

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

School Accountability Report Card Reported Using Data from the 2018—19 School Year California Department of Education

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Ms. Lorena Chavez, Executive Director

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

About Our School

Hawking STEAM Charter 1

My name is Rosaland Turner and I am the Principal at Hawking STEAM Charter School 1. In my role as the leader of the school, I will work to improve the academic and social-emotional curriculum of the school, collaborate with the staff to help facilitate professional learning and school improvement initiatives, and coordinate building operations and daily routines. I am committed to working with teachers and families to provide the type of learning environment where all students can find success.

I received my Bachelor's Degree in Sociology with a minor in Psychology from McNeese State University in Lake Charles, LA. I earned a Master's Degree in Public Administration and a Master's Degree in Human Resource Management from Troy State University in Norfolk, VA. I also received a Master's Degree in Educational Administration from Lamar University in Beaumont, TX. I have served as a teacher in Virginia, Louisiana, Texas, and California for grades Pre-K through 6th grade. I have been an Administrator going on four years and my administrative career has all taken place at the elementary level and middle school levels with Preschool - 8th-grade students. I am originally from Lake Charles, LA and I am the youngest of 5 children. I am married and have 5 wonderful young children. I believe that education is the key to the success of our nation and communities. During my free time, I enjoy reading, watching movies, bowling, and spending time with my family.

Hawking STEAM Charter 2

My name is Laura Carbajal and I am the principal at Hawking 2. I am very excited to work with our amazing students, families, and teachers to grow and learn everyday. I received my Bachelor's Degree in Liberal Studies with an emphasis in Mathematics, as well as my teaching credential from San Diego State University. Then I obtained my Master's Degree in Best Teaching Practices from National University, and received my administrative credential again from San Diego State - Go Aztecs!

I have been an educator for 14 years, the last five at Hawking 2. It is here that I have found my passion for teaching and learning while working with our teachers to integrate STEAM into every subject matter. I love our community and what we do here. I am so proud to be working in the same community where I attended school as a child. I strive to provide our students with the learning experiences that will allow them to do their personal best academically and socially. I believe that if we all work together we can ensure that our students are successful, and happy. I am looking forward to

another wonderful year!

Contact

*Hawking S.T.E.A.M. Charter
489 E St.
Chula Vista, CA 91910-2445*

*Phone: 619-349-3700
Email: chavez@hawkingcharter.org*

About This School

Contact Information (School Year 2019—20)

District Contact Information (School Year 2019—20)	
District Name	Sweetwater Union High
Phone Number	(619) 691-5500
Superintendent	Karen Janney
Email Address	karen.janney@sweetwaterschools.org
Website	www.sweetwaterschools.org/

School Contact Information (School Year 2019—20)	
School Name	Hawking S.T.E.A.M. Charter
Street	489 E St.
City, State, Zip	Chula Vista, Ca, 91910-2445
Phone Number	619-349-3700
Principal	Ms. Lorena Chavez, Executive Director
Email Address	lchavez@hawkingcharter.org
Website	www.hawkingcharter.org
County-District-School (CDS) Code	37684110126086

Last updated: 2/1/2020

School Description and Mission Statement (School Year 2019—20)

In 2012 and 2013, Hawking STEAM Charter School 1 and 2 were founded out of a need to bring different educational experiences and opportunities to students and families in South Bay communities located west of the 805 freeway--specifically Chula Vista and South San Diego. Hawking began with only 120 students and 6 teachers and has grown to nearly 1000 students and 42+ teachers included in a total of 150+ staff. This significant growth can be attributed to the positive school cultures that are evident at each school site, the variety of opportunities provided to our students, as well as the great deal of fortitude, hard-work and diligence by our founding staff.

We believe that students are naturally curious and that they can thrive in an environment that provides enriching STEAM and project-based learning opportunities. We believe that these opportunities should not be narrowly focused on just the basics, but instead provide students with the type of learning that is authentic and enriching. In other words, we believe that our students are capable of so much more than only reading, writing and arithmetic. At Hawking STEAM Charter Schools, we feel the social responsibility to prepare our students for a world that requires so much more...a world that requires collaboration, creativity, content knowledge and social emotional strengths. We are committed to providing this experience for all of our students.

This school year is a year of tremendous change for Hawking STEAM Charter Schools. After 7 years of being on shared sites that were co-located with district middle schools (and even a gym for our first year), we are now moved into our own leased facilities with a plan to purchase within 5 years from our move-in date. This significant change represents a milestone in our existence. We are thrilled with this opportunity and well aware of the new responsibilities that lie ahead.

In the following pages, we have taken the commitments that we have made to our students, our communities, and ourselves to create a Strategic Plan to manage our anticipated growth and expected changes. This will be a "living" document that we hope will serve as a guide for all of us as we continue to work to provide the very best educational experience for our students.

