LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Hawking STEAM Charter School
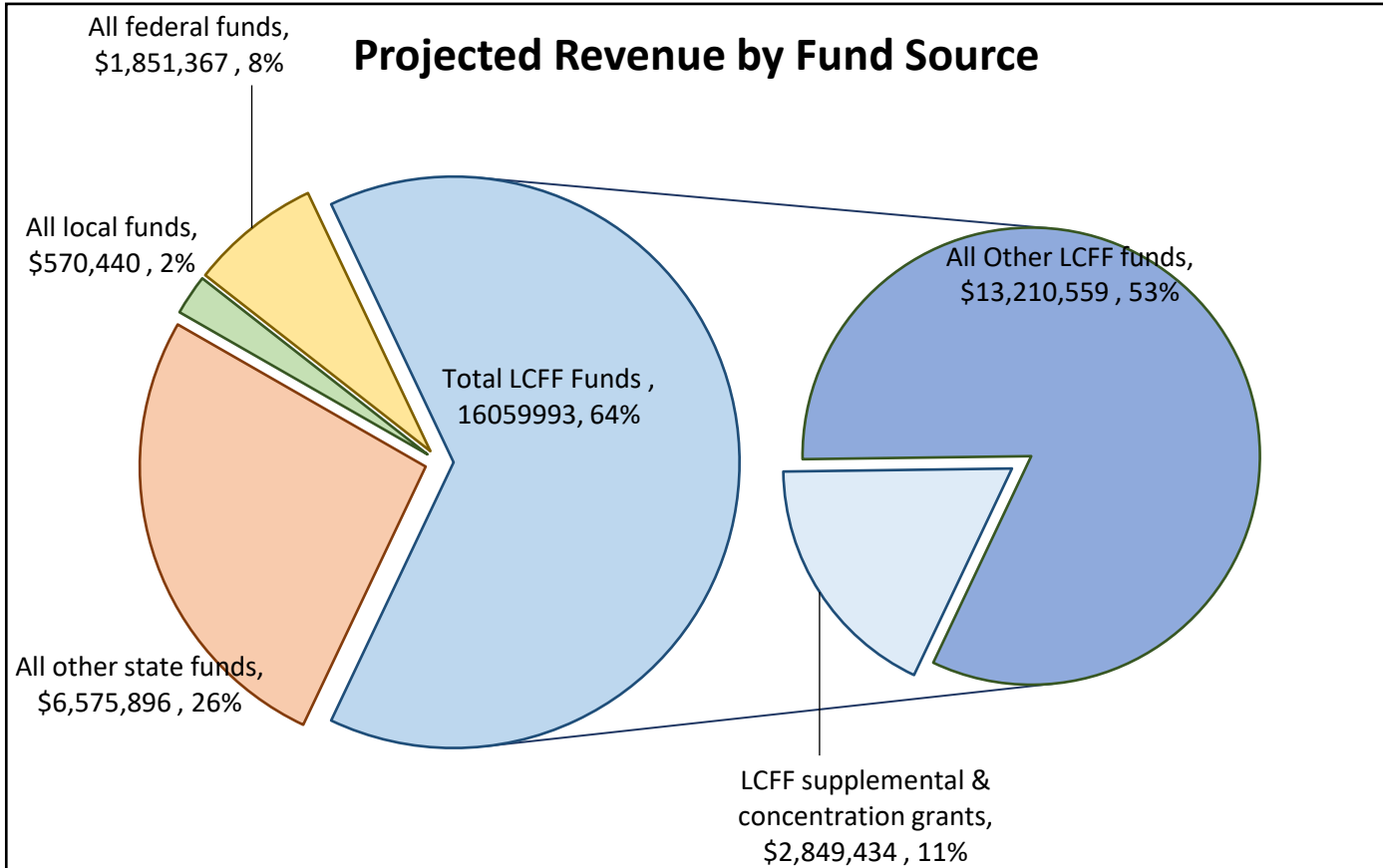
CDS Code: 37-68411-0126086

School Year: 2024-25

LEA contact information: Lorena Chavez, Executive Director

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 2024-25 School Year

Projected Revenue by Fund Source

All federal funds, $1,851,367 , 8%

All local funds, $570,440 , 2%

All Other LCFF funds, $13,210,559 , 53%

Total LCFF Funds , 16059993, 64%

All other state funds, $6,575,896 , 26%

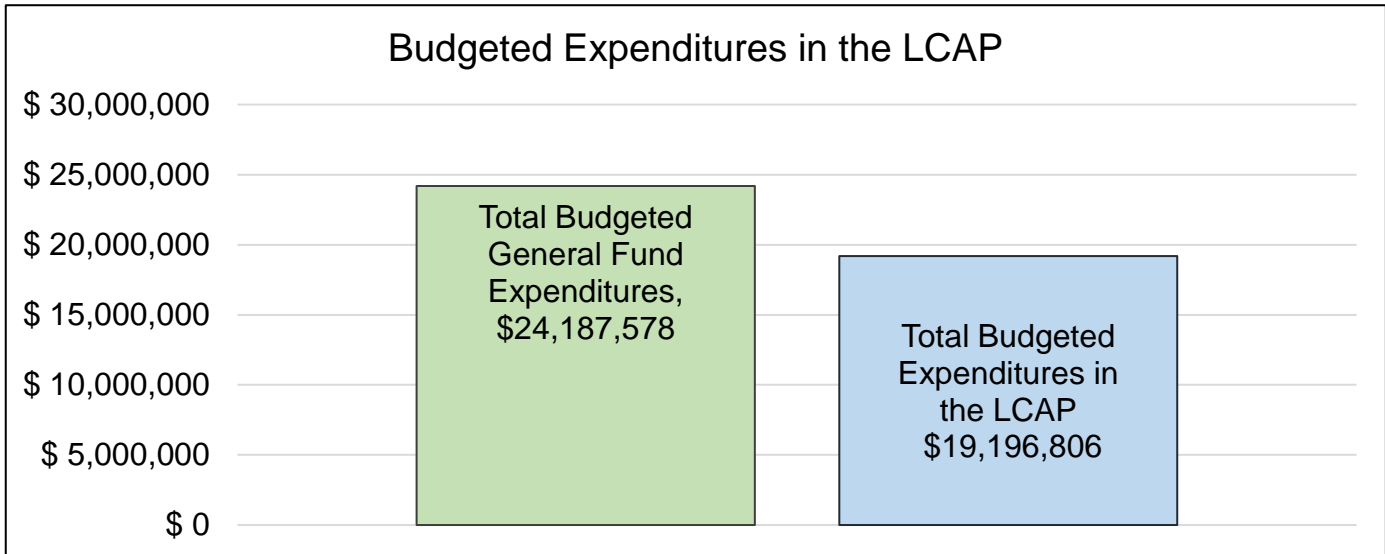LCFF supplemental & concentration grants, $2,849,434 , 11%

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 $25,057,696.00, of which $16,059,993.00 is Local Control Funding Formula (LCFF), $6,575,896.00 is other state funds, $570,440.00 is local funds, and $1,851,367.00 is federal funds. Of the $16,059,993.00 in LCFF Funds, $2,849,434.00 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.

Budgeted Expenditures in the LCAP

Total Budgeted General Fund Expenditures, $24,187,578	Total Budgeted Expenditures in the LCAP $19,196,806

Y-axis values: $ 30,000,000 / $ 25,000,000 / $ 20,000,000 / $ 15,000,000 / $ 10,000,000 / $ 5,000,000 / $ 0

This chart provides a quick summary of how much Hawking STEAM Charter School plans to spend for 2024-25. 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 $24,187,578.00 for the 2024-25 school year. Of that amount, $19,196,806.00 is tied to actions/services in the LCAP and $4,990,772.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
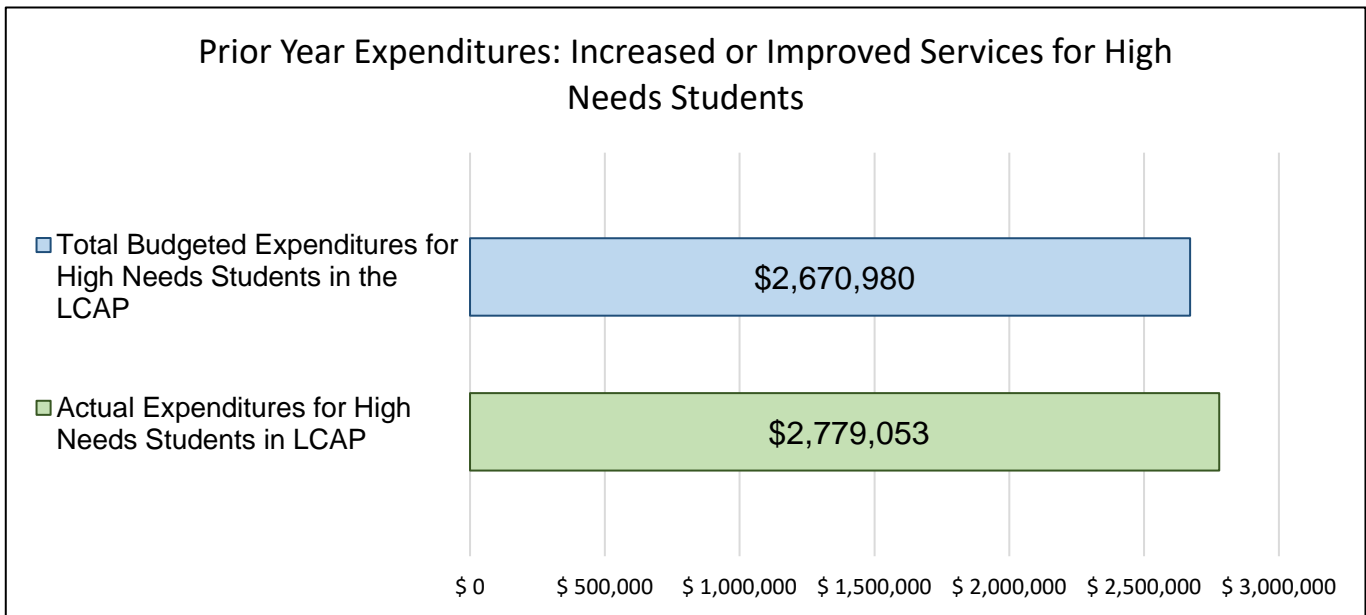
General operational expenses, such as insurance, utilities, back office services, front office support, supplies, etc. Compensation for the Executive Director and other general support staff. Food costs as well as the compensation for the nutrition program staff.

Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Hawking STEAM Charter School is projecting it will receive $2,849,434.00 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 $2,972,039.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2023-24

Prior Year Expenditures: Increased or Improved Services for High Needs Students

☐ Total Budgeted Expenditures for High Needs Students in the LCAP	$2,670,980
☐ Actual Expenditures for High Needs Students in LCAP	$2,779,053

$ 0 $ 500,000 $ 1,000,000 $ 1,500,000 $ 2,000,000 $ 2,500,000 $ 3,000,000

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.

The text description of the above chart is as follows: In 2023-24, Hawking STEAM Charter School's LCAP budgeted $2,670,980.00 for planned actions to increase or improve services for high needs students. Hawking STEAM Charter School actually spent $2,779,053.00 for actions to increase or improve services for high needs students in 2023-24.

2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

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

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.

