professional development: The California Community Schools Partnership Program will provide our teachers with high quality, evidence-based training, and resources to further their professional development in the areas of equity and relationship building through our partnerships with LAEP and the San Diego County Office of Education. For the last five years we have collaborated with SDCOE to provide us with technical assistance with the implementation of research based teaching and learning strategies founded on the University of Washington’s Five Dimensions of Teaching and Learning. In addition, as a recipient of the MTSS SUMS, our entire staff will receive comprehensive training and technical assistance to fully implement a data driven systemic MTSS. In addition, to strengthen the qualify and delivery of instruction, all teachers will receive coaching on Kagan strategies which we anticipate will result in improve student academic outcomes especially among our ELs and SWD.

NWEA MAP Assessment: this past year reflects significant growth for grades 1-4, and 6-7 who met growth norm.

2022-23 NWEA MAP RESULTS: READING																						MAP GROWTH NORM Fall to Spring 2023	
GRADE LEVEL	FALL 2022					WINTER 2023					SPRING 2023					MEAN RIT GROWTH					MEAN	SD	
	MEAN RIT	EL	SWD	HISP	SED	MEAN RIT	EL	SWD	HISP	SED	MEAN RIT	EL	SWD	HISP	SED	Overall	EL	SWD	HISPANIC	SED			
GRADE K						142.7	140.4	139.5	143.1	142.6	149.1	147.1	142.7	149.1	155.6	6.4	6.7	3.2	6	13	9.63	1.43	
GRADE 1	151.7	146.7	144.7	151.1	148.7	160.9	155.3	152.3	160	157.7	167.6	161.1	163.4	167.4	167.2	15.9	14.4	18.7	16.3	18.5	9.92	1.47	
GRADE 2	165.2	158	151	162.5	159.7	175.5	167.3	162.6	173.4	170.6	176.7	168.7	167.3	176.7	175.6	11.5	10.7	16.3	14.2	15.9	13.22	7.77	
GRADE 3	175.8	168.5	170.6	175.8	173.3	187.2	180.7	186.7	187.3	185.4	192	184.2	193.8	190.8	191	16.2	15.7	23.2	15	17.7	10.5	7.77	
GRADE 4	188.8	184.2	172.8	190.3	187.9	197.2	192.4	181.5	197.7	195.6	200.6	195.6	189.2	200.2	199.1	11.8	11.4	16.4	9.9	11.2	8.16	7.53	
GRADE 5	200.7	181.5	175.6	195.7	193.3	206.7	190.8	186.9	203.2	201.4	206.1	194.2	191.6	205.2	204.4	5.4	12.7	16	9.5	11.1	6.5	7.49	
GRADE 6	206.3	190.9	198.7	206.4	205.2	210.5	196.1	202.1	209.1	207.8	210.6	193.2	199.1	209.5	209.8	4.3	2.3	0.4	3.1	4.6	5.19	7.26	
GRADE 7	209.9	194.4	196.4	209.3	207.6	213	198	203.6	211.9	210.9	214.8	201	204.9	214.1	215.5	4.9	6.6	8.5	4.8	7.9	4.16	7.15	
GRADE 8	213.2	199.4	207.8	211.4	209.2	219	204.4	203.5	214.6	212.5	215.2	203.4	209.9	214.8	214.2	2	4	2.1	3.4	5	3.65	7.46	

NWEA MAP Assessment: this past year reflects significant growth for grades 1-4 who met growth norms.

2022-23 NWEA MAP RESULTS: MATH																					MAP GROWTH NORM Fall to Spring 2023	
GRADE LEVEL	FALL 2022					WINTER 2023					SPRING 2023					MEAN RIT GROWTH						
	MEAN RIT	EL	SWD	HISP	SED	MEAN RIT	EL	SWD	HISP	SED	MEAN RIT	EL	SWD	HISP	SED	Overall	EL	SWD	HISPANIC	SED	MEAN	SD
GRADE K						146	144.3	138.8	146.9	146.5	152.5	150.3	145	152.4	156.7	6.5	6	6.2	5.5	10.2	17.54	6.63
GRADE 1	155.5	149.9	148.6	154.2	152.1	166.9	160.3	159.8	164.9	162.6	172.3	168	169.4	172.4	170.4	16.8	18.1	20.8	18.2	18.3	16.35	6.81
GRADE 2	170.6	162.6	155.9	168.2	166.4	179.2	172.8	167.4	177.7	176.4	185.2	180.5	178.4	184.6	187.9	14.6	17.9	22.5	16.4	21.5	14.38	6.54
GRADE 3	179.5	174.3	177.3	179.6	178.2	188.6	185.8	186.7	190	188.7	195.8	190.2	194.1	194.9	194.4	16.3	15.9	16.8	15.3	16.2	12.6	6.26
GRADE 4	192	188.9	176	192.8	190.5	197.2	196.4	183.8	198.6	197.1	203.3	199.7	193.5	202.8	202.6	11.3	10.8	17.5	10	12.1	10.96	6.24
GRADE 5	203.6	188	185.5	198.9	197.1	209	194.1	191.4	205	203.3	210.7	199.3	198	209.6	210.9	7.1	11.3	12.5	10.7	13.8	9.61	6.53
GRADE 6	208.7	198.8	196.6	207.9	206.9	211.2	199.7	202	211.2	210	215.1	202.7	207.3	214.4	214.2	6.4	3.9	10.7	6.5	7.3	8.13	6.38
GRADE 7	213.1	206	200.2	213.8	213.4	216	208.5	205.8	216.4	215.7	218.6	208.3	208	217.5	218.1	5.5	2.3	7.8	3.7	4.7	6.52	6.18
GRADE 8	217.2	208.6	207.5	216	214.8	220	212.1	210.3	219.7	218.1	220.8	211	212.7	220.3	220.1	3.6	2.4	5.2	4.3	5.3	5.38	6.93

There is a need to strengthen our Tier 2 and Tier 3 math approaches using Eureka math. Feedback from our teachers – expressed they feel strongly about their abilities to deliver quality Tier 1 instruction for Math using Eureka curriculum. The area for growth is the need to improve Tier 2 and 3 interventions in math across all student groups, especially among Students with Disabilities and English Learners.

Hawking plans to pilot a Tier 2 and Tier 3 approach to intervention to assess which will have the greatest impact on our students. We are currently assessing the following programs to implement in 2023-24 school year through small group math instruction, and in alignment with Eureka Math; strengthening use of Zearn Math intervention support; new math pilot supplement; Levered Math, Achieve, iXL Math, and i-Ready learning platform.

Students with Disabilities (SWD): As evidenced in the NWEA MAP charts (above) and CAASPP data, SWD have the greatest achievement gaps for both ELA and Math. To address this, we hired an additional administrator for intervention and behavior support. We have also seen an increase in challenging behaviors not only school-wide but increasingly higher among students with IEPs. As a result, there was a need to add Behavior Interventions and currently are in the process of developing a systematic approach to manage Behavior intervention supports and the process to gradually teach students to behave independently without the one-on-one supports.

