

Hawking S.T.E.A.M. Charter School 2

California Department of Education School Accountability Report Card Reported Using Data from the 2016-17 School Year

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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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](#) 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.

Laura Carbajal

Principal, Hawking S.T.E.A.M. Charter School 2

About Our School

Mrs. Laura Carbajal
Principal
lcarbajal@hawkingcharter.org

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 my administrative credential again at San Diego State. I have been an educator for eleven years, the last three at Hawking 2. It is here that I have found my passion 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. At Hawking 2 we take pride in becoming better everyday. ROCKETS are the BEST!

Contact

*Hawking S.T.E.A.M. Charter School 2
1411 27th St.
San Diego, CA 92154-3242*

*Phone: 619-628-2650
E-mail: lcarbajal@hawkingcharter.org*

About This School

Contact Information (School Year 2017-18)

District Contact Information (School Year 2017-18)	
District Name	Sweetwater Union High
Phone Number	(619) 691-5550
Superintendent	Karen Janney
E-mail Address	karen.janney@sweetwaterschools.org
Web Site	www.sweetwaterschools.org/

School Contact Information (School Year 2017-18)	
School Name	Hawking S.T.E.A.M. Charter School 2
Street	1411 27th St.
City, State, Zip	San Diego, Ca, 92154-3242
Phone Number	619-628-2650
Principal	Laura Carbajal
E-mail Address	lcarbajal@hawkingcharter.org
Web Site	www.hawking2charter.org
County-District-School (CDS) Code	37684110128082

Last updated: 1/26/2018

School Description and Mission Statement (School Year 2017-18)

MISSION

Hawking STEAM Charter School 2 prepares students for college and career through an integrated Science, Technology, Engineering, Arts, and Mathematics ("STEAM") curriculum, project-based learning ("PBL"), and its social-emotional awareness program.

VISION

Hawking STEAM Charter School 2's vision is to ensure that students are engaged in discovery, exploration, and problem-solving through rigorous Project-Based Learning activities driven by the Common Core State Standards ("CCSS") to gain knowledge in the STEAM subjects of science, technology, engineering, the arts (music, dance, theatre and visual arts) and math. We strive to develop our students' academic, social, and emotional knowledge in order to engage in public discussions, presentations as well as enter into various careers or universities of their choice.

COMMUNITY NEED FOR CHARTER SCHOOL

Hawking STEAM Charter School 2 was established in Fall, 2013 serving a total of 144 students in grades K-3. Currently, it serves 393 students in grades TK-6, with a waitlist of over 110 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 School 2 serves as an educational laboratory to students in grades TK-6, 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 Seeds of Science, 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 netbooks. In addition, we maintain additional technological devices so that students can use and become familiar with different technology platforms, including Mac and Microsoft Windows operating systems. Our blended model includes the use of programs such as Khan Academy, Zearn Mathematics, Learning A to Z, Brain Pop, and various teacher selected iPad and Google applications that extend

learning beyond the classroom. In addition, our students are learning to Code using the Codeable application along with Khan Academy. The main arguments behind the push for students to learn to code usually center on preparing students for future jobs. There is a skill shortage in the computer science industry, which determines skilled job seekers can walk into lucrative contracts. This trend is predicted to rise. The other aspect to the usual argument is that even students who do not work in the technology industry will also benefit throughout their life and careers by learning computer science, as all industries now involve some component of programming.

Engineering

Engineering is embedded in the NGSS standards and in our adopted science curriculum. Teachers and students have access to an abundance of building materials that can be used with the various engineering state standards. In addition, our charter school has partnered with International Bridge Technologies, Inc., a civil engineering company in San Diego that has volunteered to present to our students about what engineering is and its applicability in the 'real-world.' In addition, our charter school has recently partnered with the San Ysidro Education Vanguard Foundation to provide our grade 4-6 students with Robotic engineering and programming (using the coding tool "Scratch").

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, 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 2 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 2 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.