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%	2023-24: 100%	100%
Implementation of the Academic content & performance Standards – measured using Local Indicator Priority 2	**2020-21: Implementation** Academic Standards: ELA 4, ELD 4, Math 4, NGSS 4, History 4, Health 2, PE 4, VAPA 4, World Language 3	**2021-22: Implementation** Academic Standards: ELA 3, ELD 3, Math 4, NGSS 3, History 3, Health 2, PE 4, VAPA 3, World Language 3	**2022-23 Implementation** Academic Standards: ELA 4, ELD 4, Math 4, NGSS 4, History 4, Health 4, PE 5, VAPA 4, World Language 4	**2023-24 Implementation** Academic Standards: ELA 4, ELD 3, Math 4, NGSS 4, History 4, Health 4, PE 4, VAPA 4, World Language 4	**2023-24: Implementation** Academic Standards: ELA 5, ELD 4, Math 4, NGSS 4, History 4, Health 3, PE 4, VAPA 4, World Language 4

% Of Fully credentialed & Appropriately assigned Teachers	2019-20: 96.4%	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%	2023-24: 100%	100%

Goal Analysis

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**: This action was fully Implemented. Hawking STEAM Charter School employs 2 Principals; and classroom teachers. Our teachers participated in 3 days of summer professional development, and are on track to complete 9 non-instructional days of PD, and weekly PD.

Areas of focus during summer professional development include:

- Parent Teacher Home Visits

- Eureka Math: Implementation & Fluency (2 Days)

- CATCH Nutrition

- Panorama Implementation

- Cloud9World

- **Action 2**: This action was partially implemented. The Kagan strategies professional development did not take place and is planned for the 2024-25 school year. Hawking provided its teachers and leadership with robust professional learning opportunities.

The following is an update on implementation for each area of focus:

- Multi-tiered System of Support (MTSS)

- Continue with Targeted Feedback (SDCOE) - All administrators have been trained, and 4 additional teachers

- 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.

- Panorama SEL (Universal Screener) Implementation - Implemented first round of surveys, counselors analyzed data and developed action plans for the first part of the school year.

- Action 3: Hawking provided all students with access to standards-aligned curricular and instructional materials. Annually purchases are made to ensure sufficient inventory for all students of curriculum and consumables. This year we also purchased FUNdations phonics curricular program to support Tier 1 instruction in the 2nd grade general classroom.

- Action 4: All students have access to a technology device to access curricular, and instructional materials, and supplemental online programs. Teachers are provided with a MacBook, Smart Board, document camera, iPads. Our campuses are equipped with state-of-the-art WIFI.

- Action 5: Hawking provided all students with access to a broad course of study that includes enrichments and/or electives: AVID (Gr 6-8), Spanish, Music, Orchestra, Choir, Visual Arts, Gizmos & Gadgets (ES), and Robotics (ES).

- Action 6: Hawking received a RED Performance Level for the ELA and Math Academic Indicators; and YELLOW for the Chronic Absenteeism and Suspension Rate Indicator on the 2023 CA School Dashboard for the SWD Student group. This year, significant changes took place within the SPED Department including the addition of a Special Education and Student Services Coordinator, and an Associate Principal for Supplemental Services at each campus. Each campus was staffed with Education Specialist, SLP, SLPA and paraprofessionals. An analysis of NWEA MAP Assessments revealed the following: - 66% of SWDs in grades 3 -8 did not meet NWEA MAP growth targets 100% of Hawking SWDs were far below in CAASPP: - ELA CAASPP: SWD performed -94.7 DFS in Spring 2023, a decline from Spring 2022 -84.3 DFS - MATH CAASPP: SWD performed -109.2 DFS in Spring 2023, a decline from Spring 2022 -98.8 DFS Our Focus this year: High Leverage Strategy: Update the PLC structure to support collaboration on high level practices with accommodations and access to the general education curriculum.

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 6: For the 2023-24 school year, Hawking hired most of its staff for the Special Education Department, minimizing contracted staff and services from agencies, cost cutting measures that were efficient and effective. The savings (actual expenditures) resulted in a material difference between Budgeted Expenditures and Estimated Actual Expenditures

- Action 1: Professional learning has focused on equipping our teaching staff with targeted instructional strategies, specifically in math. This continued learning has informed data conversations that happen at every testing window. In addition, SEL PD has equipped counselors, interventionists, and specials teachers with resources to foster overall well-being.

Challenges: Challenges we have faced is staffing shortages, combined with high chronic absenteeism rates. Although we have seen improvement in Teachers Without Credentials and Misassignments (3.1 in 20-21, to 1.0 in 21-22) retaining qualified staff has been challenging especially for Special Education. Despite our robust intervention program, implementation with fidelity has been a continuous challenge due to inconsistent attendance.

Retention rates: Fall 2023: 84.2%; Fall 2022: 89.6%; and Fall 2021: 83%

- Action 2: MTSS learning organization-wide. Targeted Feedback training to support our Professional Growth Plan (PGP) continued. We are continuing to train teachers in Niroga Mindfulness for support with SEL. We had a small group of select teachers trained in CATCH Nutrition (our PE teachers) in order to get them started on nutrition and wellness principles as outlined in our wellness policy. Panorama implementation used by Guidance Advisors and Counselors and Interventionists have begun using for data tracking. Panorama implementation continues to grow. Counselors, Interventionists, and Guidance advisors have led the use of reporting and student tracking. Teachers and staff use of assessment data, along with SEL goals to provide a well-rounded picture of student performance.

Challenges: Our dashboard indicates a decline in both ELA and Math. Lack of time to complete professional learning in Kagan and full implementation of programs like Panorama. To address significant needs in Math, our Professional Learning days have been allotted to Eureka Math PD in Fluency and Customization of Implementation of curriculum. We continue to refine phonics instruction and implement tier 2 and 3 interventions with fidelity through regular collaboration between Reading Interventionists and Instructional coaches

- Action 3: TK-1st grade Teachers received training in new Amplify Curriculum -FUNdations 2nd grade Tier 1 phonics instruction will support SIPPS intervention.

Challenges: We need to work on a system to provide a systematic math intervention process for our students. Equipping new staff with understanding of our core programs to provide efficient and effective instruction has been a challenge.

- Action 4: All classrooms and students were equipped with necessary technology.

Challenges: Technology becomes outdated very quickly and it is necessary to stay up to date with all technology needs.

- Action 5: AVID training resumed Summer 2023. This provided teachers in 6th-8th grade with an understanding of AVID, and their teaching methodologies. We will continue to retrain staff at lower grades each year. Addition of one FTE for Arts.

Challenges: Changes in staff and availability of courses has been adjusted to meet current enrollment and interest in 7th and 8th grades.

- Action 6: Addition of 2 administrators to support SpEd services and staffing management. One administrator at each site for all daily needs as well as for behavior supports that are greater with our SpEd population. Addition of our own Behavior Interventionist team. This is different from the external behavior interventionists that we contracted and were both higher cost and not directly managed by our staff.

Challenges: Staffing and the management of staff continues to be our greatest challenge when it comes to our Special Education services. We are working with several contracting agencies to ensure that we are meeting the needs of all of our students with IEPs. We are also engaged in the CIM process for additional monitoring and support

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.

For the 2024-25 LCAP, Goal #1 was revised to align to Hawking's STEAM-focused PBL educational model to ensure fidelity to the work the school is accomplishing to build teacher and leadership capacity, expertise and strengthen teacher retention rates.

Based on feedback from our educational partners, for Priority 1: Basic Teachers metric, we will report - CDE's Teacher Assignment Monitoring Outcomes (TAMO) data which is pre-populated by the CDE on the Local Indicators Report/CA School Dashboard annually. The decision to use TAMO data was for purposes of transparency, alignment, and a throughline, of the CA School Dashboard Local Indicators with our school's LCAP.

Additionally, for the 2024-25 LCAP, Hawking STEAM Charter School will continue to develop a one-year LCAP that includes "Target for Year 1 Outcome," under the section measuring and reporting results, rather than "Target for Year 3 Outcome," an allowable option for charter schools, as indicated in CDE's approved LCAP template instructions.

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 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).

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP ELA Source: CDE	2018-19: 47.83% Met or Exceeded Standard	2020-21: 43.55% Met or Exceeded Standard	2021-22: 47.36% Met or Exceeded Standard	2022-23: 40.10% Met or Exceeded Standard	50%
CAASPP Math Source: CDE	2018-19: 38.34% Met or Exceeded Standard	2020-21: 25.96% Met or Exceeded Standard	2021-22: 29.19% Met or Exceeded Standard	2022-23: 25% Met or Exceeded Standard	30%
CA Science Test: Gr 5 Source: CDE	2018-19: 30.08% Met or Exceeded Standard	2020-21: Not administered	2021-22: 35.46% Met or Exceeded Standard	2022-23: 27.82% Met or Exceeded Standard	35%
CA Science Test: Gr 8 Source: CDE	2018-19: Not administered	2020-21: 24.56% Met or Exceeded Standard	2021-22: 25% Met or Exceeded Standard	2022-23: 18.95% Met or Exceeded Standard	35%
Attendance Rate Source: CALPADS	2019-20: 93.48%	2020-21: 97.57%	2021-22: 93%	2022-23: 93.8%	>95%
Chronic absenteeism Rate Source: Dataquest	2018-19: 4.4%	2020-21: 7.9%	*See 2021-22 Chronic Absenteeism table below*	*See 2022-23 Chronic Absenteeism table below*	5%
Middle School Dropout Rate Source: Dataquest	2019-20: 0%	2020-21: 0%	2021-22: 0%	2023-24: 0%	0%
% Of EL who made progress toward English Proficiency	2018-19: 15.0% Proficient	2020-21: 13.29% Proficient	2021-22: 10.38% Proficient	2022-23: 11.3% Proficient	20%

2021-22 CHRONIC ABSENTEEISM

	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%

2022-23 CHRONIC ABSENTEEISM

	Number	Rate
Schoolwide	282	21.6%
African American	4	28.6%
Hispanic	264	21.5%
White	8	20.5%
English Learners	124	22.2%
SWD	44	25.7%
SED	217	23.3%

measured by ELPAC (source)					
Reclassification Rate Source: Dataquest	2019-20: 32.4%	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%	2023-24: 100%	100%

Goal Analysis

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**: This action was fully implemented. Hawking has administered the NWEA Reading and Math assessments three times this school year. NWEA MAP assessments are used to develop trimester growth targets, measure, and monitor student academic progress and identify whether students require additional academic support. **-** ESGI (TK-1) are formative assessments administered monthly by teachers. - SIPPS Benchmark Assessments (1-4) have been implemented. Edulastic assessments were administered by teachers in grades 2-6, which align to our Eureka Math curriculum.

- **Action 2**: This action was fully implemented. Hawking received an ORANGE Performance Level for the ELA and Math Academic Indicators & ELPI; and YELLOW for the Suspension Rate and Chronic Absenteeism Indicators on the 2023 CA School Dashboard. Hawking provides all ELs with designated and integrated ELD instruction. This year, we provided teachers with additional training on providing tiered support through small group instruction during dELD and throughout the day with integrated ELD. Our TK-2 Instructional aides were trained to administer the Summative ELPAC assessments. This knowledge base will inform the language and oral support provided to ELs in the classroom.

Our long-term ELs (LtEL) received additional reading support through the SIPPS Extension level. We also encouraged our EL/LtELs to participate in our ELOP. To further strengthen home-school collaboration, we've implemented home visits led by the teacher to build a trusting relationship and communicate with families; to identify barriers to learning.

- **Action 3**: Hawking received an ORANGE Performance Level for the ELA and Math Academic Indication on the 2023 CA School Dashboard. Hawking continues to strengthen and adhere to the CA MTSS Framework. The Reading Interventionist provided Tier 2 and Tier 3 support, utilizing the SIPPS Program, for our struggling readers as identified by the diagnostic assessments administered including NWEA Reading. The Fundations Reading Intervention Program was used for grade 2 as a Tier 1 phonics intervention. All students have access to our ELOP which is

offered after school, intercession and summer programming. Currently over 200 students are participating in our after-school program; and in the summer program. We also offered students access to online tutoring through Paper Co. The contents of this action have been implemented.