Mission:

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

Vision:

Hawking STEAM Charter School's vision is to ensure that TK-12 grade students are engaged in discovery, exploration, and problem-solving through rigorous Project Based Learning activities driven by the Common Core State Standards to gain knowledge in the STEAM subjects of science, technology, engineering, the arts, and math. We strive to develop our students' academic, social and emotional knowledge so they may engage in public discussions, presentations and pursue STEAM-focused careers.

COMMUNITY NEED FOR CHARTER SCHOOL

Hawking STEAM Charter School was established in Fall, 2013 serving a total of 144 students in grades K-3. Currently, it serves 1161 students in grades TK-8, with a waitlist of over 100 students. Hawking 2 provides all students with an innovative STEAM educational program. After three years in operation, recent CAASPP results demonstrate that Hawking STEAM Charter School 2 students outperformed neighboring schools, including feeder schools. In addition, Hawking STEAM Charter School 2 provides the local community with a STEAM, Project-based learning environment.

Innovative Features of the Educational Program STEAM

Hawking STEAM Charter Schools serve as an educational laboratory to students in grades TK-8, through a rigorous and enriching STEAM educational program that incorporates Science across all subjects, in a Project-based Learning environment, that differs from the traditional public school instructional setting. Science is beautiful when it makes simple explanations of phenomena or connections between different observations. Examples include the double helix in biology and the fundamental equations of physics.

Science

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

Technology

Starting with kindergarten, our charter school has implemented a one-to-one student to device ratio. Students in kindergarten through second grade use iPads to facilitate their learning; and students in grades three and above use chromebooks. In addition, we maintain additional technological devices so that students can use and become familiar with different technology platforms, including Mac and Microsoft Windows operating systems. Our blended model includes the use of programs such as Khan Academy, Zearn Mathematics, Learning A to Z, Brain Pop, Achieve 3000, Smarty Ants and various teacher selected iPad and Google applications that extend learning beyond the classroom. In addition, our students are learning to Code using the Codeable application along with Khan Academy. The main arguments behind the push for students to learn to code usually center on preparing students for future jobs. There is a skill shortage in the computer science industry, which determines skilled job seekers can walk into lucrative contracts. This trend is predicted to rise. The other aspect to the usual argument is that even students who do not work in the technology industry will also benefit throughout their life and careers by learning computer science, as all industries now involve some component of programming.

Engineering

Engineering is embedded in the NGSS standards and in our adopted science curriculum. Teachers and students have access to an abundance of building materials that can be used with the various engineering state standards. Additionally, our students practice both engineering and technology topics through exploration of our STEAM classes.

The Arts

The arts are integrated throughout the day across all subjects. It is most evident in our bi-annual expos where students display their artwork, and parents and members of the community attend the event. Students' innate levels of creativity are heightened by the expectation that they must deliver high quality products for the expos and individual student-led conferences. Students at all grade levels receive an hour of music instruction weekly. Music Instruction includes learning about the great composers from the past, and about contemporary music. The music classroom is equipped with various instruments including a piano, one-to-one electronic keyboards, percussion instruments from all over the world, band instruments such as saxophone, clarinet, trumpet, and flute and recorders. The music course highlights key vocabulary, presents a composer of the month, along with an open microphone area for students who are inspired to sing. Our music class comes alive with the server-based music appreciation and keyboarding curriculum, Musiq.

In addition to courses in music, Hawking STEAM Charter School supports students in developing their public performance skills. Students in grades three through six are encouraged to join the Charter School's Choir, which meets weekly and performs regularly for the community. Our students also audition and participate in the annual talent show. Recently, a parent stated, "If it wasn't for the keyboarding my son learned in the music course we would've never discovered his hidden talent for piano." It is these types of testimonials that inspire us to continue to expose our students to the wonders of music appreciation. These experiences are not typically found in this community and therefore, we strive to continue to provide them for our students.

Math

Hawking STEAM Charter School students think like mathematicians. The math curriculum is aligned with the Common Core State Standards, which emphasize deeper learning, critical thinking, and conceptual understanding. Students develop numeracy skills, mathematical fluency, analytical thinking skills, and the ability to clearly communicate their mathematical reasoning both orally and in writing. The curriculum presents mathematics in a logical progression from grade- to-grade, connects math to the real world, and develops students' understanding of not just knowing what process to use when solving a problem, but also understanding why that process works while instilling persistence in problem solving and preparing students to understand advanced math.

Expos

Teachers integrate all subject areas during instruction, and students are expected to produce high quality standards-based student projects. This becomes apparent during expos which occur twice a year, once in the fall and once in the spring. During the expos, classrooms display a range of student projects reflecting student's long-term learning, and students present their learning to the broader community. Students demonstrate ownership and deeply embedded learning as they display their work. All students participate in oral presentations and provide written explanations of their learning while also reflecting on the process involved. Student work samples include individual as well as collaborative demonstrations of learning. These include a piece of writing that has been taken through the entire writing process, an artistic rendition of their learning, and the transformation of classroom space into "museums" or spaces that simulate realworld events.