For example, in a third grade classroom while learning about magnetism, the teacher took the opportunity to tap into the students' love of magic converting the unit of magnetism into an integrated study related to magic. Students displayed magic tricks that included illusions by magnets, used their knowledge of fractions

to create drawings of magic wands, and engineered push and pulley systems to create a curtain for a magician's stage area. In addition, each student wrote a problem-solution piece about a magician's trick.

In a fourth grade classroom, while learning about natural disasters, students developed knowledge of the Richter scale, the many measurements used to gauge temperature, weather patterns, and maps. Each student wrote a research report on the various natural disasters that occur on earth. Collaboratively, students

planned, designed, and engineered models to represent the different natural disasters. In the center of the classroom, students created a model of a flood complete with buildings, rock, and sediment all inside an inflatable pool that they manipulated to demonstrate the impact of a flood on the devastation of an entire city.

Our community has expressed awe at the level of understanding and real world application that our students gain at the Charter School.

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.

WHOM THE CHARTER SCHOOL IS ATTEMPTING TO EDUCATE: TARGET STUDENT POPULATION

Hawking STEAM Charter School 2 is located in the Otay Mesa West neighborhood of San Diego just north of the border with Mexico. The poverty level in Otay Mesa West exceeds that of the city overall, and the median household income is \$56,134 which is below the median household income of the City of San Diego overall. Nearly 40% of residents are high school dropouts. Hawking STEAM Charter School 2 reflects the surrounding community and a majority of our students experience the challenges associated with poverty. Many students and their families share residences with other families, are being raised by a single parent, and have parents whose formal education does not extend beyond high school. In 2013, Hawking STEAM Charter School 2 served 144 students in grades TK-3. Currently, Hawking STEAM Charter School 2 serves 393 students in grades TK-6 with a wait-list for all grade levels. Current student demographics include:

- 96% Hispanic
- 1% White
- 2% Two or more races
- 1% African-American
- 66% English Learners (EL)
- 85% Qualify for Free/Reduced Lunch
- 6% Students with Disabilities ("SPED")

The Charter School will maximize enrollment of 550 students in grades TK-6 by the fall of 2019. The following chart illustrates the Charter School's projected enrollment for the next 5 years by grade level.

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 2, 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 2 STEAM Charter School 2's instructional program

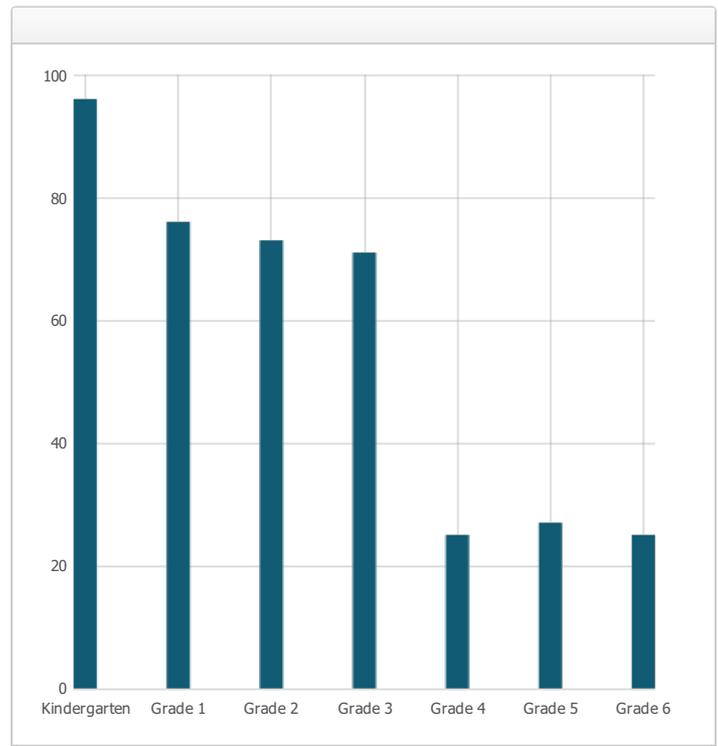
is founded on project-based learning and investigative hands-on science supported by technology.