- Action 4: This action has been fully implemented. Hawking received an ORANGE Performance Level for the Chronic Absenteeism and Suspension Rate Indication on the 2023 CA School Dashboard. Our teachers were trained on providing home visits through the Parent-Teacher Home Visit (PTHV) non-profit organization. PTHV equips educators with the training needed to develop trusting relationships with families in service of student success and school improvement. We've implemented attendance incentives and continue to meet with parents to identify barriers to learning and connect them with resources. The Counselors provided SEL Counseling, and character trait development. We've provided training on Restorative practices, utilize Second Step SEL program with fidelity, and administered the Panorama SEL School climate survey that also serves as an SEL Universal Screener. Suspensions in the 2022-23 school year were primarily among middle school students resulting from harassment, bullying and physical threats. This year we've seen a decline in behavior referrals and attribute this in part to the home visits our teachers/staff have participated in.

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 2: Additional Instructional Aides were hired to address the learning needs of our English Learners and long-term English Learners resulting in additional costs and a material difference between Budgeted Expenditures and Estimated Actual Expenditures.

- Action 3: The cost for the Reading Interventionist was lower than budgeted, resulting in a material difference between Budgeted Expenditures and Estimated Actual Expenditures.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Action 1: Regular assessment monitoring provided timely feedback for both students and teachers. This has informed site level decisions regarding intervention, and progress monitoring (SSTs).

Challenges: Our dashboard indicates a decline in both ELA and Math. Our greatest academic areas of need for the last 3 years have been math, performance of SWD. This continues to be our focus. We have recommitted to effective first instruction by providing all staff with Eureka math instruction to ensure all staff is well equipped to meet the needs of all students.

- Action 2: SIPPS intervention has had positive effects on students outcomes. We utilize SIPPS as a Tier 2 and Tier 3 program for our K-5th grade students who are struggling with reading and phonemic awareness, it is a systematic approach to phonics instruction that is based on the science of reading. The growing fidelity with SIPPS implementation demonstrates a gradual progression where students are completing the program and testing out of this intervention. SIPPS implementation has grown from an intervention for 1st - 3rd grades only to now and intervention in K-5th grade.

Challenges: The challenges continue to be related to staffing challenges some staff turnover and ensuring adequate training and preparation is provided.

- Action 3: We continue to refine our reading intervention program. Identification of students and Tier 2 and 3 intervention is serving the needs of students at both sites. Teachers in grades Kinder - 5th have been equipped to work collaboratively with the reading intervention teachers to ensure students receive the support needed. Summer program, clubs and after school program offerings have increased student engagement. Student attendance/participation has increased significantly in comparison to prior years. Academic Performance: NWEA data indicates an overall growth in the areas of math and reading. Specifically, mid-year assessments in grades 2, 3 and 5 are exceeding growth norms. Similarly, ELs and SWDs are demonstrating continuing growth in both subject areas.

Challenges: Math is a challenge across grade levels. This is most significant in our upper grades (6th-8th grade). The areas of operations and algebraic thinking as well as solving multi-step problems are a main focus at both sites. There is a specific need to equip our teachers with Tier 2 and 3 math intervention strategies. Our SWD subgroup is most notably underperforming based on both Dashboard data and NWEA MAP testing. Additionally, 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 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.

- Action 4: Consistent communication from site attendance clerks, as well as meetings with principals have provided much needed understanding about the importance of good attendance. Sites are again providing incentives for attendance, and celebrating student engagement along with academic achievement similar to what was done, pre-pandemic. Counselors provide individual, and group counseling as well as reinforce character traits of the month through push in lessons to every classroom.

Challenges - Chronic Absenteeism: Our absenteeism continues to be an issue because of illness and post-COVID effects. However, with the official end to the pandemic on February 28, 2023, we have re-initiated a positive reward system school-wide and by grade level, for support with attendance. Guidance Advisors and Attendance Techs are closely monitoring daily attendance and scheduling attendance meetings between Principal and parents in order to discuss and intervene with unexcused absences. These are all practices that had kept us at an ADA of 97% pre-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.

For the 2024-25 LCAP was revised to align to the CA MTSS Framework and CA Community Schools Framework and ensure fidelity to the work Hawking STEAM Charter School has been engaged in to improve student outcomes. Actions and metrics were revised to align to this goal. In addition, per CDE new guidelines, a metric for Priority 8 was added – participation rate on the Physical Fitness Test (PFT) for grades 5 and 7.

The CAASPP metric for ELA and Math will be reported using "Distance from standard" as reported on the 2023 CA School Dashboard, including numerically significant student groups.

Additionally, for the 2024-25 LCAP, Hawking STEAM Charter School will continue to develop a one-year LCAP that includes "Target for Year 1 Outcome," under the section measuring and reporting results, rather than "Target for Year 3 Outcome," an allowable option for charter schools, as indicated in CDE's approved LCAP template instructions.

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 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.

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	2023-24: Exemplary	Good
Suspension Rate Source: Dataquest	2019-20: 1.4%	2020-21: 0%	**2021-22 SUSPENSION** — Schoolwide: 29 (2.2%); African American: 0 (0.0%); Hispanic: 28 (2.3%); White: 0 (0.0%); Two or More Races: 1 (9.1%); EL: 10 (2.0%); SED: 15 (1.9%); SWD: 6 (3.8%)	**2022-23 SUSPENSION** — Schoolwide: 37 (2.8%); African American: 1 (7.1%); Hispanic: 34 (2.7%); White: 0 (0.0%); EL: 12 (2.1%); SED: 32 (3.4%); SWD: 6 (3.5%)	<1%
Expulsion Rate Source: Dataquest	2019-20: 0%	2020-21: 0%	2021-22: 0.2%	2023-24: 0%	0%
Student Survey: Student Perception of School Safety & Connectedness Source: Panorama	CHKS Survey 2020-21: 75% Sense of safety 75% School connectedness	CHKS Survey 2021-22: 75% Sense of safety 81% School connectedness	Panorama 2022-23: 52% Sense of safety 49% School connectedness	2023-24: 56% Sense of Safety 63% School connectedness	>75%
Parent Survey: Sense of safety & school connectedness Source: Panorama	CHKS Survey 2020-21: (Not reported) Sense of safety 75% School connectedness	CHKS Survey 2021-22: 72% Sense of safety 83% School connectedness	Panorama 2022-23: 79% Sense of safety 84% School connectedness	2023-24: 80% Sense of Safety 59% School connectedness	>75%

Teacher/staff Survey: Sense of safety & school connectedness Source: Panorama	In-house Culture & Climate Survey 2020-21: (Not reported) Sense of safety 75% School connectedness	In-house Culture & Climate Survey 2021-22: 71.2% Sense of safety 85.8% School connectedness	Panorama 2022-23: 84% Sense of safety 82% School connectedness	2023-24: 70% Sense of Safety 74% 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	2023-24: CDE's Self-reflection Tool (Questions 5-8) 5. 4 6. 4 7. 5 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	2023-24: CDE's Self-reflection Tool (Questions 1-4) 1. 4 2. 5 3. 5 4. 4	Rating of 4+

Goal Analysis

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: This action was fully implemented despite having vacant positions. Hawking provided its students with programs and services that supported a positive school climate (PBIS, Restorative Practices, Community Circles), served to strengthen student engagement, promoting a positive and safe learning environment. These included a multitude of student clubs including Chess, Sports (Volleyball, Football, Basketball, Soccer), Homework club, National Honor Society, Art, and leadership opportunities through Student Council. We administered the Panorama survey to students each trimester; and to staff/parents twice per year to measure school connectedness/climate, and safety. Annually we reviewed and revised the Comprehensive School Safety Plan which was then presented to the entire staff at both campuses.

- **Action 2**: This action was fully implemented. Hawking seeks input in decision-making through the ELAC/DELAC, EL-PAC, and Parent Advisory Committee, in addition to the Community Schools Steering Committee. It is essential to engage parents as partners to improve student academic outcomes and success.

- **Action 3**: This action was fully implemented. Hawking provides families with numerous opportunities to engage in their child's education including: volunteer opportunities, attending schoolwide events (Expos, Fall Festival, Musical performances), Coffee with the Principal, student-led conferences to name a few. Additionally, our staff and teachers have conducted home visits to build home-school collaboration, identify student/family needs, connect them to resources, and improve overall student outcomes. We communicate with families using multiple platforms including School messenger, phone calls, social media, correspondence sent home, school's website and home visits. All correspondence sent home to families is translated to Spanish; and interpreters are available at parent events and upon request.

- **Action 4**: This action was fully implemented. Hawking employed janitorial staff to ensure both campuses are safe and clean for all students and staff. Annually we administer the FIT report and results are reported on the SARC, LCAP and Local Indicators Report. If findings were identified, the administrative team addressed it in a timely manner.

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: Hawking faced staffing challenges with its Campus Safety Supervisors resulting in some vacant positions resulting in a material difference between Budgeted Expenditures and Estimated Actual Expenditures.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- **Action 1**: Increased participation in after school program and extracurricular clubs. We have observed an increase in positive responses on SEL Fall Surveys especially in the upper grades (6th-8th) in comparison to Fall 2022.

Challenges: We have increased our survey population to include lower grades input. The implementation of these surveys with younger students continues to be a challenge of time and general implementation fidelity. Our school climate surveys indicate favorable responses with regard to school safety as 84% by staff, 52% by students and 79% by parents. Similarly, with regards to school connectedness favorable responses at 82% by staff, 49% by students, and 84% by parents.

- **Action 2**: Site principals worked collaboratively to ensure that meeting topics and agendas are providing current and important information in a timely manner.

Challenges: Participation in parent meetings has been a challenge. We collected stakeholder feedback at every session and continued to adjust dates and times of meeting in order to include a greater number of families. Additionally, we regularly shared meeting information with families that were unable to attend in person.

- Action 3: Our successes include a gradual improvement to parent engagement. Of note is our re-engagement of Fabulous Family Fridays which are days when our families visit classrooms during the instructional day to participate in a student-led STEAM activity. This allows parents to become more involved and aware of the classroom environment and also to familiarize themselves with the kinds of learning activities that are offered in their child's classroom. In addition, our Parent-Teacher Home Visits, community schools initiative has prompted parents to learn about the people resources that exist at our schools as well as communication about engagement opportunities that exist.

Challenges: In order to make school information more accessible we have recently updated our school website, and are in the process of rolling out a school app.

- Action 4: We continued to beautify and enhance our schools through landscape and overall esthetic projects.

Challenges: We experienced challenges due to the "out of the ordinary" amount of rainfall this past year resulting in significant flood remediation and continued to experience set-backs due to the significant increase in rains. In addition, the extensive permitting process has created delays in getting a couple of new projects off the ground.

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.

For the 2024-25 LCAP, Goal #3 was revised to include engaging parents in decision-making and participatory practices, which is essential to strengthen home-school connections and improve student engagement to improve daily attendance and reduce chronic absenteeism rates.

Additionally, for the 2024-25 LCAP, Hawking STEAM Charter School will continue to develop a one-year LCAP that includes "Target for Year 1 Outcome," under the section measuring and reporting results, rather than "Target for Year 3 Outcome," an allowable option for charter schools, as indicated in CDE's approved LCAP template instructions.

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 for last year's actions may be found in the Contributing Actions Annual Update Table.

Instructions

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.

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

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)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

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.

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

- 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.

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.

- 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.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. "Effectiveness" means the degree to which the actions were successful in producing the desired result and "ineffectiveness" means that the actions did not produce any significant or desired result.

- o In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.

- o 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.

- o Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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.

- 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.

  - o As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

    - ▪ The reasons for the ineffectiveness, and

    - ▪ How changes to the action will result in a new or strengthened approach.