Extended Learning Time Opportunities. During the past three summers (2020, 2021 and 2022) with the generous financial support of our community partners including Girard Foundation, Hawking was able to provide a high-quality intensive academic intervention for our identified

at-risk students using Cadence Learning (formerly the National Summer School Initiative (NSSI). The summer programming provided students with quality reading material and curriculum that allowed them to develop critical thinking and speaking skills. In math, students solved real-world problems and were challenged to find multiple solutions. The program helped our teachers overcome many of the challenges faced with Distance Learning. Their assigned mentor coaches provided them with the training, skillset and capacity building to begin to feel successful in this new learning environment. Hawking will continue to implement evidence-based strategies and standards-aligned curriculum to improve academic outcomes schoolwide.

Hawking has also partnered with SouthBay Community Services to offer a quality Afterschool Program including homework assistance. To engage our students participating in expanded learning opportunities program (ELOP), we also offer clubs that peak our student's interest and support their social skills, and in alignment with Hawking's mission and vision.

Tiered Interventions: Hawking has adopted SIPPS intervention that has resulted in positive outcomes for our students. In part due to fidelity with implementation which has demonstrated a gradual progression out of this intervention for students struggling with reading. SIPPS intervention initially was aimed at grades 1-3, but now has expanded to serve grades K-5. SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words) is a research-based foundational skills program proven to help both new and struggling readers in grades K–12, including English learners and students identified with dyslexia. The program's systematic scope and sequence provides a structured-literacy approach to instruction through explicit routines focused on phonological awareness, spelling-sounds, and sight words. We utilize SIPPS as a Tier 2 and Tier 3 program for our K-5th grade students. Our EL students continue to struggle to meet the same level of growth as the grade level average. Targeted intervention in Phonics instruction continues to be a high priority, especially with our long term ELs.

Reclassification rates for ELs have been lower than in prior years which reflects the need to build capacity around ELD instruction, and an understanding of ELPAC data. Specifically training around designated ELD and creating more opportunities for our EL students to develop stronger English oral skills.

Family and Community Engagement. Hawking families are critical partners in our efforts to mitigate learning loss due to remote learning during the pandemic. They were instrumental in supporting their children in accessing the curriculum while students learned from home.

Chronic Absenteeism: During the pandemic we implemented "virtual home visits." As part of our action plan to improve student engagement, and reduce chronic absenteeism rates, Hawking will conduct home visits in person. Our teachers and staff will receive training on how to conduct meaningful connections with families through home visits.

Based on extensive research the Parent-Teacher Home Visit (PTHV) model is a set of core practices we call the five non-negotiables. Home visits will be brief scheduled appointments between teachers/staff and families, with the goal of establishing a line of communication, trust, and community building, with a keen focus on improving student outcomes. The CCSPP Planning grant will fund the training for our staff.

In February 2023 and continuing into the 2023-24 school year, Hawking returned to the pre-pandemic schoolwide board-approved attendance policy. This policy is presented and signed by all families prior to the start of the school year during their enrollment period. Our on-site, bilingual attendance clerks monitor daily attendance and alert parents of any concerns. We have a tiered approach to intervention about attendance ranging from phone calls, guidance advisor meetings to meetings with the admin team which all include the potential for home visits. The intent of the intervention is to understand the root cause of the attendance issue and offer the family or the student adequate support to get them to school each day. Hawking has also returned to incentivizing attendance through perfect attendance awards at the student level, classroom level and by grade level weekly and monthly recognitions. We are currently waiting and collaborating with the California Department of Public Health and the San Diego County Office of Education to determine if they will continue to support us in conducting regular, proactive COVID-19 testing on-site. If the necessary support is offered, we will continue to offer this safety measure at our schools.

As a Title I Schoolwide Program (SWP), Hawking STEAM Charter School, annually conducts a comprehensive needs assessment that includes the collection, disaggregation, review, and analysis of multiple types of state, and local data to assess and evaluate our schoolwide and organization-wide practices and measure the effectiveness of our programs; and the use of local, state, and federal funds.

Throughout this process we solicited the input of our educational partners in the annual review of the LCAP and with the development of the 2023-24 LCAP. We assessed the numerous evidence-based programs and services we offer in addition to our schoolwide initiatives.

Through the use of multiple types of formative and summative data, teachers are able to make data-driven decisions including changes to their lessons, delivery of instruction, use of support staff and/or intervention programs/materials to name a few.

As part of the ATSI Planning we utilized the Alliance for Resource Equity toolkit, [The Education Combination: 10 Dimensions of Education Resource Equity](#) to Unlock Opportunities for Every Student. We identified the following resource inequities contributing to our gaps, and we will collaborate with our educational partners to improve education resource equity for all students in alignment with our MTSS and Community Schools Initiatives to ensure we provide the right combination of supports to address each child's unique needs so that they can achieve.

- **Teacher Quality & Diversity:** Our teachers have varying levels of experience. In order to address this inequity, we have added additional supports including Lead Teachers, Instructional Coaches, and a Professional Growth Plan process. Our Lead Teachers are grade level leads who support their grade-level colleagues and specifically teachers new to the profession to better understand school-wide systems and the curriculum. Each new teacher is paired with an experienced teacher to provide more individualized support. Our Instructional Coaches also support the less experienced teachers. Instructional Coaches and lead teachers have been trained in Targeted Feedback protocols that provides targeted coaching for their colleagues. This process is further promoted through our Professional Growth Plans where teachers are required to analyze data, create instructional goals to meet student needs and participate in peer observations.

- **High quality early learning** – As a result of the pandemic many families chose not to send their young child to Preschool fearing contamination and/or of COVID to both the child and the rest of the family. This has resulted in children entering TK/K lacking basic foundational skills, including speaking, oral, and social skills. Most incoming TK/K students have not met the reading developmental milestones

The findings from the comprehensive needs assessment and resource inequity have been embedded throughout the goals and actions in the 2023-24 LCAP and use of state and federal funds to address overall schoolwide, and student needs in addition to the ATSI planning. The 2023-24 LCAP serves multiple purposes addressing the 8 state indicators, 2022 CA School Dashboard findings, LCAP goals, and actions, integrating SPSA, and ATSI Plan requirements into one document for transparency and accessibility for our educational partners.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

Hawking STEAM Charter School was identified as eligible for ATSI based on the 2022 CA Schools Dashboard. Upon consultation with our educational partners, we chose to integrate the ATSI requirements throughout this LCAP for purposes of transparency, accountability, and efficiency. In addition, our school adhered to the [CDE's ATSI Planning Summary](#), a document developed to support school planning efforts for single school districts and charter school eligible for ATSI.

Hawking STEAM Charter School continues to strengthen its Multi-tiered System of Supports (MTSS). 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. MTSS has a broader scope than does Response to Intervention (RtI), because MTSS includes focusing on aligning the entire system of initiatives, supports, and resources and systematically addressing support for all students, including gifted and high achievers.

MTSS enables a paradigm shift for providing support and setting higher expectations for all students through intentional design and redesign of integrated services and supports, rather than selection for few components of RtI and intensive interventions. It endorses Universal Design for Learning Instructional strategies so all students have opportunities for learning through differentiated content, processes, and product. MTSS integrates instructional and intervention support so that systemic changes are sustainable and based on the Common Core State Standards aligned classroom instruction.