The teachers and staff at Hawking STEAM Charter School 2 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 2 values student-centered, interactive classrooms and group projects in which student voices and opinions are valued

Last updated: 1/26/2018

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Kindergarten	96
Grade 1	76
Grade 2	73
Grade 3	71
Grade 4	25
Grade 5	27
Grade 6	25
Total Enrollment	393



Last updated: 1/26/2018

Student Enrollment by Student Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	0.3 %
American Indian or Alaska Native	0.0 %
Asian	0.0 %
Filipino	0.5 %
Hispanic or Latino	96.4 %
Native Hawaiian or Pacific Islander	0.0 %
White	2.3 %
Two or More Races	0.5 %
Other	0.0 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	77.6 %
English Learners	63.6 %
Students with Disabilities	6.6 %
Foster Youth	0.0 %

Last updated: 1/26/2018

A. Conditions of Learning

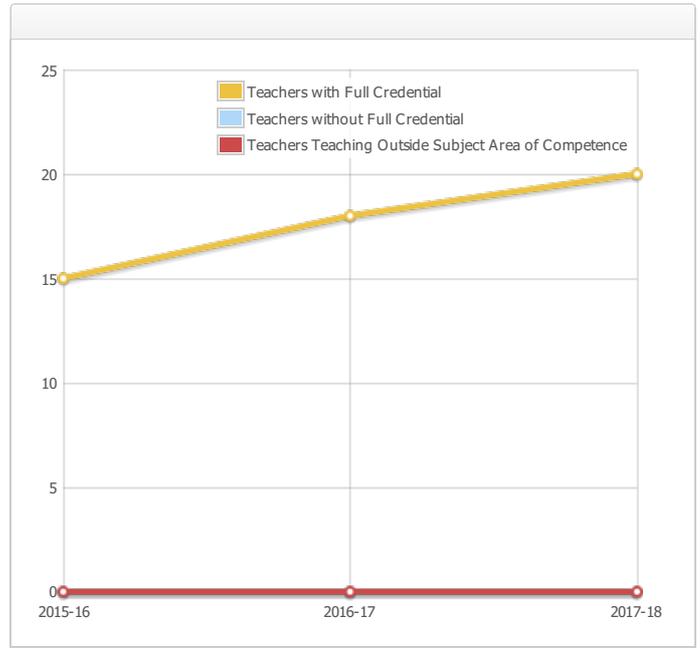
State Priority: Basic

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

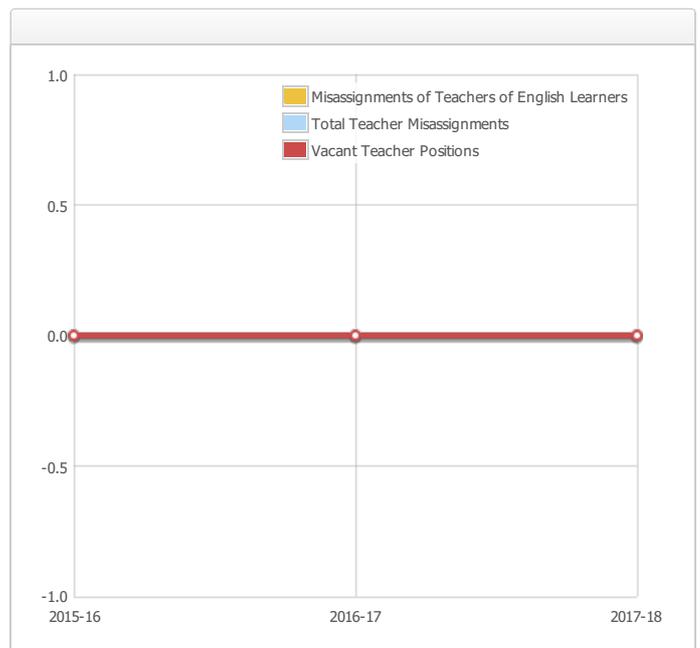
Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	15	18	20	
Without Full Credential	0	0	0	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	



Last updated: 1/26/2018

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
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: 1/26/2018

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which the data were collected:

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p>Common Core ELA (EngageNY) TK-6 Support teaching and learning and provide access to sequenced, spiraled, content-rich curriculum programming and instructional practices that support the attainment of the CCSS. Newly developed modules provide curriculum and instructional resources targeted to address all learners within any classroom setting. Emphasize resources that are planned and developed according to the principles of Universal Design for Learning (UDL), and are able to be used by all students, including: English language learners (ELL), Students with disabilities (SWD), Accelerated learners, Students achieving and performing below grade level. Incorporates curriculum maps, lesson plans, performance tasks, scaffolding materials, samples of student work, and other classroom artifacts.</p> <p>Raz-Kids TK – 6th 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 TK – 6th 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>Core Knowledge TK – 6th Core Knowledge Language Arts (CKLA) is a comprehensive, TK through fifth grade program for teaching reading, writing, listening, and speaking while also building students' vocabulary and knowledge across essential domains in literature, global and American history, and the sciences. In the early grades, CKLA focuses on oral language development through carefully sequenced read-alouds as well as systematic instruction in reading and writing skills. In later grades, CKLA continues to advance students' knowledge and vocabulary through read-alouds and in-depth discussions while also immersing students in complex texts and advanced writing assignments that draw on the academic content they have been engaged in since preschool.</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>Typesy TK – 6th Keyboarding Program for Education focused on comprehensive keyboarding curriculum that incorporates student monitoring and reporting.</p>	Yes	0.0 %
Mathematics	<p>Eureka Math TK – 6th 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 TK- 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 – 6th 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>	Yes	0.0 %
Science	<p>Science A-Z 1st & 6th Learning A-Z Science A-Z is a curriculum resource that blends science and literacy into one K-6 curriculum. The product delivers thousands of resources in Life Science, Earth and Space Science, Physical Science, Engineering, and Process Science. In addition to a robust library of multilevel informational texts, Science AZ also delivers engaging science experiments, hands-on activities, and other collaborative learning opportunities that allow students to think and act like scientists.</p> <p>Seeds of Science 2nd -5th Amplify Learning Classrooms use Seeds of Science/Roots of Reading to increase student achievement in both literacy and science for a range of diverse students, including English language learners. The Do-it, Talk-it, Read-it, Write-it approach for grades 2-5 engages students in learning science concepts in depth, while increasing their skills in reading, writing, and discussing as scientists do. Seeds of Science/Roots of Reading units allow teachers to teach science and literacy together. It can be used during science, literacy, or as supplementary instruction. The curriculum is informed by research, verified by rigorous evaluations, and field-tested in</p>	Yes	0.0 %

classrooms around the country.			
KNOWatom 6th KNOWatom, LLC. Hands-on NGSS science and engineering curriculum aligned to next generation science standards and STEM concepts.			
TCI – Science K – 5th TCI programs get kids moving, thinking, and learning. The foundation of TCI is in its approach to teaching. Every TCI program is designed to reach learners of all abilities using multiple intelligences teaching strategies and theory and research-based active instruction. Students go in-depth and hands-on in every TCI program.			
History-Social Science			0.0 %
Foreign Language			0.0 %
Health	<p>BOKS Program K – 6th BOKS Kids Reeboks Foundation Curriculum providing children with 45 min of fun noncompetitive kid friendly activities achieving moderate to vigorous physical activity through warm ups a skill of the week, running, relay races, obstacle course, group games and ending with an age appropriate nutritional tip to increase positive nutritional habits.</p> <p>Cloud9World K - 5th Cloud9World, Corporation INTERVENTION AND ENRICHMENT PROGRAMS. Cloud9World is a unique social and emotional learning program that integrates literacy as the vehicle for teaching character strengths. A series of beautifully illustrated books are used in both schools and homes. Character and reading assessments, individual application rubrics and wide-ranging activities and materials are included. Cloud9World, Corporation INTERVENTION AND ENRICHMENT PROGRAMS</p>	Yes	0.0 %
Visual and Performing Arts	MusiQ Connect TK – 6th Adventus. A comprehensive group music program that provides schools with a practical way to deliver challenging and engaging classes in a positive social environment. The program develops progressive levels of fluency in music reading and performance, improvising and composing.	Yes	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: 1/26/2018

School Facility Conditions and Planned Improvements

The school is maintained in good repair with a number of non-critical deficiencies noted. An overall FIT percentage of 99.38% was determined after inspection. These 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. Recently a new building was added with new plumbing repairs and two new classrooms. The new staff restroom had plumbing issues, but was fixed in a timely manner. To date there is no maintenance needed to ensure good repair.