California Department of Education
November 2023

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 Chávez, Executive Director	lchavez@hawkingcharter.org (619) 483-3008

Plan Summary 2024-25

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 public charter school situated across campuses, in Chula Vista and South San Diego/San Ysidro serving the community with grades TK-8 at both sites.

Hawking STEAM Charter School serves 1,305 students in grades TK-8 with the following demographics: 94% Hispanic, 3% White, 1% African American, 1% Two or More Races, 13% Students with Disabilities (SWD), 43% English Learners (EL), 1% Homeless Youth (HY), and 63% Socioeconomically Disadvantaged (SED).

MISSION:

Hawking's mission is to uplift the communities we serve by empowering all children to maximize their potential through opportunities to think, create, innovate, and discover in a safe, academic and inclusive environment.

VISION:

Hawking's vision is excellence. We prepare all students through STEAM Project Based learning to be culturally competent, creative problem solvers, and lifelong learners inspired to positively impact the world.

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 one of our students by providing them access to quality and culturally relevant instruction, from a foundation of love

Hawking STEAM Charter School is the recipient of the CA Community Schools Partnership Program Planning Grant and has developed an LCAP that aligns to the CA Community School Framework and MTSS Framework. Hawking will continue to align and strengthen its MTSS, Community Schools, with its Expanded learning Opportunities Program (ELOP) and the Universal transitional kindergarten program (UTK).

Hawking STEAM Charter School is not eligible for Equity Multiplier Funds.

Hawking STEAM Charter School has developed a one-year LCAP that will also serve as the School Plan for Student Achievement (SPSA), and meets the stakeholder engagement requirements outlined in CA EC 64001(j) and has met the following requirements CA EC 52062(a):

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

Reflections: Annual Performance

A reflection on annual performance 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 2023 CA School Dashboard by indicator and student group.

Student Group	English Learner Progress	Chronic Absenteeism	Suspension Rate	Graduation Rate	English Language Arts	Mathematics
All Students	N/A	Orange	Orange	N/A	Orange	Orange
English Learners	Orange	Yellow	Yellow	N/A	Orange	Orange
Foster Youth	N/A	--	--	N/A	N/A	N/A
Homeless	N/A	--	--	N/A	--	--
Socioeconomically Disadvantaged	N/A	Yellow	Orange	N/A	Orange	Orange
Students with Disabilities	N/A	Yellow	Yellow	N/A	Red	Red
African American	N/A	--	--	N/A	--	--
American Indian or Alaska Native	N/A	--	--	N/A	--	--
Asian	N/A	--	--	N/A	--	--
Filipino	N/A	--	--	N/A	--	--
Hispanic	N/A	Yellow	Orange	N/A	Orange	Orange
Native Hawaiian or Pacific Islander	N/A	--	--	N/A	--	--
White	N/A	Red	Blue	N/A	--	--
Two or More Races	N/A	--	--	N/A	--	--

ELA & Math Academic Indicator: The Students with Disabilities (SWD) student group received a RED Performance level for the ELA and Math Academic Indicators on the 2023 Dashboard.

Hawking's Leadership Team in collaboration with the Special Education Department developed a CIM Plan – Plan for Improvement (see below). This past year, the Reading Interventionist provided Tiers 2 and 3 support for struggling learners including Students with Disabilities (SWD) who also have access to the SIPPS program that provides targeted intervention. In addition, SWD have access to after school academic and social enrichment. The Special Education Department also added additional staff: the Special Education and Student Services Coordinator and Associate Principal for Supplemental Services at each school site. Our focus this year has been on high leverage strategies: updating the PLC Structure and support and collaboration on high level practices with accommodations and access to the general education curriculum.

2022-23 ELA CAASPP		2022-23 Math CAASPP	
Student Group	**DFS**	**Student Group**	**DFS**
All Students	-24.6	All Students	-56.8
Hispanic	-28.9	Hispanic	-60.8
EL	-54	EL	-75.2
SED	-34	SED	-63.7
SWD	-94.7	SWD	-109.2

Root Cause: The root cause for **66% of Hawking SWDs** in **grades 3 through 8 not meeting NWEA MAP growth targets**, and **100% of Hawking SWDs scoring far below in CAASPP: 84.3 points - Reading; 98.8 points - Mathematics** is a **lack of clearly articulated process for determining, implementing, monitoring accommodations.**

High Leverage Strategy: Update the PLC structure to support collaboration about high level practices around accommodations and access to the general education curriculum.

Expected Outcomes: By building on the structure that is already in place, we will improve teacher capacity to identify and implement accommodations, and monitor student responses through ongoing, embedded professional learning and data monitoring. As a result, we expect our SWDs to demonstrate the following:
- NWEA MAP: mean RIT growth similar to that of their grade level cohort
- CAASPP: Students meeting or exceeding compared to previous year
    - ELA: at least 3% increase annually
    - Math: at least 2.5% increase annually
Progress will be monitored through surveys, observations, meeting notes, student progress, and student feedback.

For the 2024-25 school year, the SPED Department will implement the following: (See LCAP Goal 1, Action 6)

High Leverage Strategy: Strengthen PLC structure to ensure collaboration and co-planning among General Education and Education Specialists to support the diverse learning needs of SWD, ensuring that accommodations and/or modifications are provided. To further support the academic needs of SWD, they will be prioritized for tutoring through our expanded learning opportunities program that takes place afterschool, intersession and summer programming.

Expected Outcomes: By building on the structure that is already in place, we will improve teacher capacity to identify and implement accommodations, and monitor student responses through ongoing, embedded professional learning and data monitoring. As a result, we expect our SWDs to demonstrate the following:

1. NWEA MAP: mean RIT growth similar to that of their grade level cohort

2. CAASPP: Students meeting or exceeding compared to previous year

    - ELA: at least 3% increase annually

    - Math: at least 2.5% increase annually

Progress will be monitored through surveys, observations, meeting notes, student progress, and student feedback.

Chronic Absenteeism: On the 2023 CA School Dashboard, the White student group received a red performance level for the Chronic Absenteeism indicator. A needs assessment was conducted to identify the root causes which we identified as lack of school connectedness and student engagement. (See LCAP Goal 2, Action 5)

To improve daily student attendance and student engagement, for the white student group which will also be implemented schoolwide to reduce chronic absenteeism rates:

1. Guidance advisor, school administration, and school counselors will work to establish connections with students and families to address barriers to daily attendance.
2. Consistent communication and early warning to identity and support at risk students.
3. Positive interventions will support student engagement daily.
4. Engagement of families to address barriers to attendance.
5. Tracking and monitoring of attendance data.
6. Use technology to track and communicate attendance, such as automated phone calls, emails or text messages.

2022-23: Chronic Absenteeism	
Student Group	**Rate**
All Students	21.6%
African American	28.6%
Hispanic	21.5%
White	20.5%
EL	22.1%
SED	23.3%
SWD	25.7%

Hawking is committed to providing and strengthening social-emotional supports through schoolwide implementation of Character Traits education and Second Step SEL Curriculum. Counselors will provide SEL counseling support for students. Guidance Advisors and the Principal will strengthen and systematize the MTSS Framework addressing social-emotional, behavioral, and mental health needs of students.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Not applicable.

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 is 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 in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Administrators, Principals	**Date: January 2024 - June 2024** Process for engagement: Leadership PLC Meetings; and Admin. Team Walkthroughs and debriefs. Discussion took place on the 2023-24 LCAP Midyear update; 2024-25 LCAP Goals, actions, metrics, budget development, 2023 CA School Dashboard, local data and survey findings. Feedback from educational partner: • Need to continue with Instructional Coaches to support teachers with evidence-based pedagogical strategies, addressing behavior challenges, providing tiered support, differentiated instruction • Continue providing Assistant Principals that provide Instructional Coaching for teachers new to the profession. • Significant need to continue and expand BCBA (Board Certified Behavior Analyst) - services for students with IEP/Behavior and oversee & coaching Behavior Interventionists & Registered Behavior Technicians (RBT) • Need to hire a SPED Coordinator to lead the SPED Dept at both school sites. • Continue to implement SchoolMint – tool for providing teacher observation feedback • Need to continue to train teachers; and expand Parent Teacher Home Visits in alignment with Community Schools Framework and Planning Grant. • Continue to strengthen and expand MTSS work, determine next steps and continue our MTSS huddles (at least monthly). • Re-initiate 5th and 8th grade NWEA Science assessments as we did before the C19 pandemic. • Need to provide training for TCI Science and Social Studies curriculum. • Need to provide professional development with Project-based Learning.

	- Need to provide Professional Development to support ELs on strategies to improve student engagement & Collaboration (Kagan strategies) and SDAIE strategies. - Need for training on using SMART Boards and GoGuardian for teachers.
Teachers	**Date: February – May 2024** Process for engagement: Grade level PLC meetings. Discussion took place on the 2023-24 LCAP Midyear update; 2024-25 LCAP Goals, actions, metrics, budget development, 2023 CA School Dashboard, local data and survey findings. Feedback from educational partner: - Continue with afterschool tutoring and clubs (ELOP/ASES) - Continue Parent Teacher Home Visits - Continue with Instructional Aides to support in the classroom with small group instruction - Need for Reading Interventionist - Need to support students with foundational reading skills, phonemic awareness **Date: April 2024** Process for engagement: Panorama Survey Feedback from educational partner: - Need for clear and consistent communication from site admin, establishing and enforcing school rules and expectations (ex. Uniform policy, behavior expectations, etc.). - Need to provide parent engagement opportunities – host meetings at different times & format (in-person/virtual) to accommodate parent work schedules. **Date: 4/3/24** Process for engagement: Professional Learning Needs Survey Feedback from educational partner: - Need professional development for TCI (Science and Social Studies) curriculum training - Need Professional development and Coaching: PBL, Engagement & Collaboration (i.e. Kagan strategies) and NGSS - Need GLAD training to support EL and LtEL with language acquisition.

	• Need training on the use of SMART technology and GoGuardian as far as digital platforms was also noted. • Desire to continue to implement and expand Parent Teacher Home Visits initiative through our Community Schools grant. Survey results indicate that home visits have resulted in positive impact on behavior, parent-teacher-student relationships and school climate.
Other School Personnel	<u>**Date: April 2024**</u> Process for engagement: Discussion on the 2024-25 LCAP Goals, actions, metrics, 2023 CA School Dashboard, local data and schoolwide initiatives. Feedback from educational partner: • Equipping of Instructional Aides abilities to support classroom instruction. Provide opportunities for growth and career advancement. Consistent enforcement of school rules • Coaching/Professional Learning - Principal, AP and Instructional Coaches will provide instructional coaching
Students	<u>**Date: April 2024**</u> Process for engagement: Panorama Survey on school climate, student engagement, sense of belonging/connectedness, and school safety for the 2024-25 LCAP. Feedback from educational partner: • Include school climate, teacher-student relationships and school engagement. These areas demonstrated the least growth in comparison to the 2022-23 school year. Students express interest in additional extracurricular activities, structured playtime, and a variety of lunch options. • School wide focus on Growth Mindset and emotional regulation. Counselor lessons and support will focus on main areas of need.
Parent Advisory Committee (PAC)	<u>**Date: 12/5/23**</u> - Committee Meeting, Reviewed Mission and Vision, English Language Proficiency Assessment for California (ELPAC), Informational: Reclassification Data. Discussed celebration plans for reclassified students and strategies to support EL students at home. Feedback from PAC: • Need to continue and expand academic interventions to accelerate student learning • Continue with SIPPS intervention: Phonemic Awareness

	Date: 4/16/24 - Committee Meeting, Reviewed and discussed upcoming LCAP Goals & Parent Feedback, Supporting students through end of year Schoolwide & CAASPP Testing, Feedback from PAC: • Continue with Home Visits – positive feedback from parents/families that were visited, including a sense of community building and connectedness.
ELAC, DELAC & EL-PAC	**Date: 12/5/23** - Committee Meeting, Reviewed Mission and Vision, English Language Proficiency Assessment for California (ELPAC), Informational: Reclassification Data. Discussed celebration plans for reclassified students and strategies to support EL students at home. Feedback from ELAC, DELAC, EL-PAC: • Consider implementing an annual celebration for reclassified students • Requested a parent workshop on strategies to support the EL students at home. **Date: 4/16/24** - Committee Meeting, Reviewed and discussed upcoming LCAP Goals & Parent Feedback, Supporting students through end of year Schoolwide & CAASPP Testing, Feedback from ELAC, DELAC, EL-PAC: • ELAC parents requested grade level training for parents on the contents and format of the Summative ELPAC assessment, and interpretation of the results. **Date: 6/4/24:** The 2024-25 LCAP was presented to the English Learner Parent Advisory Committee for review and approval. No additional feedback provided by the ELAC, DELAC, EL-PAC: • The EL-PAC approved the 2024-25 LCAP for submission to the Hawking Governing Board.