MEETING STUDENT NEEDS

We strive to meet the needs of all students by providing a wealth and variety of experiences. We tap into students' natural curiosities through content- rich instruction that ensures an authentic approach to language development. Our English learners who have historically been kept at a disadvantage are encouraged to develop their science, engineering, and artistic talents while they acquire English. This integrated approach brings equity to students who might otherwise be excluded from the learning process in a program more narrowly focused solely on phonics. In addition, our students who are socio-economically disadvantaged explore their world through engaging, hands-on activities that enrich their lives. All students are encouraged to attend field trips that connect and enhance their in-classroom learning with real-world experiences. In addition, through our partnership with the Sierra Club, our students in second grade and above, explore the many life science topics they learn about in class with talented adult guides who are committed to exposing our students to real-life explorations through hiking, snorkeling, and camping trips that bring their learning to life.

OVERCOMING CHALLENGES

As a new charter school, early on we were challenged by a lack of sufficient personnel to meet the needs of our growing population. This has improved a great deal with the rigorous selection and hiring of appropriately credentialed teachers and personnel to help meet both the academic and social-emotional needs of our students. Currently, our charter school employs an instructional coach, a guidance advisor, and several interventionists and aides who collaborate to address student needs as determined by data, informal observations, referrals and surveys.

WHAT IT MEANS TO BE AN EDUCATED PERSON IN THE 21ST CENTURY

An educated person in the 21st century has extensive knowledge of math, science, music, and technology to engage in public discussions on related issues; is a careful consumer of scientific and technological information related to everyday life; is able to continue to learn about math and science outside of school; and has the skills to enter careers of their choice. He or she is knowledgeable about varied career options, including marine biologist, nursing, forensic scientist, computer coder, robotic engineer, medicine, chemist, civil engineer, rocket scientist, archeologist, teacher, painter to name a mere fraction. An educated person in the

21st century exhibits integrity and is able to be an independent thinker as well as an effective collaborator, is creative in his/her approach to solving problems, and is a clear communicator and innovator.

An educated person in the 21st century utilizes technology not only to consume content and communicate with others, but to also understand and modify code and create products in order to disseminate information for others to consume through the creation of blogs, videos, websites, podcasts, presentation slides, etc.

In Tony Wagner's book, *The Global Achievement Gap*, 21st century skills are learned through a curriculum, which is interdisciplinary, integrated, project- based, and includes these skills learned within a project-based curriculum by utilizing:

- Critical Thinking and Problem Solving
- Collaboration across Networks and Leading by Influence
- Agility and Adaptability
- Initiative, Organization, and Risk-Taking
- Effective Oral and Written Communication
- Accessing and Analyzing Information

At Hawking STEAM Charter School, every student is required and expected to develop and demonstrate these skills throughout their coursework.

HOW LEARNING BEST OCCURS

Learning knowledge-age skills best occurs when students are actively engaged in a learning-centered culture that provides authentic and meaningful learning experiences while developing 21st century skills. Rather than students passively learning isolated facts, Hawking STEAM Charter School's instructional program is founded on project-based learning and investigative hands-on science supported by technology.

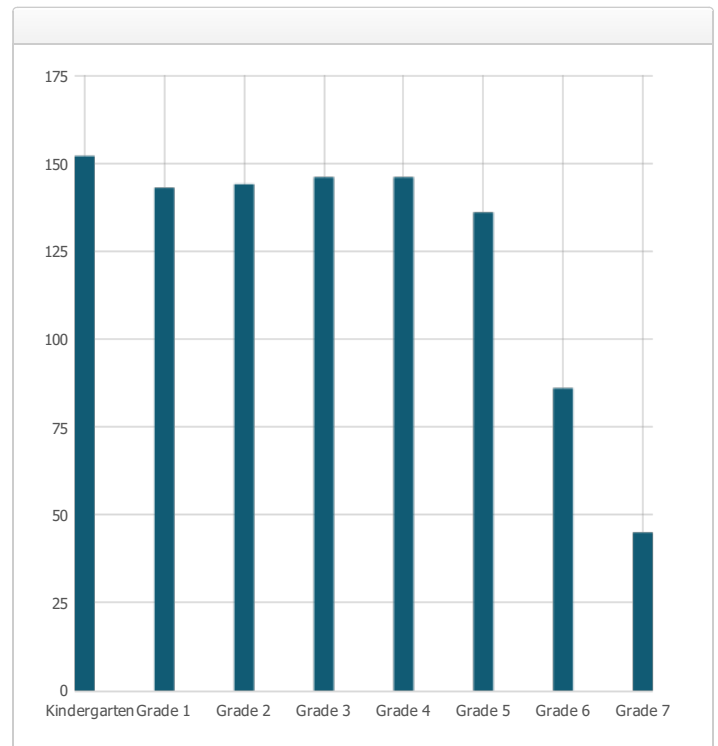
The teachers and staff at Hawking STEAM Charter School deem that learning best occurs in a collaborative environment, in which the Charter School's teachers, staff, parents, students, and the community collaborate to ensure that all students reach their highest potential. Hawking STEAM Charter School values student-centered, interactive classrooms and group projects in which student voices and opinions are valued.