Last updated: 1/26/2018

School Facility Good Repair Status

Year and month of the most recent FIT report: April 2017

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

Overall Facility Rate

Year and month of the most recent FIT report: April 2017

Overall Rating	Good
----------------	------

Last updated: 1/26/2018

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 (School Year 2016-17)

Subject	Percentage of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts / Literacy (grades 3-8 and 11)	34%	39%	53%	53%	48%	48%
Mathematics (grades 3-8 and 11)	32%	45%	31%	32%	36%	37%

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.

Last updated: 1/26/2018

CAASPP Test Results in ELA by Student Group**Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	148	148	100.00%	39.19%
Male	68	68	100.00%	39.71%
Female	80	80	100.00%	38.75%
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	144	144	100.00%	39.58%
Native Hawaiian or Pacific Islander				
White				
Two or More Races				
Socioeconomically Disadvantaged	120	120	100.00%	37.50%
English Learners	104	104	100.00%	35.58%
Students with Disabilities	14	14	100.00%	21.43%
Students Receiving Migrant Education Services				
Foster Youth				

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: 1/26/2018

CAASPP Test Results in Mathematics by Student Group**Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	148	148	100.00%	45.27%
Male	68	68	100.00%	52.94%
Female	80	80	100.00%	38.75%
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	144	144	100.00%	46.53%
Native Hawaiian or Pacific Islander				
White				
Two or More Races				
Socioeconomically Disadvantaged	120	120	100.00%	44.17%
English Learners	104	104	100.00%	43.27%
Students with Disabilities	14	14	100.00%	14.29%
Students Receiving Migrant Education Services				
Foster Youth				

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: 1/26/2018

CAASPP Test Results in Science for All Students**Grades Five, Eight and Ten**

Subject	Percentage of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	33.0%	41.0%	53.0%	49.0%	56%	54%

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Last updated: 1/26/2018

Career Technical Education Participation (School Year 2016-17)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	--
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

Last updated: 1/26/2018

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2016-17 Pupils Enrolled in Courses Required for UC/CSU Admission	0.0%
2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0%

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 2016-17)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Fitness Standards	Five of Six Fitness Standards	Six of Six Fitness Standards
5	30.8%	26.9%	19.2%

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.

Last updated: 1/26/2018

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 schoolsite

Opportunities for Parental Involvement (School Year 2017-18)

At Hawking S.T.E.A.M. Charter School 2, we encourage parent participation throughout the school year. Since our school prides itself on safety, all of our parents and volunteers go through a screening process through "Livescan" and have to complete mandated reporter training. Once they are cleared through our HR department, they are able to actively be in the classroom and run small groups, and assist with any class prep their teacher's may need. The opportunities where parents can participate range from specific activities such as cafeteria duty/recess supervision to involvement in school wide events like our Talent Show, Fall Festival, and Expos. Not only do parents gain a better understanding of the schooling process, they also improve children's academic achievements and parent/child relationships. We offer various forms of communication with parents, from email, dual language publications, bulletin boards, "Coffee with the Principal" meetings, Fabulous Friday and even a very active Facebook page which ties the relationship with our Hawking family. The pride parents feel when they become more involved reflects in our students, our staff and our overall community.