Parents including those representing Unduplicated Pupils	**Date: 2/1/24-3/15/24:** Parent survey was administered (Panorama) to solicit input for the 2024-25 LCAP Actions, schoolwide initiatives and areas for growth. Feedback from educational partner: - Continue with after-school, intersession and summer programming (academic & social enrichment) opportunities - Continue to expand community building events: Family Fun Days, Fabulous Fridays - Continue with academic and social-emotional supports for students - Continue with schoolwide focus on an equity lens - Appreciate how the school cultivates connection and community with students and families. - Continue with Safety staff/personnel to ensure student safety.
CCSPP Steering Committee	**Date: 2/1/24:** Discussion on the school's alignment with MTSS and the CA Community Schools Framework; and alignment with the school's LCAP Goals, actions and the 2023 CA School Dashboard. Feedback from educational partner: - Continue to provide integrated supports to address identified student academic and mental health needs. - Continue work towards strengthening supports in alignment with the 4 Pillars of Community Schools.
SELPA Administrator	**Date: January – April 2024** meetings with SELPA Administrator: El Dorado Charter SELPA - Weekly and bi-weekly meetings related to Special Education Department needs - Monthly meetings to discuss programmatic needs and future planning including identified needs for SWD as evidenced on the 2023 CA School Dashboard, local data, and state mandated assessments. Feedback from educational partner: - Need to closely monitor growing caseloads for complexity and workload. - Maintain reasonable caseloads and focus on quality of service provided. - Shared the current credentialing "bridge" opportunities that are available to Hawking staff that would allow them to serve a broader range of students. - No additional feedback provided for LCAP Goal 1, Action 6.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

The development of the LCAP was influenced by the feedback provided by our educational partners in the following LCAP Goals and actions:

- Goal 1, Action 2: Instructional Coaches, Assistant Principals (coaches), PD on Science and Social Studies curriculum, Project-based Learning (PBL); and strategies to support English Learners (EL); including training on conducting Home Visits.

- Gaol 1, Action 6: Services to Support SWD, staffing and caseloads

- Goal 2, Action 2: Instructional Aides, tiered academic support, SDAIE PD

- Goal 2, Action 3: Kagan Strategies Professional Development, EL Interventionist, Instructional Aide, Ellevation to track and support EL with language acquisition and proficiency.

- Goal 2, Action 4: Reading Interventionist and Fundations, that provides a tiered system of phonics instruction.

- Goal 2, Action 5: Counselors Assistant Principals and Guidance Advisors lead PBIS, SEL, coach teacher and support staff on strategies to address student behavior challenges; and to conduct home visits, implement and communicate both behavior and attendance policies.

- Goal 3, Action 1: Safety (Supervision) staff; extracurricular activities, schoolwide events (Family Fun Days, Fabulous Fridays)

- Goal 3, Action 3: Parent workshops on attendance, behavior, ELPAC Summative assessment, strategies to support ELs at home.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Provide every child with standards-aligned STEAM-focused project-based learning to prepare them to be culturally competent, creative problem-solvers, and lifelong learners inspired to impact the world positively. Hawking will provide educators with professional development and coaching focusing on educational equity, building capacity, to address our students' academic and social-emotional needs to improve outcomes across all student groups.	Broad

State Priorities addressed by this goal.

Priority 1: Basic

Priority 2: Implementation of the State Standards

Priority 7: Course Access

Priority 8: Pupil Outcomes

An explanation of why the LEA has developed this goal.

Based on findings from the needs assessment, review of dashboard findings, and feedback from educational partners there is a need to provide professional development and coaching for teachers and support staff on tiered academic and behavioral intervention and supports, that includes behavior expectations, while addressing the social and emotional needs so that students can thrive and succeed in school; and the adults are held accountable in implementing evidence-based strategies. There is also a need for co-planning and/or co-teaching between general education teachers and Education Specialist to improve student outcomes for SWD, increase student engagement and connectedness.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 1 Outcome	Current Difference from Baseline
1	% teachers – fully credentialed & appropriately assigned. Source: CDE TAMO	2021-22: 89.9%			2022-23: 95%	

2	% students with access to standards-aligned materials. Source: Textbook Inventory/classroom observations	2023-24: 100%			2024-25: 100%	
3	Implementation of the State Academic content & performance standards for all students & enable ELs access. Rating Scale: 1 - Exploration & Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 - Full Implementation & Sustainability Source: Priority 2 Self Reflection Tool - Local Indicator CA School Dashboard)	<u>2023-24</u> ELA: 4 ELD: 3 Math: 4 Social Science: 4 Science: 4 CTE: N/A Health: 4 PE: 4 VAPA:4 World Language: 4			<u>2024-25:</u> ELA: 4 ELD: 4 Math: 4 Social Science: 4 Science: 4 CTE: N/A Health: 4 PE: 4 VAPA:4 World Language: 4	
4	% students participating in elective or enrichment course. Source: Master Schedule CALPADS	2023-24: 100%			2024-25: 100%	
5	% students participating in in all 5 Components of the Physical Fitness Test (PFT): Grade 5 Source: SARC	2022-23: 100%			2023-24: 100%	
6	% students participating in in all 5 Components of	2022-23: 100%			2023-24: 100%	

the Physical Fitness Test (PFT): Grade 7 Source: [SARC](#)					

NOTE: Hawking STEAM Charter School currently serves grades TK-8, therefore the following CDE LCAP required metrics do not apply:
- Priority 4:
  - % of pupils who complete courses that satisfy UC A-G
  - % of pupils who complete CTE course from approved pathways
  - % of pupils who have completed both A-G & CTE
  - % of pupils who pass AP exams with a score of 3 or higher.
  - % of pupils prepared for college by the EAP (Gr. 11 SBAC)
- Priority 5:
  - High School dropout rate
  - High School graduation rates

Goal Analysis for 2024-25

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not applicable.

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.

Not applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not applicable.

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

Not applicable.

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.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Admin. & Educators that Support the Ed Program	Hawking STEAM Charter School will employ (2) Principals (one per site) and appropriately credentialed teachers to provide instruction in core subject areas: ELA, Math, Science, Social Studies, and Physical Education as part of the school's educational program. Substitute teachers will be employed to maintain continuity of instruction across all disciplines. All teachers are thoroughly screened and go through a thorough vetting process to ensure appropriate credentialing. Hawking posts all jobs on EdJoin and participates in the SDCOE county-wide job fair to seek appropriately credentialed staff. We select individuals who carry appropriate credentials, to the extent possible. If the candidate is not fully credentialed, we ensure they are pursuing their appropriate credentials and notify all appropriate educational partners. Hawking provides all students with a longer school year, 179 instructional days exceeding CA state requirement of 175 instructional days for charter schools. All teachers will participate in 3 days of Summer Professional Development, to prepare for the 2024-25 school year, with an additional 9 non-instructional days during the academic year in addition to weekly PLC or professional learning led by Principals, APs or Instructional Coaches.	$6,492,306	N
2	Professional Development	An area of identified need is to provide coaching for teachers on tiered supports to address the data-determined learning needs and achievement gaps that are prevalent among EL and SWD. Hawking STEAM Charter School will provide all grade levels with an Instructional Aide (IA). Instructional Aides will participate in professional learning opportunities needed to support students in their role. The Principals, Assistant Principals, and Instructional Coaches will lead and	$1,186,408	Y

		facilitate professional development, conduct classroom walkthroughs, feedback cycles, and instructional coaching on evidence-based pedagogical strategies. Instructional Coaching will include training on differentiation and tiered intervention to accelerate student learning and improve student engagement. After an extensive review of benchmark and formative data, observations from administrative walkthroughs, and feedback from teacher surveys, the following are identified areas of need for professional learning: • Multi-tiered System of Support (MTSS) Academic Collaborative with SDCOE • NGSS GLAD • Parent Teacher Home Visits (PTHV) • Continue with Targeted Feedback (SDCOE) • Curriculum adoption PD: TCI & Fundations Phonics Program • Kagan Collaborative Strategies • Panorama SEL (Universal Screener) Implementation • Project Based Learning (PBL) • SMART and GoGuardian Technology • New Teacher Orientation • Lead Teacher Mentorship To increase teacher effectiveness, credential clearance and teacher retention rates, teacher induction expenses will be reimbursed.		
3	Core Curricular Program Needs	Hawking STEAM Charter School has adopted standards aligned curriculum and instructional materials for all content areas and will continue to ensure all students have access. Annually purchases of curriculum and/or consumables will be made to ensure sufficient inventory and access for all students.	$220,620	N
4	Closing the Digital Divide	Hawking STEAM Charter School will ensure that all students have access to a technology device to access curricular, instructional materials and assessments. Technology devices, equipment, and platforms will be	$143,700	N

		available for all teachers. IT Support Team will ensure all devices are updated, maintained and ready for immediate use.		
5	Broad Course of Study	Hawking STEAM Charter School will provide all students with a broad course of study during the instructional day beyond core subjects (ELA, Math, Science, Social Studies, & PE) that include: • Spanish • Music • Visual Arts • Robotics/Coding • AVID (Grades 6-8 only) Extensive research has shown that music assists students with 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.	$626,504	N
6	Services to Support SWD	El Dorado Charter is the SELPA provider for Hawking STEAM Charter School. The Special Education Student Services Coordinator will ensure IEP timelines and related services are addressed and communicated with parents. 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. The SPED team will participate in professional learning from its SELPA and other resources to improve student academic outcomes and accelerate student learning. The Students with Disabilities (SWD) student group received a RED Performance level for ELA and Math Academic Indicators on the 2023	$2,957,953	N

Dashboard. The following services will be provided to improve academic outcomes within this student group.

Data Drill down further revealed the following:

- Disparity between NWEA MAP results and CAASPP results.
- Reading: 3rd/4th exceeded growth norms
- Math: 3rd/5th exceeded growth norms

CIM taskforce engaged in the 5 Whys protocol and identified the following:

- **Why?** Staff Turnover

- **Why?** Intern Ed Specialists

- **Why?** Lack of understanding among general and special educators regarding accommodations

- **Why?** Lack of consistent professional development about determining and implementing accommodations

- **Why?** Lack of clearly articulated process for determining, implementing, and monitoring accommodations

CIM Team Root Cause:

It is likely that our practices for determining and implementing testing accommodations have been inconsistent possibly because of staff turnover, teachers not understanding accommodations, and students not being supported in the use of accommodations. It is believed that this resulted in students with disabilities not being able to demonstrate their learning on the local measure, NWEA MAP, or statewide assessment, CAASPP.

High Leverage Strategy: Strengthen PLC structure to ensure collaboration and co-planning among General Education and Education Specialists to support the diverse learning needs of SWD, ensuring that accommodations and/or modifications are provided. To further support the academic needs of SWD, they will be prioritized for tutoring through our expanded

| | | learning opportunities program that takes place afterschool, intersession and summer programming.