Last updated: 2/1/2020

Student Enrollment by Grade Level (School Year 2018—19)

The following is our Enrollment Numbers for the 2017-2018 school year.

Grade Level	Number of Students
Kindergarten	152
Grade 1	143
Grade 2	144
Grade 3	146
Grade 4	146
Grade 5	136
Grade 6	86
Grade 7	45
Total Enrollment	998



Last updated: 2/1/2020

Student Enrollment by Student Group (School Year 2018—19)

Student Group	Percent of Total Enrollment
Black or African American	0.70 %
American Indian or Alaska Native	0.10 %
Asian	%
Filipino	1.20 %
Hispanic or Latino	92.80 %
Native Hawaiian or Pacific Islander	0.10 %
White	3.10 %
Two or More Races	2.00 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	65.20 %
English Learners	51.30 %
Students with Disabilities	7.90 %
Foster Youth	0.10 %
Homeless	0.60 %

A. Conditions of Learning

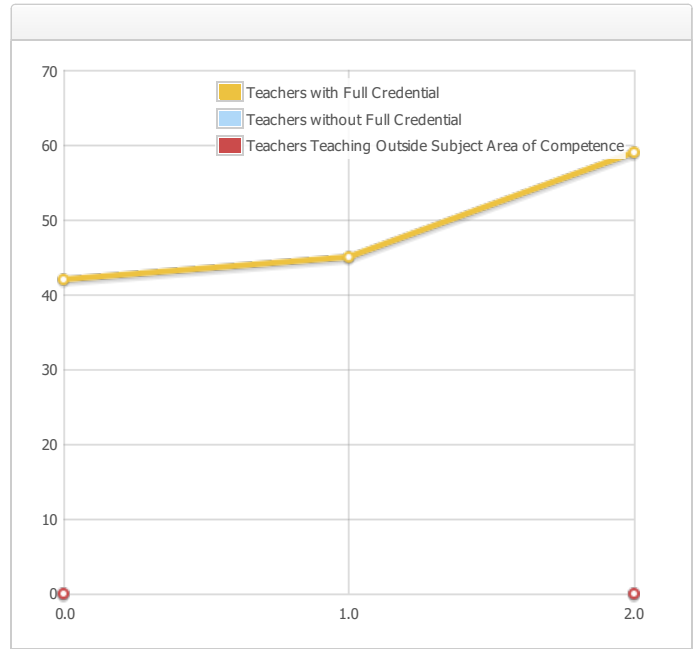
State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

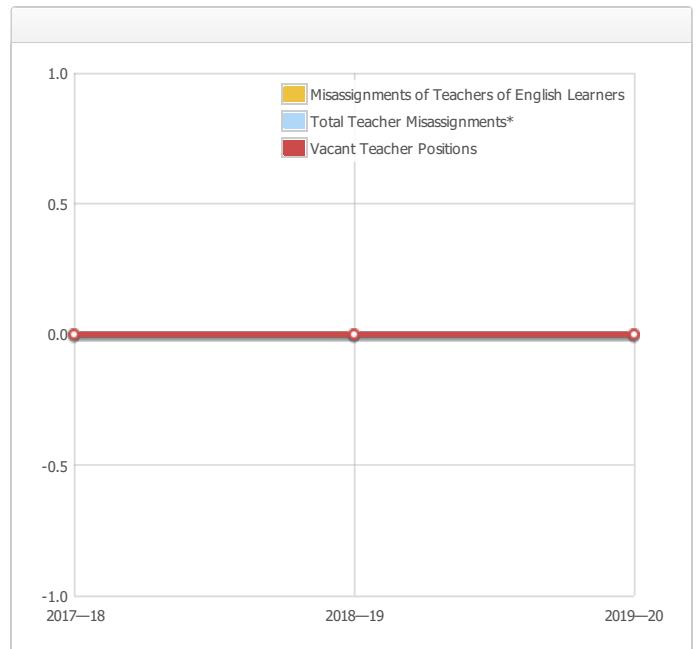
Teachers	School 2017—18	School 2018—19	School 2019—20	District 2019—20
With Full Credential	42	45	59	
Without Full Credential	0		0	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0		0	



Last updated: 2/1/2020

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017—18	2018—19	2019—20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 2/1/2020

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2019—20)