State Priority: Pupil Engagement

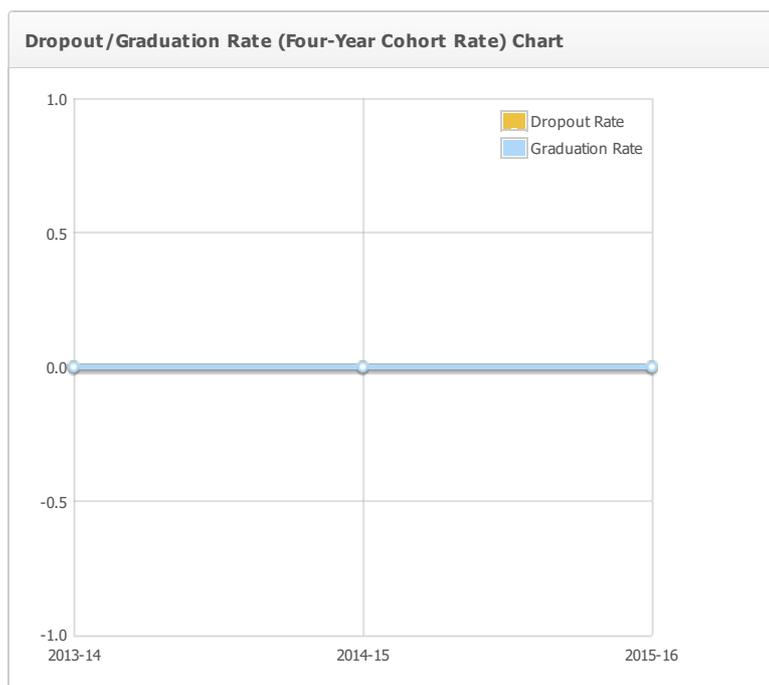
Last updated: 1/26/2018

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			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	11.5%	10.7%	9.7%
Graduation Rate	0.0%	0.0%	0.0%	82.5%	84.6%	82.8%	81.0%	82.3%	83.8%



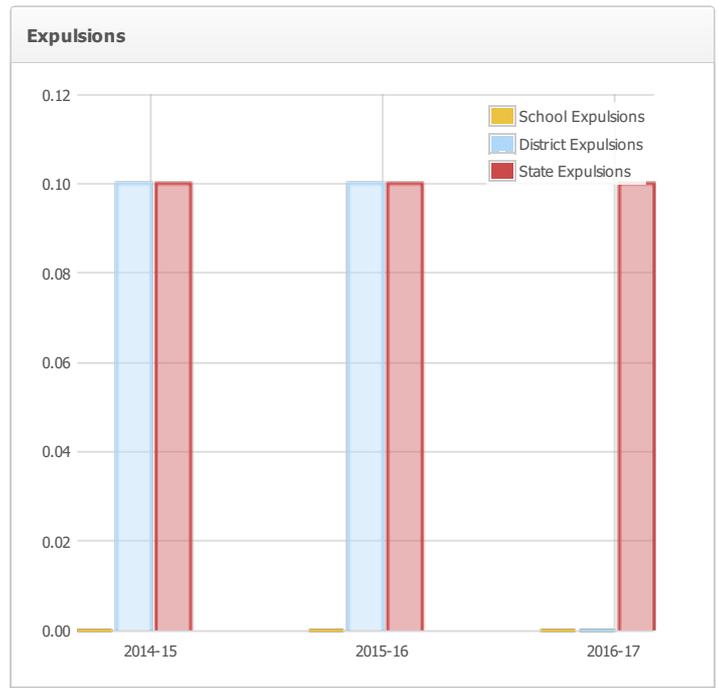
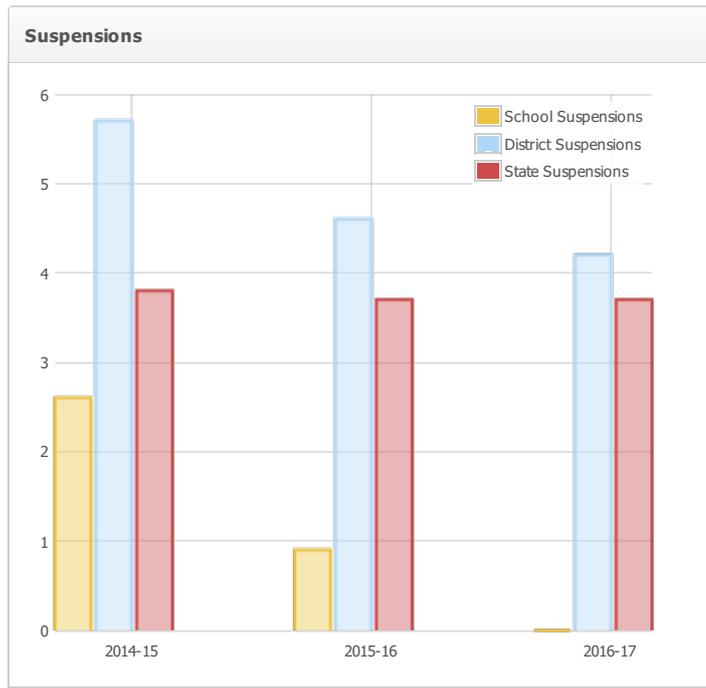
State Priority: School Climate