Highlights of the 2023-24 LCAP include:

- Implementation of Parent-Teacher Home Visits (PTHV)
- Coaching on Kagan strategies: Engagement & student collaboration
- Expand and strengthen MTSS
- Expand and strengthen Special Education Department

- Professional Development on Tier 2 and 3 interventions for Reading and Math
- Strengthen small group math instruction
- Pilot supplemental math intervention programs for use during the instructional day and ELOP
- Expand SIPPS implementation (Tier 2) to ensure all students are able to read proficiently

Hawking STEAM Charter School has developed its 2023-24 LCAP that will also serve as its School Plan for Student Achievement (SPSA) and meets the educational partner engagement requirements outlined in CA EC 64001(j) and has met the requirements per CA EC 52062(a) as it applies to charter schools.

- Consultation with SELPA per CA EC 5206(a)(5)
- Parent Advisory Committee (PAC): CA EC 52062(a)(1)
- English Learner PAC: CA EC 52062(a)(2) – if applicable
- Providing written response to each of the committees regarding their comments

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

Hawking STEAM Charter School was not eligible for CSI.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

Not applicable.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

Not applicable.

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

Hawking STEAM Charter School engaged, consulted, and collaborated with the following educational partners in the development of the 2023-24 LCAP and the ATSI Plan through the following methods/venues:

- Principals, Assistant Principal & Administrative Leadership Team were consulted during weekly (August 2022- June 2023) in-person and virtual Leadership meetings, across both school sites. Discussions took place on the progress of 2022-23 LCAP goals, actions, and metrics, ATSI Planning, and the development of the 2023-24 LCAP goals, actions, and metrics.
- Teachers were consulted during in-person during monthly PLC meetings (August 2022- May 2023). Discussions took place on the progress of 2022-23 LCAP goals, actions, and metrics, ATSI Planning, and the development of the 2023-24 LCAP goals, actions, and metrics.
- Other School Personnel were consulted during staff meetings (monthly). Discussions took place on the progress of 2022-23 LCAP goals, actions and metrics, ATSI Planning, and the development of the 2023-24 LCAP goals, actions, and metrics.
- Students were consulted via online surveys (fall 2022, Winter 2023, and Spring 2023). We solicited input student social and emotional learning, school climate, and school satisfaction to identify areas of strengthen and area for growth.
- Parents were consulted during Coffee with the Principal on the following dates (8/3/22, 10/12/22, 10/25/22, 12/7/22, 1/18/23, 2/8/23, 2/28/23, 3/8/23, 4/12/23, and 4/21/23). Discussions took place on the progress of 2022-23 LCAP goals, actions and metrics, ATSI Planning, and the development of the 2023-24 LCAP goals, actions, and metrics.
- Parent Advisory Committee (PAC) which includes parents of Unduplicated Pupils, and parents of Students with Disabilities were consulted during Monthly meetings (September 2022- May 2023) and were surveyed. Discussions took place on the progress of 2022-23 LCAP goals, actions, and metrics, ATSI Planning, and the development of the 2023-24 LCAP goals, actions, and metrics; including areas of concern – academic performance, student behavioral challenges, and chronic absenteeism.
- ELAC/DELAC/EL-PAC were consulted during in-person meetings on (10/25/22, 12/6/22, 2/28/23, and 4/11/23). Discussions took place on the progress of 2022-23 LCAP goals, actions, and metrics, ATSI Planning, and the development of the 2023-24 LCAP goals, actions, and metrics; including areas of concern – academic performance, student behavioral challenges, and chronic absenteeism.
- SELPA (El Dorado Charter SELPA) was consulted on May 1, 2023 on LCAP Goal 1, Action 6.

A summary of the feedback provided by specific educational partners.

Hawking STEAM Charter School consulted with its required educational partners and the following is feedback that was collected:

- Principals, Assistant Principal & Administrative Leadership Team feedback – there is a need to continue with current schoolwide/organization wide initiatives: MTSS, Community Schools, Literacy, Math, Teacher Effectiveness; Continue with addition of 2 APs for Supplementary Services; Consider additional safety measures; expand afterschool program to allow for more students; and add additional clubs (afterschool programming).
- Teacher feedback: would like additional professional development on core curriculum, writing process, math pilot program, and SIPPS. In addition, requested additional prep time, support for the Parent Teacher Home Visits (PTHV), and have concerns about Math Pilot of levered and tother math intervention approaches.
- Other School Personnel feedback – would like to work additional hours including summer and intersession programming; and would like to receive training on supporting with student behavioral challenges.
- Student feedback from surveys revealed student strengths in the area of Social Awareness and demonstrated growth in Growth Mindset. Identified the need for additional counseling, SEL lessons to be implemented regularly with consistency, and need to focus on promoting a positive school culture.
- Parent feedback focused on the need for additional supervision due to behavioral issues and challenges; and more technology instruction and integration in upper middle school grades.
- Parent Advisory Committee (PAC) which includes parents of Unduplicated Pupils, and parents of Students with Disabilities feedback included – Parents of SWD are re very involved in the development of their child's IEP. Parents are provided an opportunity to discuss evaluation results prior to the initial eligibility determination meeting and subsequent eligibility review meetings. All initial and eligibility review meetings are facilitated by the AP for Supplemental Services where we engage our parents as partners and develop a strengths-based IEP. Additional feedback included the need for anti-bullying initiatives and pro-active measures to continue and expand; and improvement in the meals (lunch); would like the school to allow student cell phone, additional parent workshop especially with addressing behavioral issues at home.

- ELAC/DELAC/EL-PAC feedback was the need to continue with Instructional Assistants and Interventionists during the Instructional day to support ELs with language proficiency and Math. Parents also would like meetings to alternate between am and pm meetings.
- SELPA: No additional feedback was provided for Goal 1, Action 6.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

The engagement process included the development of this LCAP as follows:

- Goal 1, Action 2: Instructional Coaches; MTSS training, Kagan strategies
- Goal 1, Action 2: Professional development on ELA and Math curriculum; and Niroga Mindfulness
- Goal 1, Action 6: Special Education Department services
- Goal 2, Action 2: Instructional Aides
- Goal 2, Action 3: Tutoring services during the Instructional day and afterschool
- Goal 2, Action 3: Expanded Learning Opportunities (afterschool, intersession, and summer programming)
- Goal 2, Action 3: Web-based online intervention platforms: Achieve 3000, Zearn Math, Reading A-Z
- Goal 2, Action 4: School counselors, SEL Curriculum (Cloud 9, Second Step); Guidance Advisors
- Goal 3, Action 1: Clubs & Organizations
- Goal 3, Action 1: Safety/Supervision Personnel
- Goal 3, Action 3: Parent Education Workshops

Goals and Actions

Goal

Goal #	Description
1	Provide a rigorous standards-aligned STEAM integrated, and project-based instructional program to ensure all students are College and Career Ready (CCR). Continue to provide a robust evidence-based professional development program for all educators to improve quality and delivery of instruction.

An explanation of why the LEA has developed this goal.