Year and month in which the data were collected: January 2020

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption? Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p>Wit & Wisdom 2-7- Students practice reading, writing, speaking, listening, and language based in text. All strands of the standards are integrated throughout each module with:Instructional Routines that empower students to tackle complex texts with increasing independence within and across grades. Text-Dependent Questions to guide students to a deep understanding and establish a basis for the use of evidence in oral and written communication. Explicit Writing Instruction to empower students to write essays, narratives, arguments, and informational pieces. Text- Based Vocabulary that provides the basis for morphology and word work. Formative Assessments that inform teachers and students on progress towards knowledge and skill mastery.</p> <p>Open Court K-1- A Comprehensive K–5 reading, writing, and language arts program, Open Court Reading aligns with what we know about how students learn to read. Using systematic, explicit instruction, this program helps all students master the foundational skills needed not only to move to proficiency, but also to achieve greater goals of reading independently with confidence inside and outside the classroom.</p> <p>Raz-Kids K-7th- Raz-Kids delivers hundreds of interactive, eBooks spanning 29 levels. Students can listen for modeled fluency, read books for practice, and then record themselves reading so teachers can monitor progress. Every leveled eBook has an accompanying eQuiz to test reading comprehension.</p> <p>Learning A-Z Reading A-Z K-7th- Reading A-Z provides educators an extensive collection of leveled reading resources. With more than 1,500 books at 29 levels of reading difficulty to choose from, teachers can easily put developmentally appropriate content into each student's hands. The product also includes thousands of corresponding resources to enhance instruction and strengthen students' reading skills, such as guided lesson plans, worksheets, assessments, and much more.</p> <p>SIPPS K-6th (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words) Cornerstone Literacy, Inc. SIPPS program is a systematic decoding curriculum that helps struggling readers develop wordrecognition skills and reading fluency quickly.</p> <p>Headsprout K-2nd Learning A-Z Headsprout is a research-proven kids' reading program that takes students on a digital journey to become better readers. With a cast of captivating characters to help them along the way, students complete interactive online episodes that continually teach the critical foundational reading skills and comprehension strategies students need to excel in the classroom and beyond. The program's instruction is designed to adapt to each student's specific needs and learning pace, and has received favorable independent reviews for its effectiveness in a variety of classroom environments.</p> <p>Core Knowledge TK-2 program for teaching skills in reading, writing, listening, and speaking, Core Knowledge Language Arts® (CKLA®) also builds students' knowledge and vocabulary in literature, history, geography, and science.</p>	0.00 %
Mathematics	<p>Eureka Math K-7th- Great Minds Eureka is a comprehensive program that helps produce students who are not merely literate, but fluent in mathematics. Carefully crafted by master teachers and math scholars and rigorously juried by experts in the new standards, Eureka Math's PreK-12 curriculum develops mathematical knowledge in a sequence that follows the "story" of mathematics itself.</p> <p>Zearn K- 5th- Zearn, Inc. Provides personalized digital lessons and small group teaching and learning aligned to new standards. Students learn and practice every objective using independent digital lessons. Provides students with the most precise and supportive digital feedback available, integrating paper and pencil transfer. Provides students with guidance at exact moments of misunderstanding.</p> <p>Khan Academy 4th – 7th Khan Academy offers practice exercises, instructional videos, and a personalized learning dashboard that empower learners to study at their own pace in and outside of the classroom. Math missions guide learners from kindergarten to calculus using state-of-the-art, adaptive technology that identifies strengths and learning gaps.</p>	0.00 %
Science	<p>TCI- K-5th TCI's Bring Science Alive! programs guides young learners to observe and understand how the world works around them. From introducing young students to the power of gravity to how plants and animals can impact their environments, Bring Science Alive! programs are designed to break students out of dated and not-very-exciting methods of teaching.With TCI's elementary science curriculum, teachers can drastically improve the quality of their lessons by making them more exciting to be a part of. Students are more likely to be engaged in their lessons when they're no longer just reading about subjects and taking tests.</p> <p>KnowAtom- 6th-8th Grade- Know Atom Curriculum launches students on a yearlong process of hands-on discovery in three dimensions. The lessons build a big-picture narrative of what science and engineering are and use storylines to bring the content to life in scenarios where students investigate phenomena and design solutions to problems. KnowAtom provides hands-on materials which include tools, consumables, and durables—everything students need to investigate scientific phenomena in the classroom. Each kit provides all the materials needed for its corresponding</p>	0.00 %

	unit. CTE- 7th & 8th- Career Technical Education- Automation and Robotics -Students trace the history, development, and influence of automation and robotics as they learn about mechanical systems, energy transfer, machine automation, and computer control systems. Students use the VEX Robotics® platform to design, build, and program real-world objects such as traffic lights, toll booths, and robotic arms. CTE- 7th & 8th- Career Technical Education- Computer Science for Innovators and Makers- This unit allows students to discover computer science concepts and skills by creating personally relevant, tangible, and shareable projects. Throughout the unit, students learn about programming for the physical world by blending hardware design and software development. They design and develop a physical computing device, interactive art installation, or wearable, and plan and develop code for microcontrollers that bring their physical designs to life. Physical computing projects promote student awareness of interactive systems, including Internet of Things (IoT) devices, and broaden their understanding of abstract computer science concepts through meaningful and authentic applications.			
History-Social Science	TCI Social Science (TK-8th Grade) Interactive social studies curriculum helps teachers to get more out of classroom lessons and are able to engage our students. Social Studies Alive! Is aligned with the Common Core State Standards for English Language Arts & Literacy (CCELA) to ensure that students develop literacy skills through learning social studies. The K-5 CCELA are organized around four college and career readiness strands: reading, writing, speaking and listening, and language. The programs balance key points from the ELA common core throughout the Social Studies Alive! Programs. As students progress through each year, they go through a "staircase" of content that gradually increases the challenge to help strengthen their understanding of the topics at hand, including the social studies standards common core. Literacy is an important component of any student's education and is why we have integrated it into all of our lesson planning tools and resources, alongside ensuring that they meet the NCSS social studies standards.			0.00 %
Foreign Language	Que Chevere- 7th & 8th -Spanish 1/2 and Spanish for Native Speakers-Que Chevere provides a comprehensive collection of instructional materials and Passport, innovative digital learning environment, and brings Spanish-speaking cultures to life for every student. It is a rich, flexible Spanish program that integrates the ACTFL World-Readiness Standards for Language Learning and helps students develop proficiency in Listening, Speaking, Reading and Writing and demonstrate an understanding of target cultures.			0.00 %
Health				0.00 %
Visual and Performing Arts				0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A		N/A	0.0 %