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			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	2.6%	0.9%	0.0%	5.7%	4.6%	4.2%	3.8%	3.7%	3.7%
Expulsions	0.0%	0.0%	0.0%	0.1%	0.1%	0.0%	0.1%	0.1%	0.1%



Last updated: 1/26/2018

School Safety Plan (School Year 2017-18)

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 SSC and the governing board 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 2, 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 School Site Council approved the Comprehensive Safety Plan on December 5, 2017.

Last updated: 1/26/2018

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.

Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2008-2009
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	N/A	19
Percent of Schools Currently in Program Improvement	N/A	76.0%

Last updated: 1/26/2018

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15				2015-16				2016-17			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	25.0	0	4	0	24.0	0	4	0	24.0	0	4	0
1	25.0	0	3	0	25.0	0	2	0	25.0	0	3	0
2	23.0	0	1	0	24.0	0	3	0	24.0	0	3	0
3	27.0	0	1	0	0.0	0	0	0	24.0	0	3	0
4	24.0	0	1	0	25.0	0	1	0	25.0	0	1	0
5	25.0	0	1	0	25.0	0	1	0	27.0	0	1	0
6	0.0	0	0	0	25.0	0	1	0	25.0	0	1	0
Other	0.0	0	0	0	25.0	0	2	0	0.0	0	0	0

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

Last updated: 1/26/2018

Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.0	0.0
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	0.0	N/A
Psychologist	1.0	N/A
Social Worker	0.0	N/A
Nurse	0.0	N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist (non-teaching)	1.0	N/A
Other	1.0	N/A

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

*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: 1/26/2018

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$6141.7	\$43.8	\$6097.9	\$57915.9
District	N/A	N/A	\$0.0	\$83046.0
Percent Difference – School Site and District	N/A	N/A	200.0%	-35.7%
State	N/A	N/A	\$6574.0	\$82770.0
Percent Difference – School Site and State	N/A	N/A	-7.5%	-35.3%