Expected Outcomes: By building on the structure that is already in place, we will improve teacher capacity to identify and implement accommodations, and monitor student responses through ongoing, embedded professional learning and data monitoring. As a result, we expect our SWDs to demonstrate the following:

   • NWEA MAP: mean RIT growth similar to that of their grade level cohort
   • CAASPP: Students meeting or exceeding compared to previous year
       o ELA: at least 3% increase annually
       o Math: at least 2.5% increase annually

Progress will be monitored through surveys, observations, meeting notes, student progress, and student feedback. | | |

Goal

Goal #	Description	Type of Goal
2	Continue to strengthen and expand Multi-tiered System of Supports (MTSS) in alignment with the CA Community Schools Framework and 4 Pillars of Community Schools to address the academic, social-emotional, behavioral, and mental health needs of our students especially among English Learners and Students with Disabilities (SWD) to close ELA and Math achievement gaps and improve daily attendance. This will empower our students to maximize their potential to think, create, innovate, and discover in a safe, academic, and inclusive learning environment.	Broad

State Priorities addressed by this goal.

Priority 2: Implementation of the State Standards

Priority 4: Student Achievement

Priority 5: Student Engagement

Priority 6: School Climate

An explanation of why the LEA has developed this goal.

Addressing students' social and emotional needs gives all students the opportunity to thrive and succeed in school. These behavioral supports are integrated with academic supports in the MTSS framework, and the CA Community Schools Framework of integrated supports. MTSS continues to focus on academic support which will be expanded to also address achievement gaps among SWD. There is a need to continue to strengthen the social-emotional, behavioral and mental health needs; and ensure systems are in place and held accountable by administrators to improve overall student SEL needs, and behavioral issues that impede instruction, school climate and student academic outcomes. Chronic absenteeism remains an area for improvement especially among the White student group. With the full implementation of tiered intervention attendance plan, including supports and home visits, we anticipate significant improvement in daily student attendance and a reduction in chronic absenteeism.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 1 Outcome	Current Difference from Baseline
6	CAASPP ELA Assessment: Distance from Standard (DFS) Source: CA School Dashboard	**2022-23 ELA CAASPP** | Student Group	DFS | |---|---| | All Students | -24.6 | | Hispanic | -28.9 | | EL | -54 | | SED | -34 | | SWD | -94.7 |			**2023-24 ELA CAASPP** | Student Group | DFS | |---|---| | All Students | -22.6 | | Hispanic | -26.9 | | EL | -52 | | SED | -32 | | SWD | -92.7 |	
7	CAASPP Math Assessment: Distance from Standard (DFS) Source: CA School Dashboard	**2022-23 Math CAASPP** | Student Group | DFS | |---|---| | All Students | -56.8 | | Hispanic | -60.8 | | EL | -75.2 | | SED | -63.7 | | SWD | -109.2 |			**2023-24 Math CAASPP** | Student Group | DFS | |---|---| | All Students | -54.8 | | Hispanic | -58.8 | | EL | -73. | | SED | -61.7 | | SWD | -107.2 |	
8	% Proficient CAST Source: CAASPP website	**2022-23 CAST % Proficient** | Student Group | % | |---|---| | All Students | 24.13% | | Hispanic | 21.97% | | EL | 2.99% | | LtEL | 0.00% | | SED | 18.19% | | SWD | 0.0% |			**2023-24 CAST % Proficient** | Student Group | % | |---|---| | All Students | 26.1% | | Hispanic | 23.0% | | EL | 5.0% | | LtEL | 2.0% | | SED | 20.2% | | SWD | 2.0% |	
9	% EL who made progress towards English Language Proficiency Source: ELPI – CA School Dashboard	35% Source: 2023 Dashboard			2023-24: 37%	
10	% students English Language Proficiency for Summative ELPAC	2022-23: 11.3% Proficient			2023-24: 13.3%	

	Source: [ELPAC website](#)				
11	Reclassification Rate Source: [Dataquest](#)	2022-23: 22.7%		2023-24: 24%	
12	Attendance Rate Source: CALPADS	2022-23: 93.8%		2023-24: 93.8%	
13	Chronic Absenteeism Rates Source: [Dataquest](#)	**2022-23: Chronic Absenteeism** 	Student Group	Rate
---	---
All Students	21.6%
African American	28.6%
Hispanic	21.5%
White	20.5%
EL	22.1%
SED	23.3%
SWD	25.7%			**2023-24: Chronic Absenteeism** | Student Group	Rate
---	---
All Students	20%
African American	20%
Hispanic	20%
White	20%
EL	20%
SED	20%
SWD	20%		
14	Middle School Dropout Rates Source: CALPADS	2022-23: 0%		2023-24: 0%	
15	Suspension Rate Source: [Dataquest](#)	**2022-23: Suspension** 	Student Group	Rate
---	---
All Students	2.8%
African American	7.1%
Hispanic	2.7%
White	0.0%
EL	2.1%
SED	3.4%
SWD	3.5%			**2023-24: Suspension** | Student Group	Rate
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All Students	2%
African American	2%
Hispanic	2%
White	2%
EL	2%
SED	2%
SWD	2%		
16	Expulsion Rate Source: [Dataquest](#)	2022-23: 0%		2023-24: 0%	

Goal Analysis for 2024-25

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not applicable.

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.

Not applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not applicable.

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

Not applicable.

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.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Measuring Student Progress – Assessments	As part of the Multi-tiered System of Support (MTSS), Hawking STEAM Charter School administers academic universal screeners to students to establish baseline, identify learning gaps for tiered intervention, to develop annual growth targets, measure progress throughout the year and to measure program effectiveness. To assess learning gaps, monitor student progress and develop annual growth targets, it is essential to administer evidence-based standards-aligned assessments. Students will be assessed using NWEA MAP Reading, Math, & Science assessments three times per year to provide baseline performance (fall);	$270,354	N

		and develop trimester growth targets. ESGI assessments will be administered to grades TK-1; SIPPS Benchmark Assessment (Grades 1-4) and Edulastic that aligns to Eureka Math. 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. The Deputy Director will develop data-rich disaggregated reports of schoolwide, internal, and state mandated assessments for administrators, and teachers to inform instruction and decision-making.		
2	Strengthening EL Program & Services	To support EL student needs, teachers will participate in the following professional learning to support English Learners: • 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) • Differentiation including providing tiered intervention to improve language acquisition for ELs. • SDAIE strategies that focus on an integrated approach aimed at supporting language acquisition and proficiency in grade level content standards. Training will be delivered gradually, by grade level over the next three years and will encompass key SDAIE strategies that include: Modeling, Schema-Building, Text Representation, Contextualization, Metacognitive Development specific to meeting the needs of our EL's. All ELs receive designated and integrated English Language Development. To further support ELs with language acquisition and increase English language proficiency, Instructional Aides will provide language and oral support for ELs through small group, and push-in instruction to further improve academic outcomes and English Language Proficiency. ELs will	$454,175	Y

		be prioritized for tutoring services afterschool via the Expanded Learning Opportunities Program.		
3	Supporting Long-term English Learners (LtEL)	Hawking STEAM Charter School conducted a needs assessment of Long-term English Learners (LtELs), and there is a need to focus on targeted content-rich instruction that develops language skills. LtELs continue to struggle with reading comprehension and writing. Teachers will receive instructional coaching on strategies to support LtEL with language acquisition, differentiation, and increase student engagement, including Kagan strategies. To support LtEL with language acquisition, the EL Interventionist will provide Tier 3 support, including small group instruction, and tiered intervention. Through targeted activities and personalized instruction, students will have the opportunity to practice speaking, listening, reading, and writing in a supportive and engaging environment. Instruction will aim to build confidence and proficiency in the target language, ultimately helping students achieve greater success in their academic and social endeavors. Hawking STEAM Charter School will pilot Elevation, an EL Program management solution to build the capacity of teachers to serve multi-lingual learners and empower students with the academic language to thrive. Ellevation provides high quality supplemental ELD program, ELPAC/ELPI Score analysis, EL/RFEP progress monitoring, reclassification workflows, and instructional planning initiatives that supports the language acquisition needs of LtELs. In addition, LtELs will be prioritized for tutoring services afterschool via the Expanded Learning Opportunities Program.	$75,706	Y
4	Addressing Academic Needs to Accelerate Learning	An area of concern is the overall student performance on the ELA and Math Academic indicators on the 2023 Dashboard. Hawking STEAM Charter School will outline the steps we will take to improve student academic outcomes, based on our schoolwide needs assessment. Hawking STEAM Charter School will use data from academic universal screeners to identify learning and achievement gaps and provide tiered	$1,272,494	Y

		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 Tiers 2 and 3 support. Students will have access to the following intervention platforms and online tools for use during the intervention block and as part of the expanded learning opportunities program (ELOP). They include Achieve 3000 (grades 2-8), Reading A-Z (K-3), SIPPS Phonics Program (K-5), Zearn Math (TK-8), and Fundations Reading (K-2) Zearn, is an evidence-based math learning platform that helps kids explore concepts, discover 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. Fundations, is an early prevention program designed to help improve reading and spelling. 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. Fundations 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.		
5	Addressing Social-Emotional & Behavioral Student Needs	On the 2023 CA School Dashboard, the White student group received a red performance level for the Chronic Absenteeism indicator. A needs assessment was conducted to identify the root causes which we identified as lack of school connectedness and student engagement. To improve daily student attendance and student engagement, for the white student group which will also be implemented schoolwide to reduce chronic absenteeism rates: - Guidance advisor, school administration, and school counselors will work to establish connections with students and families to address barriers to daily attendance.	$961,797	Y

		- Consistent communication and early warning to identity and support at risk students - Positive interventions will support student engagement daily. - Engagement of families to address barriers to attendance. - Tracking and monitoring of attendance data. - Use technology to track and communicate attendance, such as automated phone calls, emails or text messages. Hawking is committed to providing and strengthening social-emotional supports through schoolwide implementation of Character Traits education and Second Step SEL Curriculum. Counselors will provide SEL counseling support for students. Guidance Advisors and the Principal will strengthen and systematize MTSS Framework addressing social-emotional, behavioral, and mental health needs of students. The Assistant Principals will support staff on Restorative Practices, SEL, and School Culture; and lead the implementation of these initiatives schoolwide. Hawking STEAM Charter School has partnered with HereNow Program through the South Bay Community Services, a referral service for suicide prevention available to students in grades 5-8; and a partnership with the San Ysidro Health Center that provides Sex and Health Education for 7th and 8th grade students.		

Goal

Goal #	Description	Type of Goal
3	**Engage parents/families/caregivers and the community as partners through education to empower all students to maximize their potential in a safe and inclusive learning environment to improve school climate and student engagement.**	Broad

State Priorities addressed by this goal.

Priority 1: Basic
Priority 3: Parental Involvement & Family Engagement

An explanation of why the LEA has developed this goal.