Note: Cells with N/A values do not require data.

Last updated: 2/1/2020

School Facility Conditions and Planned Improvements

Both school sites underwent renovation and maintenance to ensure they were in good condition. An overall FIT percentage of 93.26% at site 1, and 100% at site 2 was determined after inspection. The deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated. Overall cleanliness of the school grounds, common areas and individual rooms appear to be cleaned on a regular basis. Areas evaluated are free of grime, dirt build up and graffiti. Restrooms, drinking fountains, and food preparation/serving areas appear to have been cleaned each day that school is in session. To date there is no maintenance needed to ensure good repair.

Last updated: 2/1/2020

School Facility Good Repair Status

Year and month of the most recent FIT report: January 2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	Site 1:
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Fair	Site 1:
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Fair	At Site 1:
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: January 2020

Overall Rating	Good
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Last updated: 2/1/2020

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

**CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2017–18	School 2018–19	District 2017–18	District 2018–19	State 2017–18	State 2018–19
English Language Arts / Literacy (grades 3-8 and 11)	55.0%	47.0%	52.0%	54.0%	50.0%	50.0%
Mathematics (grades 3-8 and 11)	43.0%	38.0%	33.0%	33.0%	38.0%	39.0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Last updated: 2/1/2020

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	555	552	99.46%	0.54%	47.46%
Male	298	297	99.66%	0.34%	40.40%
Female	257	255	99.22%	0.78%	55.69%
Black or African American	--	--	--	--	
American Indian or Alaska Native					
Asian					
Filipino	--	--	--	--	
Hispanic or Latino	516	513	99.42%	0.58%	45.03%
Native Hawaiian or Pacific Islander					
White	18	18	100.00%	0.00%	72.22%
Two or More Races	11	11	100.00%	0.00%	72.73%
Socioeconomically Disadvantaged	371	370	99.73%	0.27%	40.81%
English Learners	345	342	99.13%	0.87%	38.30%
Students with Disabilities	54	54	100.00%	0.00%	22.22%
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	
Homeless	--	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 2/1/2020

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	555	553	99.64%	0.36%	38.34%
Male	298	297	99.66%	0.34%	42.42%
Female	257	256	99.61%	0.39%	33.59%
Black or African American	--	--	--	--	
American Indian or Alaska Native					
Asian					
Filipino	--	--	--	--	
Hispanic or Latino	516	514	99.61%	0.39%	36.19%
Native Hawaiian or Pacific Islander					
White	18	18	100.00%	0.00%	77.78%
Two or More Races	11	11	100.00%	0.00%	54.55%
Socioeconomically Disadvantaged	371	371	100.00%	0.00%	31.81%
English Learners	345	343	99.42%	0.58%	29.74%
Students with Disabilities	54	54	100.00%	0.00%	16.67%
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	
Homeless	--	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 2/1/2020

CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017–18	School 2018–19	District 2017–18	District 2018–19	State 2017–18	State 2018–19
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018–19 school year. However, these data are not available for inclusion in the 2018–19 SARC posting due February 1, 2020. These data will be included in the 2019–20 SARC posting due February 1, 2021.

Last updated: 2/1/2020

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2018—19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	25.40%	23.10%	21.50%
7	12.20%	9.80%	9.80%

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 2/1/2020

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2019—20)

OPPORTUNITIES FOR PARENT PARTICIPATION

Hawking STEAM Charter School provides (or will provide) the following opportunities to engage parents as partners in their child's education.