There is a need to continue to strengthen the delivery of tiered instruction to address the diverse learning needs of our students; while participating in robust professional learning, to also address the academic learning needs of English learners and Students with Disabilities to reduce achievement gaps.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24			
% Of students with access to Standards-aligned materials Source: Textbook inventory	2020-21: 100%	2021-22: 100%	2022-23: 100%		100%			
Implementation of the Academic content & performance Standards – measured using Local Indicator Priority 2	2020-21: Implementation		2021-22: Implementation		2022-23 Implementation		2023-24: Implementation	
	Academic Standards		Academic Standards		Academic Standards		Academic Standards	
	ELA	4	ELA	3	ELA	4	ELA	5
	ELD	4	ELD	3	ELD	4	ELD	4
	Math	4	Math	4	Math	4	Math	4
	NGSS	4	NGSS	3	NGSS	4	NGSS	4
	History	4	History	3	History	4	History	4
	Health	2	Health	2	Health	4	Health	3
	PE	4	PE	4	PE	5	PE	4
	VAPA	4	VAPA	3	VAPA	4	VAPA	4
	World Language	3	World Language	3	World Language	4	World Language	4

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% Of Fully credentialed & Appropriately assigned Teachers	2020-21:	2021-22: 99%	2022-23: 97%		100%
% Of students including Unduplicated Pupils, and Students with Disabilities (SWD) who have access to Broad Course of Study:	2020-21: 100%	2021-22: 100%	2022-23: 100%		100%

Actions

Action #	Title	Description	Total Funds	Contributing
1	ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM	<p>Hawking STEAM Charter School will employ a (2) Principals (one per site) and appropriately credentialed and assigned teachers to provide instruction in core subject areas: ELA, Math, Science, Social Studies and Physical Education as part of the school’s educational program.</p> <p>All students will receive 179 instructional days exceeding CA state requirement of 175 instructional days.</p> <p>All teachers will participate in 3 days of Summer Professional Development, to prepare for the 2023-24 academic school year, with an additional 9 non-instructional days during the academic year for professional learning; in addition to weekly. All teachers will also participate in weekly professional development.</p>	\$7,089,465	Y
2	PROFESSIONAL DEVELOPMENT	<p>An area of identified need is to provide coaching for teachers on Tier 2 and 3 support to address the identified learning gaps and achievement gaps prevalent among EL and SWD. Hawking STEAM Charter School will provide all teachers and Instructional Aides with robust evidence-based</p>	\$542,468	Y

Action #	Title	Description	Total Funds	Contributing
		<p>professional learning opportunities. Instructional Coaches will focus on equity, differentiation, and strategies to address learning and achievement gaps to accelerate student learning. Primary areas of focus include:</p> <ul style="list-style-type: none"> • Multi-tiered System of Supports • Kagan Collaborative (Engagement) strategies & student collaboration strategies • Continue with Targeted Feedback • Niroga-Mindfulness and SEL Curriculum • Panorama SEL Implementation • CATCH Nutrition Curriculum - Health, Nutrition & Exercise (For PE teachers only) • Curriculum adoption PD: Wit & Wisdom, Eureka Math, Achieve 3000, etc. • Kagan Collaborative Strategies • Panorama SEL (Universal Screener) Implementation <p>To support teacher effectiveness and credential clearance, teacher induction expenses will be reimbursed.</p>		
3	CORE CURRICULAR PROGRAM NEEDS	<p>Hawking STEAM Charter School will ensure that all students have access to standards aligned curricular and/or instructional material to access the educational program. The following standards aligned curriculum and consumables will be purchased:</p> <ul style="list-style-type: none"> • Core Knowledge & Open Court • Wit & Wisdom • Eureka Math • TCI Science • Know Atom 	\$339,000	N

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> • TCI History • Spanish: Que Chevere • CPM Math Curriculum • CATCH Health Curriculum 		
4	CLOSING THE DIGITAL DIVIDE	The IT Team will ensure all students have access to a technology device in order to be able to access curricular, instructional materials and assessments; provide devices for teachers, including software subscriptions, hotspots, classroom technology, and internet security.	\$212,525	N
5	BROAD COURSE OF STUDY	<p>Hawking STEAM Charter School will provide all students with a broad course of study beyond core subjects (ELA, Math, Science, Social Studies, & PE) that include the following:</p> <ul style="list-style-type: none"> • AVID (Gr 6-8) • Spanish • Music • Band/Orchestra • Choir • Visual Arts • Gizmos & Gadgets (ES) • Robotics (ES) <p>Extensive research has concluded that music assists students in elementary in learning all subjects by allowing them to critically think, about how society works and how different subjects connect to one another. Music also allows students to remember lessons and retain knowledge and concepts taught. Music instruction also improves children's communication skills, attention, and memory, all of which are critical to closing achievement gaps and learning gaps. Music provides an alternate strategy for support.</p>	\$623,273	N

Action #	Title	Description	Total Funds	Contributing
6	SERVICES TO SUPPORT SWD	<p>El Dorado Charter is the SELPA provider for Hawking STEAM Charter School. The Special Education Student Services Coordinator (SPED Director) will ensure IEP timelines and related services are addressed and communicated with parents.</p> <p>The SPED Team composed of SPED/ Student Services Coordinator, Education Specialists School Psychologists, Paraprofessionals, and contracted services will provide required services to Students with Disabilities (SWD) to ensure the academic, social-emotional and behavioral needs are met, and support services are provided.</p> <p>The SPED team will participate in professional learning from its SELPA and other resources to improve student academic outcomes and accelerate student learning.</p> <p>The Student Services Coordinator and an Associate Principal attended an Inclusion Course at SDCOE and will present an action plan to the leadership team.</p>	\$2,759,601	N

Goal Analysis for 2022-23

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Action 1: Increase in the substitute teachers (contracted and on staff)

Action 6: 2 Additional administrator, and Behavior Interventionists were added.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Action 1: There was a material differences between Budgeted Expenditures and Estimated Actual Expenditures as a result of increased need for substitute teachers to fill in for teacher absences due to illness; and maintain continuity of instruction.

Action 2: Additional curriculum was purchased to ensure all students have access to instructional and curricular materials.

Action 6: Addition of an Administrator and Behavior Interventionist to support the growth in SWD and to address the needs of SWD.

An explanation of how effective the specific actions were in making progress toward the goal.

This year an additional administrator was added to support the SPED Program, in addition to an increased need in Behavior Interventionists, to address the escalating behavioral challenges prevalent in larger degree among SWD. We are in the process of developing a systematic approach to manage both BII supports and a process to gradually teach students to behave independently without one-on-one supports.

Teachers participated in extensive professional development this past year, including Targeted Feedback through the SDCOE, that included a walkthrough with the coach; and on Fisher/Frey’s Teacher Clarity that focused on - Learning Intensions; Collective Efficacy and Success Criteria.

We added a journalism course for students in grades 7-8 that also served to improve writing and communication skills at both sites.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

No changes will be made to the planned goal, metrics, desired outcomes, or action for the 2023-24 LCAP as Hawking if focusing on strengthening its multi-year initiatives (MTSS, Community Schools, Literacy, Math, Teacher Effectiveness). However, for SWD - we are in the process of developing a systematic approach to manage both BII supports and a process to gradually teach students to behave independently without one-on-one supports.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Goal

Goal #	Description
2	Continue to strengthen 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).