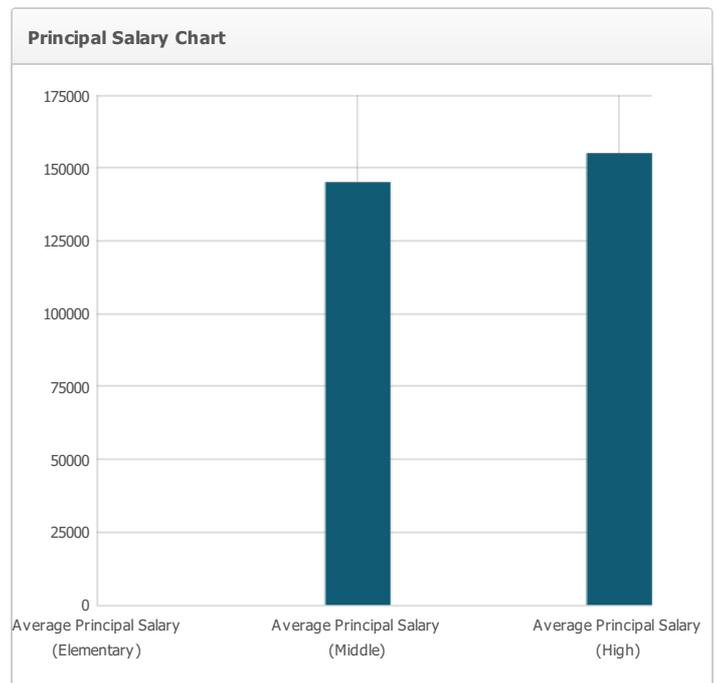
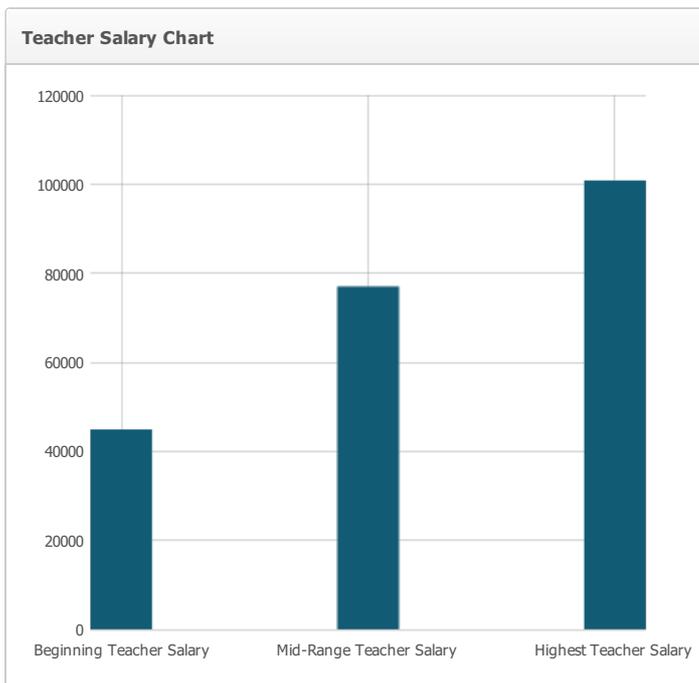
Note: Cells with N/A values do not require data.

Last updated: 1/29/2018

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$44,920	\$50,221
Mid-Range Teacher Salary	\$77,008	\$83,072
Highest Teacher Salary	\$100,812	\$104,882
Average Principal Salary (Elementary)	\$	\$
Average Principal Salary (Middle)	\$145,114	\$128,094
Average Principal Salary (High)	\$155,085	\$146,114
Superintendent Salary	\$235,000	\$226,121
Percent of Budget for Teacher Salaries	35.0%	34.0%
Percent of Budget for Administrative Salaries	4.0%	5.0%

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



Professional Development

PROFESSIONAL DEVELOPMENT: Each year, targeted professional learning activities are provided for teachers, instructional assistants and support personnel based on student achievement data and staff self assessment data. Professional learning activities are planned to address the school-wide focus and the identified areas of improvement.

Hawking STEAM Charter School 2 has successfully retained 90% of its staff since it was established, and it values building capacity and cultivating learning for all. The Charter School provides professional development ("PD") that is ongoing, sustainable, coherently focused; research-based; collaborative, and supportive of the instructional needs of teachers and the diverse needs of our students. All teachers are required to attend professional development and are held accountable for implementing the strategies and content taught during classroom observations, which are conducted by the Executive Director, Associate Principal and Instructional Coach on a weekly basis.

Professional development for all teachers includes:

- Kagan Collaborative and Engagement Strategies • Eureka Math
- NWEA/MAP Testing: Data Analysis
- NWEA Instructional Ladders
- RAZ Kids from Learning A to Z
- Next Generation Science Standards
- Khan Academy
- Cloud 9 World Social Emotional Awareness Development Program
- Hattie's research on effective teaching and learning (Visible Learning)

Preparation for student-led conferences and Expos Professional development is provided through the following structure:

- One week of intensive summer professional development
- Twice per month on Wednesdays during the school year
- During three non-instructional days during the academic calendar. These days are allocated for school-wide review of student benchmark assessments

Members of the leadership team also attend and disseminate information from conferences that include:

- National Charter School Conference
- International Cultural Proficiency Institute
- California Charter Schools Association ("CCSA") Conference
- San Diego County Office of Education ("SDCOE") Curriculum and Instruction Symposium
- California Science Educators Conference

Last updated: 1/26/2018