There is a need to continue to engage and partner with families/caregivers and provide volunteer opportunities to serve on committees and advisory groups that provide decision-making, connectedness and supports student outcomes.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 1 Outcome	Current Difference from Baseline
17	Facility Inspection Tool (FIT) Report Score Source: SARC	2023-24: Exemplary			2024-25: Exemplary	
18	Parent input in decision-making for UP & SWD. (Questions 9-12) Rating Scale: 1 - Exploration & Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 - Full Implementation & Sustainability	2023-24: 9. 4 10.4 11.4 12.4			2024-25: 9. 5 10.4 11.4 12.4	

	Source: Score - .					
19	Parent participation in programs for UP & SWD. (Questions 1-4) Rating Scale: 1 - Exploration & Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 - Full Implementation & Sustainability Source: Score - CDE Priority 3 Self-reflection tool	2023-24: 1. 4 2. 5 3. 5 4. 4			2024-25: 1. 5 2. 5 3. 5 4. 5	
20	Other Local Measure - Student Survey: Sense of safety & school connectedness Source: Panorama	2023-24: 56% Sense of Safety 63% School connectedness			2024-25: 58% Sense of Safety 65% School connectedness	
21	Other Local Measure - Parent Survey: Sense of safety & school connectedness. Source: Panorama	2023-24: 80% Sense of Safety 59% School connectedness			2024-25: 82% Sense of Safety 61% School connectedness	
22	Other Local Measure - Staff Survey: Sense of safety & school connectedness Source: Panorama	2023-24: 70% Sense of Safety 74% School connectedness			2024-25: 72% Sense of Safety 76% School connectedness	

Goal Analysis for 2024-25

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not applicable.

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.

Not applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not applicable.

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

Not applicable.

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.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Promoting positive school climate, student engagement & safe learning environment	Providing a welcoming, safe, and positive school climate is essential to every student's well-being and learning. It is also a critical element in our	$673,470	Y

		schoolwide initiative to reduce chronic absenteeism rates and improve daily student attendance. Hawking STEAM Charter School will provide all students with opportunities to engage in outdoor learning experiences including but not limited to field trips, 6th grade camp, Inner-city Outings; to further enhance student learning, engagement, motivation, and inquiry. Members of the Leadership team and Campus Safety Supervisors will review and revise the Comprehensive School Safety Plan, ensure drill preparations occur, and present the plan staffwide. Campus Safety Supervisors are tasked with maintaining a safe and positive learning environment for students and staff. Hawking STEAM Charter School will continue to provide students with opportunities to engage in clubs and athletic program; including afterschool enrichment provided by the South Bay Community Services. We will continue to administer Panorama surveys that serve as an SEL universal screener for students; and to measure safety and connectedness among staff and parents/families.		
2	Parent input in decision-making	Opportunities for parents to provide input and engage in decision-making that will take place through the following committees (that include parents representing Unduplicated Pupils (UP) and Students with Disabilities (SWD). • 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 Committee Interpreter services will be provided at each committee meeting, and upon request.	$9,000	N
3	Opportunities provided to support parent engagement and participation.	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 volunteer opportunities, and parent workshops. Areas of focus for upcoming workshops as requested by families and schoolwide initiatives include:	$8,250	N

		• Impact of chronic absenteeism on student learning • Academics • SEL and behavior challenges • Contents & interpretation of Summative ELPAC results • Strategies to support EL/LtEL at home School staff will utilize multiple methods to communicate with families including but not limited to Class Dojo, School Messenger, social media, and updates posted 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. 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 upon request.		
4	Maintaining safe & clean school facilities	Hawking STEAM Charter School has 2 sites in Chula Vista and South Bay. We strive to provide all students and staff with a safe and clean facility maintained by the janitorial and maintenance team. 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.	$3,844,069	N

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2024-25

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$2,849,434	$189,718

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
21.57%	0%	$0	21.57%

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

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
Goal 1, Action 2	Educational Partners have identified the need for professional development on GLAD, Kagan Strategies and Fundations, and ongoing instructional coaching on strategies to support EL/LTEL and SWD to improve student academic outcomes and close the widening achievement gaps in ELA and Math as evidenced in the following chart. (Source: 2023 CA School Dashboard	An area of identified need is to provide coaching for teachers on tiered supports to address the data-determined learning needs and achievement gaps that are prevalent among EL and SWD. Hawking STEAM Charter School will provide all grade levels with an Instructional Aide (IA). Instructional Aides will participate in professional learning opportunities needed to support students in their role. The Principals, Assistant Principals, and Instructional Coaches will lead and facilitate professional development, conduct classroom	The metrics that will be used to monitor effectiveness are: • #1: % teachers – fully credentialed & appropriately assigned. • #3: Implementation of the State Academic content & performance standards for all students & enable ELs access.

2022-23 ELA CAASPP	
Student Group	**DFS**
All Students	-24.6
Hispanic	-28.9
EL	-54
SED	-34
SWD	-94.7

2023-24 Math CAASPP	
Student Group	**DFS**
All Students	-54.8
Hispanic	-58.8
EL	-73.
SED	-61.7
SWD	-107.2

walkthroughs, feedback cycles, and instructional coaching on evidence-based pedagogical strategies. Instructional Coaching will include training on differentiation and tiered intervention to accelerate student learning and improve student engagement. After an extensive review of benchmark and formative data, observations from administrative walkthroughs, and feedback from teacher surveys, the following are identified areas of need for professional learning:

- Multi-tiered System of Support (MTSS) Academic Collaborative with SDCOE
- NGSS GLAD
- Continue with Targeted Feedback (SDCOE)
- Curriculum adoption PD: TCI & Fundations Phonics Program
- Kagan Collaborative Strategies
- Panorama SEL (Universal Screener) Implementation
- Project Based Learning (PBL)

Hawking STEAM Charter School has identified that this action will be provided on a "schoolwide" basis, because the need to provide effective instruction, using evidence-based strategies to meet the diverse learning needs of Unduplicated Pupils is also essential and will benefit all students.

Goal 2, Action 4	An area of concern is the overall student performance on the ELA and Math Academic indicators on the 2023 Dashboard. The Students with Disabilities (SWD) student group received a RED Performance level for ELA and Math Academic Indicators on the 2023	Hawking STEAM Charter School will outline the steps we will take to improve student academic outcomes, based on our schoolwide needs assessment. Hawking STEAM Charter School will use data from academic universal screeners to identify		The metrics that will be used to monitor effectiveness are: - #6: CAASPP ELA Assessment: Distance from Standard (DFS)

Dashboard. The following services will be provided to improve academic outcomes within this student group.

2022-23 ELA CAASPP	
Student Group	DFS
All Students	-24.6
Hispanic	-28.9
EL	-54
SED	-34
SWD	-94.7

2023-24 Math CAASPP	
Student Group	DFS
All Students	-54.8
Hispanic	-58.8
EL	-73.
SED	-61.7
SWD	-107.2

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 Tiers 2 and 3 support.

Students will have access to the following intervention platforms and online tools to accelerate learning: Achieve 3000 (grades 2-8), Reading A-Z (K-3), SIPPS Phonics Program (K-5), Zearn Math (TK-8), and Fundations Reading (K-2)

Zearn, is an evidence-based math learning platform that helps kids explore concepts, discover 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.

Fundations, is an early prevention program designed to help improve reading and spelling. 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. Fundations 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.

- #7: CAASPP ELA Assessment: Distance from Standard (DFS)

		Hawking STEAM Charter School has identified that this action will be provided on a "schoolwide" basis, because the need to provide effective academic intervention and support to meet the learning needs of Unduplicated Pupils is also essential and will benefit all students.	
Goal 2, Action 5	On the 2023 CA School Dashboard, the White student group received a red performance level for the Chronic Absenteeism indicator. A needs assessment was conducted to identify the root causes which we identified as lack of school connectedness and student engagement. **2022-23: Chronic Absenteeism** <table><tr><td>**Student Group**</td><td>**Total**</td><td>**Rate**</td></tr><tr><td>All Students</td><td>282</td><td>21.6%</td></tr><tr><td>African American</td><td>4</td><td>28.6%</td></tr><tr><td>Hispanic</td><td>264</td><td>21.5%</td></tr><tr><td>White</td><td>8</td><td>20.5%</td></tr><tr><td>EL</td><td>124</td><td>22.1%</td></tr><tr><td>SED</td><td>217</td><td>23.3%</td></tr><tr><td>SWD</td><td>44</td><td>25.7%</td></tr></table> Source: 2023 CA School Dashboard	To improve daily student attendance and student engagement, for the white student group which will also be implemented schoolwide to reduce chronic absenteeism rates: • Guidance advisor, school administration, and school counselors will work to establish connections with students and families to address barriers to daily attendance. • Consistent communication and early warning to identity and support at risk students • Positive interventions will support student engagement daily. • Engagement of families to address barriers to attendance. • Tracking and monitoring of attendance data. • Use technology to track and communicate attendance, such as automated phone calls, emails or text messages. Hawking is committed to providing and strengthening social-emotional supports through schoolwide implementation of Character Traits education and Second Step SEL Curriculum. Counselors will provide SEL counseling support for students. Guidance Advisors and the Principal will strengthen and systematize MTSS Framework	The metrics that will be used to monitor effectiveness are: • #13: Chronic Absenteeism Rates • #20: Other Local Measure - Student Survey: Sense of safety & school connectedness

		addressing social-emotional, behavioral, and mental health needs of students.	
		The Assistant Principals will support staff on Restorative Practices, SEL, and School Culture; and lead the implementation of these initiatives schoolwide.	
		Hawking STEAM Charter School has partnered with HereNow Program through the South Bay Community Services, a referral service for suicide prevention available to students in grades 5-8.	
		Hawking STEAM Charter School has identified that this action will be provided on a "schoolwide" basis, because the need to provide effective SEL supports to meet the needs of Unduplicated Pupils is also essential and will benefit all students.	
Goal 3, Action 1	Based on feedback from our educational partners including student survey results, there is a need to continue to provide and expand Campus Safety Supervisors to ensure the safety of students and implement de-escalation techniques including restorative practices to further reduce suspension rates and support a positive and safe learning environment for all students.	Members of the Leadership team and Campus Safety Supervisors will review and revise the Comprehensive School Safety Plan, ensure drill preparations occur, and present the plan staffwide. Campus Safety Supervisors are tasked with maintaining a safe and positive learning environment for students and staff. Hawking STEAM Charter School has identified that this action will be provided on a "schoolwide" basis, because the need to provide a sense of safety to Unduplicated Pupils is also essential and will benefit all students.	The metrics that will be used to monitor effectiveness are: • #15: Suspension Rates • #20: Other Local Measure - Student Survey: Sense of safety & school connectedness

2022-23: Suspension		
Student Group	**Total**	**Rate**
All Students	37	2.8%
African American	1	7.1%
Hispanic	34	2.7%
White	0	0.0%
EL	12	2.1%
SED	32	3.4%
SWD	6	3.5%

Source: 2023 CA School Dashboard

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
Goal 2, Action 2	There are significant achievement gaps among ELs, as measured by CAASPP ELA and Math assessment. Only 13% of ELs scored proficient on the Summative ELPAC (2023), and 37% of EL made progress towards English Language Proficiency as measured by the ELPI on the 2023 CA Dashboard.	All ELs receive designated and integrated English Language Development. To further support ELs with language acquisition and increase English language proficiency, Instructional Aides will provide language and oral support for ELs through small group, and push-in instruction to further improve academic outcomes and English Language Proficiency during the instructional day.	The metrics that will be used to monitor effectiveness are: • #9: % EL who made progress towards English Language Proficiency (ELPI) • #10: % students English Language Proficiency for Summative ELPAC
Goal 2, Action 3	Hawking STEAM Charter School conducted a needs assessment of Long-term English Learners (LTELs), and there is a need to focus on targeted	LTELs continue to struggle with reading comprehension and writing. Teachers will receive instructional coaching on strategies to support LTEL with language acquisition, differentiation,	The metrics that will be used to monitor effectiveness are:

| | content-rich instruction that develops language skills. | and increase student engagement, including Kagan strategies.

To support LTEL with language acquisition, the EL Interventionist will provide Tier 3 support, including small group instruction, and tiered intervention. Through targeted activities and personalized instruction, students will have the opportunity to practice speaking, listening, reading, and writing in a supportive and engaging environment. Instruction will aim to build confidence and proficiency in the target language, ultimately helping students achieve greater success in their academic and social endeavors.