An explanation of why the LEA has developed this goal.

There is a need to continue to strengthen MTSS tiered intervention (academic, social-emotional, & behavioral) to improve student outcomes, daily student attendance, reduce chronic absenteeism in alignment with Community Schools Initiative and Expanded Learning Opportunities Program.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP ELA Source: CDE	2020-21: 43.55% met/exceeded standards	2021-22: 47.36% met or exceeded standards	2022-23: results pending		50%
CAASPP Math Source: CDE	2020-21: 25.96% met/exceeded standard	2021-22: 29.19% met or exceeded standards	2022-23: results pending		30%
CA Science Test: Gr 5 Source: CDE	2020-21: not administered	2021-22: 35.46% met or exceeded standards	2022-23: results pending		35%
CA Science Test: Gr 8 Source: CDE	2020-21: 24.56% met/exceeded standards	2021-22: 25% met or exceeded standards	2022-23: results pending		30%
Attendance Rate Source: CALPADS	2019-20: 93.48%	2020-21: 97.57%	2021-22: 93%		>95%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24	
Chronic absenteeism Rate Source: Dataquest	2018-19: 4.4%	2020-21: 7.9%	2021-22 CHRONIC ABSENTEEISM		5%	
				Number		Rate
			Schoolwide	311		24.2%
			African American	1		5.9%
			Hispanic	301		24.9%
			White	6		17.1%
			Two or More Races	3		27.3%
			English Learners	139		27.5%
			SWD	49		32.2%
SED	213	26.7%				
Middle School Dropout Rate Source: Dataquest	2019-20: 0%	2020-21: 0%	2021-22: 0%		0%	
% Of EL who made progress toward English Proficiency measured by ELPAC (source)	2020-21: 13.29% Proficient	2021-22: % Proficient	2022-23: results pending		20%	
Reclassification Rate Source: Dataquest	2020-21: 22.4%	2021-22: 23.7%	2022-23: 22.7%		25%	
% EL with access to CCSS & ELD Standards Source: Master Schedule	2020-21: 100%	2021-22: 100%	2022-23: 100%		100%	

Hawking STEAM Charter School serves grades TK-8: therefore, the following metrics do not apply:

- Priority 3: % of pupils who successfully completed A-G
- Priority 3: % of pupils how successfully completed CTE Courses
- Priority 3: % of Pupils who successfully completed CTE & A-G courses
- Priority 3: % of pupils who pass AP exams with a score of 3 or higher
- Priority 3: Pupils prepared for college by EAP
- Priority 5: HS Dropout Rate, HS Graduation Rate
- Priority 8: Other pupil outcomes

Actions

Action #	Title	Description	Total Funds	Contributing
1	MEASURING STUDENT PROGRESS – ASSESSMENTS	<p>To assess learning gaps, monitor student progress and develop annual growth targets, it is essential to administer evidence-based standards-aligned assessments.</p> <p>Students will be assessed using NWEA MAP Reading and Math assessments (3 times/year) to provide baseline performance (fall); and develop trimester growth targets, measure, and monitor student academic progress and identify whether students require additional academic support. In addition, ESGI (TK-1), SIPPS Benchmark Assessments (1-4) and Edulastic (aligns with Eureka Math) will also be administered.</p> <p>The CA State Board of Education (SBE) has approved Northwest Education Administration (NWEA) Measures of Academic Progress (MAP) as a verified data source. NWEA is a research-based computer adaptive assessment that is standards aligned and accurately reflects the student's level and measures growth over time. It provides teachers with accurate, and actionable evidence to help target instruction for each student or groups of students regardless of how far above or below they are from their grade level.</p> <p>The Student Achievement Coordinator will develop data-rich disaggregated reports of schoolwide, internal, and state mandated assessments for administrators, and teachers to inform instruction and decision-making.</p>	\$237,828	N
2	STRENGTHENING EL PROGRAM & SERVICES	<p>An area of concern is the achievement gap among English Learners (EL) and EO's (non-EL), and an increase in long-term English Learners (LtEL). As a result, teachers will receive training on ELD standards and strategies to support ELs with the acquisition of academic language as "bridging" the transfer of information from L2 (English) to L1 (native language) (cost identified in Goal 1, Action 2). It is critical that ELs receive differentiated tiered supports and instruction to ensure mastery of grade level standards and English language proficiency which will result in higher reclassification rates, and a decline in long-term English Learners</p>	\$505,486	N

Action #	Title	Description	Total Funds	Contributing
		<p>(LtEL), improving academic outcomes for ELs and narrowing achievement gaps. The EL Master Plan will also be reviewed and revised to reflect changes to our EL Program.</p> <p>Instructional Aides will provide language and oracy support for ELs through small group, and push-in instruction to further improve academic outcomes and English Language Proficiency.</p>		
3	ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	<p>Hawking STEAM Charter School will use data from universal screeners to identify learning and achievement gaps and provide tiered academic intervention to maximize student learning. Struggling learners will receive intervention at increasing levels of intensity to accelerate their rate of learning. Each student's progress will be closely monitored to assess both the learning rate and level of performance of individual students. The Reading and Math Interventionist will provide Tier 2 and Tier 3 support.</p> <p>To further accelerate learning, students will have access to:</p> <ul style="list-style-type: none"> • Expanded Learning Opportunities: Academic & social enrichment – after school; and summer program • Online tutoring services • Achieve 3000 • Reading A-Z • SIPPS • Zearn Math Intervention • Foundations Reading Intervention • Fountas & Pinnell Guided Reading <p>Zearn is an evidence-based math learning platform that helps kids explore concepts, discovery meaning, and make sense of math. It provides differentiated support including visual models and digital manipulatives, to help students learn from their mistakes, and advance.</p> <p>Foundations is a prevention and early prevention program designed to help reduce reading and spelling failure. The program is aimed at students in grades K–3 and involves daily 30-minute lessons which focus on carefully-sequenced skills that include print knowledge, alphabet</p>	\$1,158,032	Y

Action #	Title	Description	Total Funds	Contributing
		awareness, phonological awareness, phonemic awareness, decoding, spelling, and vocabulary development. Foundations® is designed to complement existing literature-based reading programs in general education classes but can also be used in small groups of low-achieving or learning disabled students for 40–60 minutes each day. Students rotate through different targeted interactive activities. The program is based on the principles of the Wilson Reading System.		
4	ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS	<p>An area of concern are the high chronic absenteeism rates as evidenced on the CA Schools Dashboard. In addition, post-pandemic student behavioral challenges have dramatically increased schoolwide.</p> <p>Hawking is committed to providing and strengthening social-emotional supports through schoolwide implementation of Character Traits education and Second Step SEL Curriculum. Elementary and Middle School SEL Counselors will provide SEL counseling support for students. Guidance Advisors and the Assistant Principal will strengthen and systematize MTSS Framework addressing social-emotional, behavioral, and mental health needs of students.</p> <p>The Assistant Principals will train staff on Restorative Practices, SEL, and School Culture; and lead the implementation of these initiatives schoolwide.</p> <p>Hawking STEAM Charter School partnership with HereNow Program through the South Bay Community Services, provides a referral service on suicide prevention for students in grades 5-8; and the partnership with the San Ysidro Health Center provides Sex and Health Education for 7th and 8th grade students.</p>	\$988,250	Y

Goal Analysis for 2022-23

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Action 4: Additional Behavioral Interventionists were added to support teachers and support staff with the escalation in behavioral challenges.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Action 4: There was a significant material difference between Budgeted Expenditures and Estimated Actual Expenditures as a result of additional BII's added.