They include:

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

State Priority: Pupil Engagement

Last updated: 2/1/2020

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

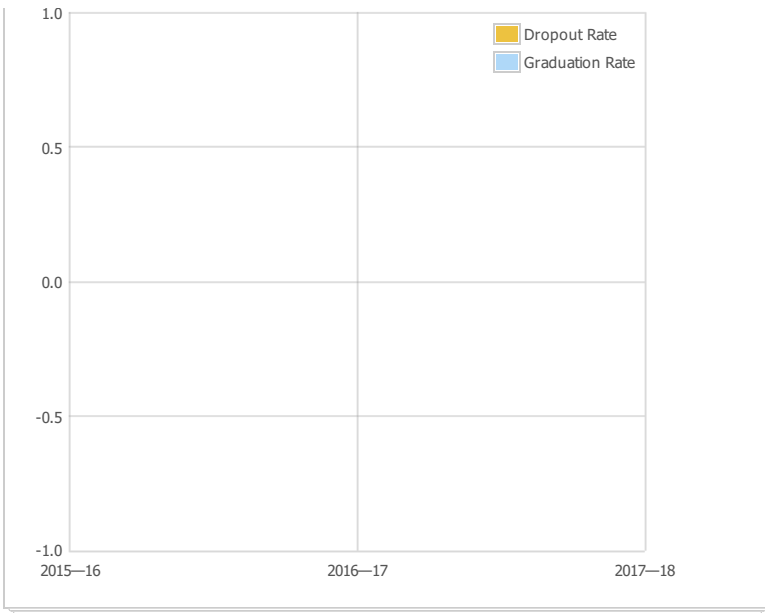
- High school dropout rates; and
- High school graduation rates

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2015—16	District 2015—16	State 2015—16
Dropout Rate	--	6.30%	9.70%
Graduation Rate	--	82.80%	83.80%

Indicator	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
Dropout Rate	--	--	6.80%	5.10%	9.10%	9.60%
Graduation Rate	--	--	83.70%	84.30%	82.70%	83.00%

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Last updated: 2/1/2020

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

Rate	School 2016—17	School 2017—18	School 2018—19	District 2016—17	District 2017—18	District 2018—19	State 2016—17	State 2017—18	State 2018—19
Suspensions	0.00%	0.00%	1.20%	4.20%	4.40%	4.80%	3.60%	3.50%	3.50%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.10%	0.10%	0.10%

Last updated: 2/1/2020

School Safety Plan (School Year 2019—20)

Student Safety and well-being is promoted by activities including emergency preparedness drills, playground supervision, a character development program, drug and alcohol abuse prevention program. The faculty and staff reviews safety policies, practices and procedures on an annual basis. The physical arrangement of the classrooms and facilities allow for uninterrupted learning time while facilitating the safe movement of students throughout the learning environment. Students participate with staff and parents in reviewing the procedures and make recommendation for modifications throughout the year. Students are trained in conflict resolution and supported in solving problems before they escalate. This process maintains the number of office referrals at a minimum. At Hawking, the safety of our students and staff is a priority. The adults and staff are committed to the use of our character development program, it is used with fidelity by all staff who prides themselves on the recommended practices and adhering to the monthly character traits that are espoused. These include RESPECT, INTEGRITY, PATIENCE, KINDNESS, etc. Each teacher is responsible for delivery of the curriculum and all support staff is responsible for supporting their efforts. All visitors are required to check in to the office and receive a pass to be on campus. The faculty reviewed, updated, and discussed the Comprehensive School Safety Plan in August 2019.

Last updated: 2/1/2020

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	12.00	4	2	
1	24.00		3	
2	23.00		3	
3	22.00		3	
4	18.00	2	2	
5	24.00		2	
6	26.00		1	
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	12.00	6		
1	24.00		3	
2	24.00		3	
3	24.00		3	
4	32.00		2	
5	21.00	1	2	
6	16.00	2	1	
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2018—19)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	19.00	4	4	
1	24.00		6	
2	24.00		6	
3	24.00		6	
4	24.00		6	
5	27.00		6	
6	29.00		6	
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Secondary) (School Year 2016—17)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English				
Mathematics				
Science				
Social Science				

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2017—18)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English				
Mathematics				
Science				
Social Science				

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2018—19)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	45.00			1
Mathematics	45.00			1
Science	45.00			1
Social Science	45.00			1

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 2/1/2020

Ratio of Academic Counselors to Pupils (School Year 2018—19)

Title	Ratio**
Counselors*	499.00

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

**Average Number of Pupils per Counselor

Last updated: 2/1/2020

Student Support Services Staff (School Year 2018—19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2.00
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.00
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.00
Resource Specialist (non-teaching)	3.00
Other	0.50

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 2/1/2020

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017—18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$8822.29	\$761.69	\$8060.60	\$63687.57
District	N/A	N/A	--	\$87617.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$7506.64	\$88538.00
Percent Difference – School Site and State	N/A	N/A	--	--

Note: Cells with N/A values do not require data.

Last updated: 2/1/2020

Types of Services Funded (Fiscal Year 2018—19)

Site 1:

Before and After School Athletics allows student to engage in physical or academic programming to support their interests and learning. Athletics program is designed to meet the needs of our unique facility while helping students understand that being physical and healthy can exist in any open space regardless of the square footage.