Hawking STEAM Charter School will pilot Elevation, an EL Program management solution to build the capacity of teachers to serve multi-lingual learners and empower students with the academic language to thrive. Ellevation provides high quality supplemental ELD program, ELPAC/ELPI Score analysis, EL/RFEP progress monitoring, reclassification workflows, and instructional planning initiatives that supports the language acquisition needs of LTELs. In addition, LTELs will be prioritized for tutoring services afterschool via the Expanded Learning Opportunities Program. | • #10: % students English Language Proficiency for Summative ELPAC
• #11: Reclassification Rate |

For any limited 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, as applicable.

Not applicable

Additional Concentration Grant Funding

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.

The additional concentration grant add-on funding will be used to fund an additional Instructional Aides to provide direct services to students. (Goal 2, Action 2)

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 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 18,743,146.00	$ 18,445,669.00

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	$ 6,633,273	$ 6,465,763
1	1	Admin & Educators that Support the Ed Program	Yes	$ 456,192	$ 524,857
1	2	Professional Development	No	$ 313,082	$ 285,700
1	2	Professional Development	Yes	$ 229,386	$ 234,091
1	3	Core Curricular Program Needs	No	$ 339,000	$ 330,400
1	4	Closing the Digital Divide	No	$ 212,525	$ 159,775
1	5	Broad Course of Study	No	$ 623,273	$ 659,826
1	6	Services to Support SWD	No	$ 2,759,601	$ 2,447,475
2	1	Measuring Student Progress--Assessments	No	$ 237,828	$ 264,352
2	2	Strengthening EL Program & Services	Yes	$ 505,486	$ 637,518
2	3	Addressing Academic Needs to Accelerate Learning	No	$ 815,725	$ 815,725
2	3	Addressing Academic Needs to Accelerate Learning	Yes	$ 324,307	$ 299,523
2	4	Addressing Social-Emotional & Behavioral Student Needs	No	$ 366,185	$ 381,188
2	4	Addressing Social-Emotional & Behavioral Student Needs	Yes	$ 622,065	$ 628,014
3	1	Promoting Positive School Climate, Student Engagement & Safe Learning Environment	No	$ 180,458	$ 178,926
3	1	Promoting Positive School Climate, Student Engagement & Safe Learning Environment	Yes	$ 533,544	$ 455,050
3	2	Parent Input in Decision Making	No	$ 9,000	$ 9,000
3	3	Opportunities Provided to Support Parent Engagement & Participation	No	$ 8,250	$ 8,250
3	4	Maintaining Safe & Clean School Facilities	No	$ 3,573,966	$ 3,660,236

2023-24 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)
$ 2,697,962	$ 2,670,980	$ 2,779,053	$ (108,073)	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	$ 456,192	$ 524,857.00	0.00%	0.00%
1	2	Professional Development	Yes	$ 229,386	$ 234,091.00	0.00%	0.00%
2	2	Strengthening EL Program & Services	Yes	$ 505,486	$ 637,518.00	0.00%	0.00%
2	3	Addressing Academic Needs to Accelerate Learning	Yes	$ 324,307	$ 299,523.00	0.00%	0.00%
2	4	Addressing Social-Emotional & Behavioral Student Needs	Yes	$ 622,065	$ 628,014.00	0.00%	0.00%
3	1	Promoting Positive School Climate, Student Engagement & Safe Learning Environment	Yes	$ 533,544	$ 455,050.00	0.00%	0.00%

2023-24 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)
$ 12,902,408	$ 2,697,962	0.00%	20.91%	$ 2,779,053	0.00%	21.54%	$0.00 - No Carryover	0.00% - No Carryover

2024-25 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2024-25	$ 13,210,559	$ 2,849,434	21.569%	0.000%	21.569%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 12,981,960	$ 5,657,675	$ -	$ 557,171	$ 19,196,806.00	$ 13,937,735	$ 5,259,071

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1	Admin & Educators that support Ed. Program	ALL	No				2024-25	$ 6,492,306	$ -	$ 6,492,306	$ -	$ -	$ -	$ 6,492,306	0.000%
1	2	Professional Development	ALL	Yes	LEA-wide	All	Hawking STEAM	2024-25	$ 944,325	$ 242,083	$ 1,021,286	$ 165,122	$ -	$ -	$ 1,186,408	0.000%
1	3	Core Curricular Program Needs	ALL	No				2024-25	$ -	$ 220,620	$ 220,620	$ -	$ -	$ -	$ 220,620	0.000%
1	4	Closing the Digital Divide	ALL	No				2024-25	$ -	$ 143,700	$ 143,700	$ -	$ -	$ -	$ 143,700	0.000%
1	5	Broad Course of Study	ALL	No				2024-25	$ 626,504	$ -	$ 191,762	$ 434,742	$ -	$ -	$ 626,504	0.000%
1	6	Services to Support SWD	SWD	No				2024-25	$ 2,525,945	$ 432,008	$ 837,022	$ 1,938,371	$ -	$ 182,560	$ 2,957,953	0.000%
2	1	Measuring Student Progress--Assessments	ALL	No				2024-25	$ 243,804	$ 26,550	$ 196,994	$ 73,360	$ -	$ -	$ 270,354	0.000%
2	2	Strengthening EL Program &Services	English Learners	Yes	Limited	English Learners	Hawking STEAM	2024-25	$ 454,175	$ -	$ 454,175	$ -	$ -	$ -	$ 454,175	0.000%
2	3	Supporting Long Term English Learners (LTEL)	English Learners (LTELs)	Yes	Limited	English Learners	Hawking STEAM	2024-25	$ 53,056	$ 22,650	$ 75,706	$ -	$ -	$ -	$ 75,706	0.000%
2	4	Addressing Academic Needs to Accelerate Learning	ALL	Yes	LEA-wide	All	Hawking STEAM	2024-25	$ 356,712	$ 50,903	$ 407,615	$ -	$ -	$ -	$ 407,615	0.000%
2	4	Addressing Academic Needs to Accelerate Learning	ALL	No				2024-25	$ 144,007	$ 720,872	$ 389,207	$ 475,672	$ -	$ -	$ 864,879	0.000%
2	5	Addressing Social Emotional & Behavioral Student Needs	ALL	Yes	LEA-wide	All	Hawking STEAM	2024-25	$ 927,371	$ 34,426	$ 511,065	$ 76,121	$ -	$ 374,611	$ 961,797	0.000%
3	1	Promoting Positive School Climate, Student Engagement and Safe Learning Environment	ALL	Yes	LEA-wide	All	Hawking STEAM	2024-25	$ 502,192	$ -	$ 502,192	$ -	$ -	$ -	$ 502,192	0.000%
3	1	Promoting Positive School Climate, Student Engagement and Safe Learning Environment	ALL	No				2024-25	$ 74,278	$ 97,000	$ 112,794	$ 58,484	$ -	$ -	$ 171,278	0.000%
3	2	Parent Input in Decision Making	ALL	No				2024-25	$ -	$ 9,000	$ 9,000	$ -	$ -	$ -	$ 9,000	0.000%
3	3	Opportunities to Support Parent Engagement & Participation	ALL	No				2024-25	$ -	$ 8,250	$ 8,250	$ -	$ -	$ -	$ 8,250	0.000%
3	4	Maintaining Safe & Clean School Facilities	ALL	No				2024-25	$ 593,060	$ 3,251,009	$ 1,408,266	$ 2,435,803	$ -	$ -	$ 3,844,069	0.000%

2024-25 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
$ 13,210,559	$ 2,849,434	21.569%	0.000%	21.569%	$ 2,972,039	0.000%	22.497%	**Total:**	$ 2,972,039
								LEA-wide Total:	$ 2,442,158
								Limited Total:	$ 529,881
								Schoolwide Total:	$ -

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	2	Professional Development	Yes	LEA-wide	All	Hawking STEAM	$ 1,021,286	0.000%
2	2	Strengthening EL Program &Services	Yes	Limited	English Learners	Hawking STEAM	$ 454,175	0.000%
2	3	Supporting Long Term English Learners (LTEL)	Yes	Limited	English Learners	Hawking STEAM	$ 75,706	0.000%
2	4	Addressing Academic Needs to Accelerate Learning	Yes	LEA-wide	All	Hawking STEAM	$ 407,615	0.000%
2	5	Addressing Social Emotional & Behavioral Student Needs	Yes	LEA-wide	All	Hawking STEAM	$ 511,065	0.000%
3	1	Promoting Positive School Climate, Student Engagement and Safe Learning	Yes	LEA-wide	All	Hawking STEAM	$ 502,192	0.000%

Local Control and Accountability Plan 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, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (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 the nature of some LCAP template sections 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, including long-term 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]).

    - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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 must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (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 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023.

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 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 which, based on research, experience, and input gathered from educational partners, the LEA believes 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 document. Additionally, the beginning of each template section includes information emphasizing the purpose that 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 present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

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

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, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.

- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or

- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as "Not Applicable."

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

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

- Identify the schools within the LEA that have been identified 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.

- 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

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

- 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, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, 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 to 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.

Requirements

School districts and COEs: *EC* sections [52060(g) (California Legislative Information)](#) and [52066(g) (California Legislative Information)](#) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

   A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. 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.

Charter schools: *EC* Section [47606.5(d) (California Legislative Information)](#) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,

- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

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. 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 CDE's LCAP webpage.

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see Education Code Section 52062 (California Legislative Information);

  - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

- For COEs, see Education Code Section 52068 (California Legislative Information); and

- For charter schools, see Education Code Section 47606.5 (California Legislative Information).

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it 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.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- 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. 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.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is 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 target 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
- Analysis of effectiveness of the specific actions to achieve the goal
- Analysis of material differences in expenditures
- Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
- Analysis 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 must 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 must 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. As previously stated, 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, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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.

  o All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.

- 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.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The *LCFF State Priorities Summary* provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

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.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.

- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.

   o When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,

   o The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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.

- In addition to this information, the LEA must also identify:

- o The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).

- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: *EC* Section [42238.024(b)(1) (California Legislative Information)](#) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad 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.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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

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.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

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 must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- 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 local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

  - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

  - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

  - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.

  - Use the most recent data associated with the 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 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (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.

  - Indicate the school year to which the baseline data applies.

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

- This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

- If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.

  o Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.

  o Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

  o Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.

  o Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.

Timeline for school districts and COEs for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then.	Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. "Effective" means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as "Not Applicable."

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.

    - o   Include a discussion of relevant challenges and successes experienced with the implementation process.

    - o   This discussion 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.

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.

- 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.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. "Effectiveness" means the degree to which the actions were successful in producing the target result and "ineffectiveness" means that the actions did not produce any significant or targeted result.

    o In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.

    o 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.

    o Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- 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.

    o As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

        ▪ The reasons for the ineffectiveness, and

        ▪ How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.

    o For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

    o As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

    o These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No.

    o **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

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.

Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:

- o Language acquisition programs, as defined in *EC* Section 306, provided to students, and

- o Professional development for teachers.

- o If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:

- o The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.

- o These required actions will be effective for the three-year LCAP cycle.

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 as defined in *EC* Section 42238.02 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.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the

increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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 identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all 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 increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total 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 foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- 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 LEA's 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:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, 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 increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited 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, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

- 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, based on the LEA's current pay scale, 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 Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

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 a single-school LEA or 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.

  o The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

- o 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.

  - o The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

  - o 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 Total Planned Expenditures 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 Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover 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 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures 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 estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated 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 requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.

- 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.

- o **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.

- o **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).

- o **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.

- o **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

- **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, based on the LEA's current pay scale, 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 Services 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 estimated based on 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 estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **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 (%)**

    o This amount is the total of the Planned Percentage of Improved Services column.

- **8. Total Estimated Actual Percentage of Improved Services (%)**

    o 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)**

    o 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 plus Carryover %)**

    o 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)**

    o 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)**

    o 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)**

    o 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).