An explanation of how effective the specific actions were in making progress toward the goal.

Additionally, behavior referral numbers and types, as well as student input on Panorama Social-Emotional Learning: Competency & Well-Being Measures reflect a need for increased SEL support and instruction. We have an SST process in place to monitor at-risk students. Our Guidance Advisor schedules SST meetings and collects intervention data from our teachers in order to determine next steps. Tier 2 and 3 supports are led by the classroom teacher with support from interventionist or Ed Specialist. Depending on the at-risk behavior/results, a student may need additional support in a particular subject or with SEL. If a student needs social emotional support, the teacher, administrator, or SST team will refer to a counselor.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

No changes will be made to the planned goal, metrics, desired outcomes, or action for the 2023-24 LCAP as Hawking is focusing on strengthening its multi-year initiatives (MTSS, Community Schools, Literacy, Math, Teacher Effectiveness). However, we will be providing training on Parent-Teacher Home Visits for the upcoming school year to connect with disengaged families/students, and at-risk students.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goal

Goal #	Description
3	Engage parents/families, and members of the community as partners through education to promote student academic achievement and provide a safe, supportive, welcoming, inclusive, and positive learning environment.

An explanation of why the LEA has developed this goal.

There is a need to further strengthen partnerships with families and effectively communicate the impact of chronic absenteeism on student learning, academic achievement, school climate and student engagement.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24																					
Facilities in “good” repair as measured by FIT Source: SARC	2020-21: Good (2 sites)	2021-22: Good (2 sites)	2022-23: Exemplary		Good																					
Suspension Rate Source: Dataquest	2019-20: 1.4%	2020-21: 0%	<table><tr><th colspan="3">2021-22 SUSPENSION</th></tr><tr><th></th><th>Number</th><th>Rate</th></tr><tr><td>Schoolwide</td><td>36</td><td>2.2%</td></tr><tr><td>African American</td><td>0</td><td>0.0%</td></tr><tr><td>Hispanic</td><td>34</td><td>2.3%</td></tr><tr><td>White</td><td>0</td><td>0.0%</td></tr><tr><td>Two or More Races</td><td>2</td><td>9.1%</td></tr></table>	2021-22 SUSPENSION				Number	Rate	Schoolwide	36	2.2%	African American	0	0.0%	Hispanic	34	2.3%	White	0	0.0%	Two or More Races	2	9.1%		<1%
2021-22 SUSPENSION																										
	Number	Rate																								
Schoolwide	36	2.2%																								
African American	0	0.0%																								
Hispanic	34	2.3%																								
White	0	0.0%																								
Two or More Races	2	9.1%																								
Expulsion Rate Source: Dataquest	2019-20: 0%	2020-21: 0%	2021-22: 0.2%		0%																					
Student Survey: Student Perception of School Safety & Connectedness Source: Panorama	2020-21: 75% Sense of safety 75% School connectedness	2021-22: 75% Sense of safety 81% School connectedness	2022-23: 52% Sense of safety 49% School connectedness		>75%																					

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent Survey: Sense of safety & school connectedness Source: Panorama	2020-21: (not reported) Sense of safety 75% School connectedness	2021-22: 72% Sense of safety 83% School connectedness	2022-23: 79% Sense of safety 84% School connectedness		>75%
Teacher/staff Survey: Sense of safety & school connectedness Source: Panorama	2020-21: (not reported) Sense of safety 75% School connectedness	2021-22: 71.2% Sense of safety 85.8% School connectedness	2022-23: 84% Sense of safety 82% School connectedness		>75%
Parent Input in Decision-making including UP & SWD: As measured by CDE's Priority 3: Self-reflection Tool (source)	2020-21: CDE's Self-reflection Tool (Questions 5-8) 5. 2 6. 3 7. 4 8. 3	2021-22: CDE's Self-reflection Tool (Questions 5-8) 5. 3 6. 3 7. 3 8. 3	2022-23: CDE's Self-reflection Tool (Questions 5-8) 5. 4 6. 4 7. 4 8. 4		Rating of 4+
Parent Participation in Programs for Unduplicated Pupils & SWD: As measured by CDE's Priority 3: Self-reflection Tool (source)	2020-21: CDE's Self-reflection Tool (Questions 1-4) 1. 3 2. 4 3. 3 4. 4	2021-22: CDE's Self-reflection Tool (Questions 1-4) 1. 3 2. 3 3. 3 4. 3	2022-23: CDE's Self-reflection Tool (Questions 1-4) 1. 4 2. 4 3. 4 4. 4		Rating of 4+

Actions

Action #	Title	Description	Total Funds	Contributing
1	PROMOTING POSITIVE SCHOOL CLIMATE, STUDENT	Ensuring a safe, welcoming, and positive school climate is critical to student well-being and learning and reduce chronic absenteeism rates. Hawking STEAM Charter School will provide all students with	\$714,002	Y

Action #	Title	Description	Total Funds	Contributing
	ENGAGEMENT & SAFE LEARNING ENVIRONMENT	<p>opportunities to engage in outdoor learning opportunities (field trips, 6th grade camp) to further enhance student learning, engagement, motivation, and inquiry.</p> <p>Members of the Leadership team and Campus Safety will review and revise the Comprehensive School Safety plan, ensure drills preparations take place, and will solicit input from the PAC. Campus Aides are tasked with maintaining a safe and positive learning environment for students and staff.</p> <p>Our school will implement the following to provide students and staff with a safe, welcoming, and positive learning environment and promote student academic growth and SEL needs:</p> <ul style="list-style-type: none"> • Student Clubs & Organizations • After-school enrichment: South Bay Community Services • Panorama School climate surveys will be administered to students, staff/teachers, and parents 		
2	PARENT INPUT IN DECISION-MAKING	<p>Parent input in decision-making will take place through the following committees (that includes parents representing Unduplicated Pupils (UP) and Students with Disabilities (SWD)).</p> <ul style="list-style-type: none"> • English Language Advisory Committee (ELAC), DELAC, EL-PAC, per CA EC 52062(a)(2) • Parent Advisory Committee (PAC) per CA EC 52062(a)(1) • Community Schools Steering Committee <p>Interpreter services will be provided at each committee meeting; and upon request.</p>	\$9,000	N
3	OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION	<p>Hawking STEAM Charter School will provide all parents including those of unduplicated students (UP), and Students with Disabilities (SWD), with opportunities to engage as partners in their child education through:</p> <ul style="list-style-type: none"> • Volunteer opportunities • Parent workshops 	\$8,250	N