Gizmos and Gadgets- Gizmos and Gadgets nurtures children’s natural curiosity and validation of their inherent desire to explore the world around them is one of the keys to igniting the sparks of creativity and a lifelong love for learning. Innovation comes from the ability to draw from a combination of STEAM (Science, Technology, Engineering, Arts, Math & Maker) skills and that these subjects should be taught together in a cross-disciplinary way. Open-ended, inquiry, and project based challenges empower children to develop and test their own ideas which results in the natural practice and application of the scientific method, engineering process, and other STEAM skills. Allowing opportunities for exploration, experimentation, and collaboration results in more confident, adaptable, and resilient children who are better prepared for higher education. Early access and exposure to cutting-edge technology and experts in STEAM fields creates an exciting learning atmosphere and gives children a positive experience and feeling toward STEAM subjects.

YMCA Hype- HYPE is a high quality, after school program providing academic support and life skills education for students. HYPE exists to support students’ academic performance through after-school academic tutoring and to create brighter futures through mentoring, character development, cultural enrichment, parent education, and much more.

Site 2:

Before & After School Program (South Bay Community Services) - Provides enrichment opportunities focused on students interests. These range from Drama, to sports. Program staff provide homework help as well as plan special events to engage participating students in school activities.

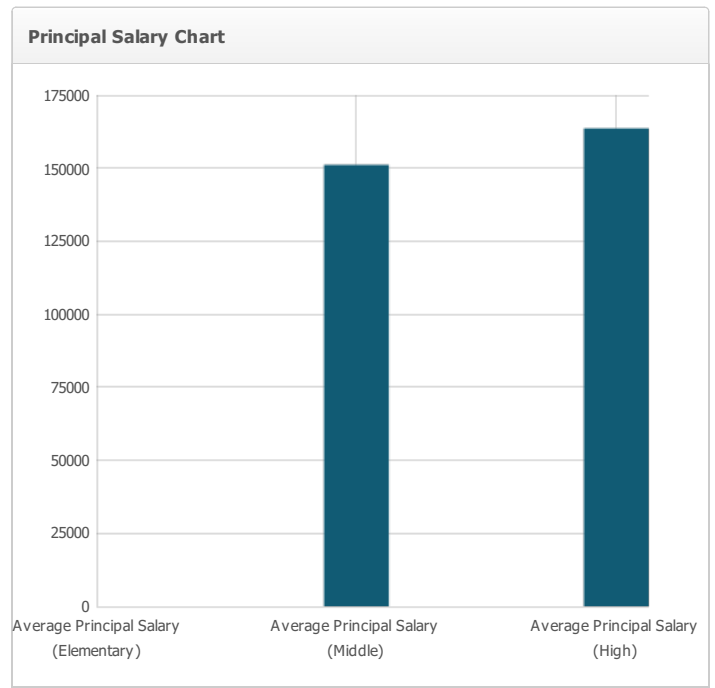
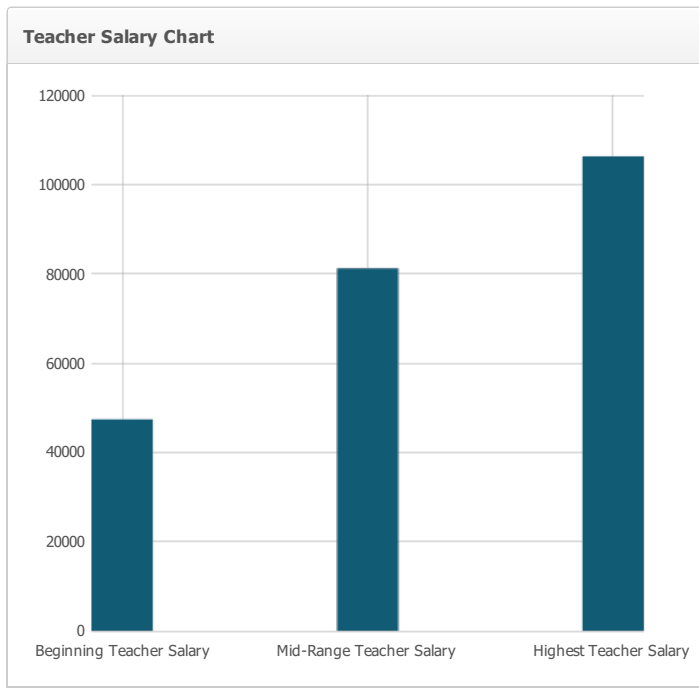
Clubs: School clubs include RMAC (Rockets Making a Change), GLOW (Girls Learning to be Outstanding Women), Rocket TV. Each club focuses on enriching and building student leadership. Components of each club build on students social emotial resiliency. Each club includes work on a variety of projects both in school and in the community.

Last updated: 2/1/2020

Teacher and Administrative Salaries (Fiscal Year 2017—18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$47,365	\$52,466
Mid-Range Teacher Salary	\$81,199	\$87,373
Highest Teacher Salary	\$106,297	\$109,803
Average Principal Salary (Elementary)	\$	--
Average Principal Salary (Middle)	\$151,136	\$142,025
Average Principal Salary (High)	\$163,614	\$153,904
Superintendent Salary	\$254,784	\$241,221
Percent of Budget for Teacher Salaries	35.00%	33.00%
Percent of Budget for Administrative Salaries	5.00%	5.00%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.



Last updated: 2/1/2020