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> • Chaperone field trips • Assist with schoolwide events <p>School staff will utilize multiple methods to communicate with families including but not limited to Class Dojo, School Messenger, social media, and updates on the school's website. Parents will have access to PowerSchool Parent Portal where they can view their child's attendance, behavior, academic progress and communicate with teachers/staff.</p> <p>Members of our Leadership team will host a series of parent education workshops that will focus on:</p> <ul style="list-style-type: none"> • Attendance • Academics • SEL <p>All correspondence sent to families/guardians will be provided in English and translated to Spanish, as identified by our (primary) language survey and the "15% and above translation needs" criteria. Interpreter services are available for all parent events and upon request.</p>		
4	MAINTAINING SAFE & CLEAN SCHOOL FACILITIES	Hawking STEAM Charter School strives to provide all scholars and staff with a safe and clean school facility site. Annually, the Facility Inspection Tool (FIT) report will be completed for each site, and issues/findings will be addressed. FIT Report results will be reported annually on the SARC, Local Indicators Report, and LCAP.	\$3,573,966	N

Goal Analysis for 2022-23

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Action 1: Hawking offered an 8th grade camp to its students to make up for experiences in 6th grade camp which had been cancelled two years ago due to the pandemic.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There were material differences between Budgeted Expenditures and Estimated Actual Expenditures as a result of the 8th grade camp that had not been previously budgeted for.

An explanation of how effective the specific actions were in making progress toward the goal.

Improving school climate and student engagement with the return to full in person instruction has been a struggle especially among our youngest learners who lack socialization skills an impact post-pandemic.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

No changes will be made to the planned goal, metrics, desired outcomes, or action for the 2023-24 LCAP as Hawking if focusing on strengthening its multi-year initiatives (MTSS, Community Schools, Literacy, Math, Teacher Effectiveness).

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2023-24

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$2,486,255	\$137,945

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
19.3%	0%	\$0	19.3%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

we identified pervasive needs, where students lacked social skills resulting from virtual learning since March 2020. For example, they lacked routines, and socialization. There was a need to adjust instruction, emphasize systems and routines, and how to teach and re-teach due to a lack of continuity of instruction. Our school conducted a needs assessment and has implemented a multi-tiered approach to address these identified needs while also faced with high rates of absenteeism and quarantines due to infection rates and/or in adherence to state and county COVID-19 health and safety protocols which constantly changed throughout the year. It was critical to measure the impact the pandemic/remote learning had on our students reading and math proficiency to assess and identify student academic needs.

- Goal 1, Action 1: Substitute teachers to maintain continuity of services during teacher absences.
- Goal 1, Action 2: An area of identified need is to provide coaching for teachers on Tier 2 and 3 support to address the identified learning gaps and achievement gaps prevalent among EL and SWD. Hawking STEAM Charter School will provide all teachers and Instructional Aides with robust evidence-based professional learning opportunities. Instructional Coaches will focus on equity, differentiation, and strategies to address learning and achievement gaps to accelerate student learning.
- Goal 2, Action 3: Hawking STEAM Charter School will use data from universal screeners to identify learning and achievement gaps and provide tiered academic intervention to maximize student learning. Struggling learners will receive intervention at increasing levels of intensity to accelerate their rate of learning. Each student’s progress will be closely monitored to assess both the learning rate and level of performance of

individual students. The Reading Interventionist will provide Tier 2 and Tier 3 support; and students will use Achieve 3000 to improve their reading comprehension skills. In addition, Foundations will also be adopted. It is a prevention and early prevention program designed to help reduce reading and spelling failure. The program is aimed at students in grades K–3 and involves daily 30-minute lessons which focus on carefully-sequenced skills that include print knowledge, alphabet awareness, phonological awareness, phonemic awareness, decoding, spelling, and vocabulary development. Foundations® is designed to complement existing literature-based reading programs in general education classes but can also be used in small groups of low-achieving or learning disabled students for 40–60 minutes each day. Students rotate through different targeted interactive activities. The program is based on the principles of the Wilson Reading System.

- Goal 2, Action 4: An area of concern are the high chronic absenteeism rates as evidenced on the CA Schools Dashboard. In addition, post-pandemic student behavioral challenges have dramatically increased schoolwide. Hawking is committed to providing and strengthening social-emotional supports through schoolwide implementation of Character Traits education and Second Step SEL Curriculum. Elementary and Middle School SEL Counselors will provide SEL counseling support for students. Guidance Advisors and the Assistant Principal will strengthen and systematize MTSS Framework addressing social-emotional, behavioral, and mental health needs of students.

- Goal 3, Action 1: Ensuring a safe, welcoming, and positive school climate is critical to student well-being and learning and reduce chronic absenteeism rates. Hawking STEAM Charter School will provide all students with opportunities to engage in outdoor learning opportunities (field trips, 6th grade camp) to further enhance student learning, engagement, motivation, and inquiry. Feedback from our educational partners reiterated the need to expand the number of Campus Aides to maintain a safe learning environment and deter bullying. Our campus aides are tasked with maintaining a safe and positive learning environment for students and staff. They will also receive training on addressing student behavioral challenges.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

The following LCAP Goal and Action is consistent with the requirements of 5 CCR Section 15496 and will be provided on a limited basis to English learners:

- Goal 2, Action 2: An area of concern is the achievement gap among English Learners (EL) and EO's (non-EL), and an increase in long-term English Learners (LtEL). As a result, teachers will receive training on ELD standards and strategies to support ELs with the acquisition of academic language as “bridging’ the transfer of information from L2 (English) to L1 (native language) (cost identified in Goal 1, Action 2). It is critical that ELs receive differentiated tiered supports and instruction to ensure mastery of grade level standards and English language proficiency which will result in higher reclassification rates, and a decline in long-term English Learners (LtEL), improving academic outcomes for ELs and narrowing achievement gaps. The EL Master Plan will also be reviewed and revised to reflect changes to our EL Program. Instructional Aides will provide language and oracy support for ELs through small group, and push-in instruction to further improve academic outcomes and English Language Proficiency.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Hawking STEAM Charter School will use additional concentration grant add-on funds to provide additional substitute teachers across both school sites, which increases the number of staff providing direct services to students, to support continuity of teaching and learning.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	Not applicable to charter schools	Not applicable to charter schools
Staff-to-student ratio of certificated staff providing direct services to students	Not applicable to charter schools	Not applicable to charter schools

2023-24 Total Planned Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$12,151,440	\$5,196,895	\$171,946	\$1,222,865	18,743,146	\$12,897,211	\$5,845,935

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Admin & Educators that Support the Ed Program	All	\$6,451,583	\$54,744	\$126,946	\$-	\$6,633,273
1	1	Admin & Educators that Support the Ed Program	All	\$456,192	\$-	\$-	\$-	\$456,192
1	2	Professional Development	All	\$68,248	\$183,950	\$45,000	\$15,884	\$313,082
1	2	Professional Development	All	\$229,386	\$-	\$-	\$-	\$229,386
1	3	Core Curricular Program Needs	All	\$70,250	\$-	\$-	\$268,750	\$339,000
1	4	Closing the Digital Divide	All	\$24,052	\$-	\$-	\$188,473	\$212,525
1	5	Broad Course of Study	All	\$356,745	\$221,528	\$-	\$45,000	\$623,273
1	6	Services to Support SWD	Students with Disabilities	\$1,219,008	\$1,372,113	\$-	\$168,480	\$2,759,601
2	1	Measuring Student Progress-- Assessments	All	\$148,583	\$-	\$-	\$89,245	\$237,828
2	2	Strengthening EL Program & Services	English Learners	\$505,486	\$-	\$-	\$-	\$505,486
2	3	Addressing Academic Needs to Accelerate Learning	All	\$17,250	\$765,875	\$-	\$32,600	\$815,725
2	3	Addressing Academic Needs to Accelerate Learning	All	\$324,307	\$-	\$-	\$-	\$324,307
2	4	Addressing Social-Emotional & Behavioral Student Needs	All	\$-	\$-	\$-	\$366,185	\$366,185
2	4	Addressing Social-Emotional & Behavioral Student Needs	All	\$622,065	\$-	\$-	\$-	\$622,065
3	1	Promoting Positive School Climate, Student Engagement & Safe Learning Environment	All	\$105,000	\$27,210	\$-	\$48,248	\$180,458
3	1	Promoting Positive School Climate, Student Engagement & Safe Learning Environment	All	\$533,544	\$-	\$-	\$-	\$533,544
3	2	Parent Input in Decision Making	All	\$9,000	\$-	\$-	\$-	\$9,000
3	3	Opportunities Provided to Support Parent Engagement & Participation	All	\$8,250	\$-	\$-	\$-	\$8,250
3	4	Maintaining Safe & Clean School Facilities	All	\$1,002,491	\$2,571,475	\$-	\$-	\$3,573,966

2023-24 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$ 12,897,877	\$ 2,666,291	20.67%	0.00%	20.67%	\$ 2,670,980	0.00%	20.71%	Total:	\$ 2,670,980
								LEA-wide Total:	\$ -
								Limited Total:	\$ 505,486
								Schoolwide Total:	\$ 2,165,494

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1	Admin & Educators that Support the Ed Program	Yes	Schoolwide	All	Hawking	\$ 456,192	0.00%
1	2	Professional Development	Yes	Schoolwide	All	Hawking	\$ 229,386	0.00%
2	2	Strengthening EL Program & Services	Yes	Limited	English Learners	Hawking	\$ 505,486	0.00%
2	3	Addressing Academic Needs to Accelerate Learning	Yes	Schoolwide	All	Hawking	\$ 324,307	0.00%
2	4	Addressing Social-Emotional & Behavioral Student Needs	Yes	Schoolwide	All	Hawking	\$ 622,065	0.00%
3	1	Promoting Positive School Climate, Student Engagement & Safe Learning	Yes	Schoolwide	All	Hawking	\$ 533,544	0.00%

2022-23 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$ 13,068,526.93	\$ 15,620,538.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Admin & Educators that Support the ED Program	No	\$ 4,942,379	\$ 5,945,196
1	1	Admin & Educators that Support the ED Program	Yes	\$ 725,177	\$ 807,493
1	2	Professional Development	No	\$ 221,000	\$ 342,914
1	2	Professional Development	Yes	\$ 220,101	\$ -
1	3	Core Curricular Program Needs	No	\$ 357,552	\$ 287,000
1	4	Closing the Digital Divide	No	\$ 476,662	\$ 460,400
1	5	Broad Course of Study	No	\$ 140,714	\$ 67,499
1	5	Broad Course of Study	Yes	\$ 345,683	\$ 512,285
1	6	Services to Support SWD	No	\$ 1,487,855	\$ 2,339,326
2	1	Measuring Student Progress - Assessments	No	\$ 156,309	\$ 235,616
2	1	Measuring Student Progress - Assessments	Yes	\$ 169,602	\$ -
2	2	Strengthening EL Program & Services	No	\$ 48,732	\$ 216,071
2	2	Strengthening EL Program & Services	Yes	\$ 445,905	\$ 390,511
2	3	Adressing Academic Needs to Accelerate Learning	No	\$ 653,305	\$ 503,456
2	4	Addressing Social-Emotional & Behavioral Student Needs	No	\$ 276,772	\$ 536,778
2	4	Addressing Social-Emotional & Behavioral Student Needs	Yes	\$ 383,118	\$ 534,216
3	1	Positive School Climate	No	\$ 987,558	\$ 1,095,991
3	2	Parent Input in Decision Making	No	\$ -	\$ -
3	3	Opportunities Provided to Support Parent Engagement & Participation	No	\$ 204,794	\$ 254,384
3	4	Maintaining Safe & Clean School Facilities	No	\$ 825,308	\$ 1,091,402

2022-23 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
\$ 2,243,748	\$ 2,289,586	\$ 2,244,505	\$ 45,081	0.00%	0.00%	0.00% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1	Admin & Educators that Support the ED Program	Yes	\$ 725,177	\$ 807,493.00	0.00%	0.00%
1	2	Professional Development	Yes	\$ 220,101	\$ -	0.00%	
1	5	Broad Course of Study	Yes	\$ 345,683	\$ 512,285.00	0.00%	0.00%
2	1	Measuring Student Progress - Assessments	Yes	\$ 169,602	\$ -	0.00%	
2	2	Strengthening EL Program & Services	Yes	\$ 445,905	\$ 390,511.00	0.00%	0.00%
2	4	Addressing Social-Emotional & Behavioral Student Needs	Yes	\$ 383,118	\$ 534,216.00	0.00%	0.00%

2022-23 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$ 11,658,275	\$ 2,243,748	0.00%	19.25%	\$ 2,244,505	0.00%	19.25%	\$0.00 - No Carryover	0.00% - No Carryover

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).
- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

The LCAP template, like each LEA’s final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity’s budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for educational partners and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA’s diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

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

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

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

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

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for engagement of educational partners in the LCAP development process:

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.
- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA’s philosophical approach to engaging its educational partners.

Prompt 2: “A summary of the feedback provided by specific educational partners.”

Describe and summarize the feedback provided by specific educational partners. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from educational partners.

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific input from educational partners.”

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by educational partner input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions

- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated students
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Required Goals

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA's eligibility for Differentiated Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.
- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g., high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023–24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 . Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22 or when adding a new metric.

The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the action tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (**Note:** for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA’s description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year: Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

LCFF Carryover — Percentage: Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar: Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

Total Percentage to Increase or Improve Services for the Coming School Year: Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 CCR Section 15496(a)(7).

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or COE, an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA’s goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7 percent lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100 percent attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55 percent: For school districts with an unduplicated pupil percentage of 55 percent or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55 percent: For school districts with an unduplicated pupil percentage of less than 55 percent, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40 percent or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40 percent enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

For any action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in EC Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)

- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.

- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All,” or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type “Yes” if the action is included as contributing to meeting the increased or improved services; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services.
- If “Yes” is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.

- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the ‘Contributing to Increased or Improved Services?’ column will need to be checked to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the ‘Contributing to Increased or Improved Services?’ column to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
 - This percentage is the total of the Planned Percentage of Improved Services column
- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)
 - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)
- 7. Total Estimated Actual Expenditures for Contributing Actions

- This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
 - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
 - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)
 - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)
 - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
 - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- 13. LCFF Carryover — Percentage (12 divided by 9)
 - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

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